# Employer-led Workplace Literacy and Numeracy Fund Application Form

Employers that want to apply for the employer strand of the Workplace Literacy and Numeracy Fund (the Fund, EWLN) must complete this application form.

When completing your application, refer to [*Employer-led Workplace Literacy and Numeracy Fund – Application Guide*.](https://www.tec.govt.nz/assets/Forms-templates-and-guides/EWLN/EWLN-Application-Guide.pdf)

## Submitting this form

Please email a Word document and a PDF of your completed funding proposal template, and any accompanying evidence, to us at [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz)

Make sure your email subject line contains: [EDUMIS - **Your organisation**] - **Workplace Literacy and Numeracy Funding Application for Employers –** [**Date of application**]**.**

## Checklist

Use this checklist to ensure you have completed the form correctly. This should help to avoid delays.

|  |  |
| --- | --- |
| Checklist | Completed |
| Have you attached a copy of your organisation’s legal status? |  |
| If contracting a third party, have you attached a copy of the contract with that third party? |  |
| If a consortium, have you attached a copy of the Consortium for Employers’ application (one per employing organisation)? |  |
| Have you completed all the appropriate sections of the application? |  |
| Has a senior manager signed the application? |  |

## Key things to know when applying for the Fund

The Fund helps employers provide high-quality literacy and numeracy programmes that are customised for their workplace. The programmes address productivity opportunities or problems that have their root causes in literacy and numeracy issues among employees.

### Learner eligibility

Employees who participate in the programme should be those with low literacy and/or numeracy skills. This may manifest as difficulties in:

* understanding written and/or verbal instructions
* completing forms
* reporting verbally and/or in writing
* understanding and/or completing basic calculations
* expressing literacy and numeracy through digital devices necessary for work.

These difficulties may be exacerbated by having English as a foreign language.

Our funding conditions specify that a learner has a low skill level of literacy and/or numeracy if the learner:

has fewer than 121 credits on the New Zealand Qualifications and Credentials Framework (NZQCF) (or equivalent); or

has more than 120 credits on the NZQCF (or equivalent), and has fewer than 31 credits in literacy and/or numeracy in unit standards and/or achievement standards (or equivalent): and

is assessed using the Literacy and Numeracy for Adults Assessment Tool (the LNAAT) and does not present at Step 4 or higher on the Learning Progressions for reading, and/or Step 5 or higher on the Learning Progressions for numeracy

The Fund is intended for domestic learners in the paid workforce. This includes employees as well as contractors and temporary/seasonal staff working for the employer. The Fund must not be used for staff professional development for the purposes of delivering a literacy or numeracy programme.

Individuals who do not meet our eligibility criteria may still participate in the proposed programme but should not be funded through this Fund.

### Your programme

This is a standard-based application process. The application must meet our Assessment Criteria to be eligible for funding. See page 11 of this form for the Assessment Criteria.

To be eligible for the Fund, your programme must:

* provide literacy, numeracy, or literacy and numeracy training that is specific, rather than embedded within the programme
* deliver literacy, numeracy, or literacy and numeracy, provision to a minimum of 20 of an employer’s employees; or
* deliver literacy, numeracy, or literacy and numeracy provision to a minimum of 20 employees as part of a consortium arrangement with other employers
* generally, provide programmes of tuition to learners of between 25 and 80 hours. The tuition must be delivered at the intensity rate of 40 hours over a 10-to-40-week period
* achieve the purposes of the fund:
* to increase the literacy and numeracy skills of employees, and
* to contribute to workplace productivity through the provision and evaluation of literacy and numeracy learning in a workplace context
* provide good evidence of employee literacy, numeracy or literacy and numeracy need in an application
* contribute to the development of sustainable employee literacy and numeracy practices within the workplace
* use an effective assessment process at the beginning of the programme to identify employees’ literacy and/or numeracy skill levels, which may be the LNAAT.

The LNAAT or a similar assessment process helps ensure that the funding is targeted at employees with low skill levels.

For more information, see [Employer-led Workplace Literacy and Numeracy Fund](https://www.tec.govt.nz/focus/our-focus/foundation-education/skills-highway/).

For detailed eligibility criteria, please see [Funding Conditions 2025](https://www.tec.govt.nz/assets/Publications-and-others/2025-funding-conditions-catalogue.pdf).

## Consortia

The Lead employer in a consortium submits the application using this form. All other participants in a consortium must fill in the short Consortium Employer Participation Form. The Lead employer attaches the Consortium Employer Participation Forms of other employers to their application.

**The Lead employer will provide information on all consortium partners for questions 6 and 8 through 20.**

## Employer details

|  |  |
| --- | --- |
| Name of organisation: |  |
| Organisation’s postal address: |  |
| EDUMIS number (if known)[[1]](#footnote-1): |  |
| NZBN |  |
| Chief Executive/General Manager who is responsible for this programme: |  |
| Contact person/s:  *This person/s must have a good understanding of the proposed programme. We must be able to contact this person for at least 8 weeks from the application’s submission date.* |  |
| Contact person/s physical workplace address: |  |
| Contact person/s role or position within the organisation: |  |
| Phone: |  |
| Mobile: |  |
| Email: |  |
| Legal Status  *Describe your legal status and provide a relevant company, charity, or incorporated society number, or comparable information. Provide a copy of your company’s registration certificate, charity’s summary, or incorporated society summary or comparable information.* |  |

## 1(a) Consortium details

This only needs to be completed by the Lead employer in a consortium.

|  |  |
| --- | --- |
| Name of Lead employer organisation: |  |
| Names of other employers in consortium: |  |

Download here: [Consortium Employer Form](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.tec.govt.nz%2Fassets%2FForms-templates-and-guides%2FEWLN%2FEWLN-Consortium-Employer-Participant-form.docx&wdOrigin=BROWSELINK)

## 2. Organisation Information and productivity improvement opportunity

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| 2.1) State the industry area(s) your organisation operates in (eg, retail, manufacturing, construction). | | | | | |
|  | | | | | |
| 2.2) List your organisation’s main activities (eg, customer service, food processing, and building). | | | | | |
|  | | | | | |
| 2.3) Briefly describe your organisation’s structure (eg, single site, multi-site, franchise) and main locations. | | | | | |
|  | | | | | |
| 2.4) State the estimated number of ALL employees in your organisation and the number of employees within each ethnic group. | | | | | |
| Total number of employees in the organisation | New Zealand Māori | Pacific people | New Zealand European | Asian | Other |
|  |  |  |  |  |  |
| 2.5) List any Tertiary Education Organisations (TEOs) you currently work with such as Te Pūkenga Work Based Learning subsidiaries and briefly describe the nature of your relationship. | | | | | |
|  | | | | | |
| 2.6) If you are an applicant (or a subsidiary of an applicant) who has previously received funding through the employer strand or the TEO-led strand of the Fund, please provide an explanation of previous results and why you are applying again. | | | | | |
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## Proposed programme

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 3.1) State the delivery approach of the proposed programme. | | | | | | In-house personnel | Yes/No | | Contracted third party | Yes/No | | Note: Any third party must be approved by us before they are contracted. Please see the *Workplace Literacy and Numeracy Fund – Applying for funds through the employer strand* for further information. | | | | | | If you intend to have a **contracted third party** delivering some, or all, of the proposed programme, provide the contract with that third party. The third party must have tutors with appropriate qualifications – such as the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) or National Certificate in Adult Literacy Education (Vocational). Other qualifications are sufficient if they include content and outcomes related to embedding literacy and numeracy in a New Zealand context. | | | | | | Name of organisation: | |  | | | | Contact person/s: | |  | | | | Contact person/s role or position within the organisation: | |  | | | | Phone: | |  | | | | Mobile: | |  | | | | Email: | |  | | |  |  | | --- | | 3.2) If you intend to have in-house personnel delivering any of the proposed programme, outline the process by which you will ensure that these personnel are appropriately qualified.  Tutors will need to have a qualification such as the the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) or National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) which is known as NCALNE (Vocational). Other qualifications are sufficient if they include content and outcomes related to embedding literacy and numeracy in a New Zealand context.  Many of the EWLN programmes have English for Speakers of Other Languages (ESOL) components. Where this is the case, we expect tutors to demonstrate ESOL expertise.  We expect all foundation level tutors to be skilled at using our educational resources (such as the Learning Progressions and the LNAAT), to know how to embed literacy and numeracy effectively in teaching activities and to be able to meet the needs of adult New Zealanders effectively. | |  | |
|  |
| 3.3) Describe the workplace issues your organisation experiences because of employees having low literacy and/or numeracy skills and/or English as a second language. Describe how these impacts on your productivity, including the way the organisation measures this impact. For example:   * Difficulties in understanding written instructions results in … * Difficulties in communicating via writing results in … * Difficulties with using a computer results in … * Poor completion of health and safety forms results in … |
|  |
| 3.4) Outline the content of your proposed programme and how it will address the workplace issues that you described in section 3.3. We must be able to see that the issues identified in section 3.3 will be improved through this programme.  Note: As you are proposing this programme for our funding, the proposed programme must:   * provide explicit literacy and/or numeracy training * be a standalone literacy and/or numeracy programme in relation to the workplace of the applicant.   The proposed programme must not be literacy and/or numeracy training, which is part of, or attached to, another workplace training programme. |
|  |
| 3.5) Referring back to question 3.3, state how you will measure the changes made by this programme and identify the target change. Measures are likely to be a range of objective and subjective measures, including ones in common use by the organisation. A separate sheet may be attached with the measures and target changes. |
|  |
| 3.6) Describe how your proposed programme will complement any current training system within your organisation. This may include examples of how it will be linked to inductions, compliance training, or be a prerequisite to other specific training programmes or qualifications. |
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| 3.7) Describe the group size and delivery modes of your proposed programme (for example, one-to-one, small groups, classroom, on-the-job, etc.). We will prefer to invest where we see good practice. Our view is that good practice is a group size of up to six to eight, or larger groups with that learner-to-tutor ratio. For some learners one-to-one tuition will be needed. |
|  |
| 3.8) State the delivery locations of your proposed programme (geographic location and whether this is in the workplace or off-site). |
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| 3.9) State the delivery times of your proposed programme and amount of time to be spent (for example, two hours a week during work hours). |
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| 3.10) Programme Details  The increased flexibility in hours means employers could have the opportunity to deliver strands within a programme aimed at different groups of staff. Please detail these programme strand details below. (There is an example in the Application Guide). | | | | | |
| Programme | Employees | Hours | Weeks | Start | Finish |
| Strand 1 |  |  |  |  |  |
| Strand 2 |  |  |  |  |  |
| Strand 3 |  |  |  |  |  |
| Total |  |  |  |  |  |
| Employees - Total number of employees participating in the proposed programme.Hours - Expected number of hours of the programme per employee.Weeks - Expected number of weeks of the programme per employee strand.Start - Expected start date of proposed programme strand.Finish - Expected end date of proposed programme strand (including any recess periods). | | | | | |

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| 3.11) Learner Need  Provide evidence to support the employee numbers and hours in the Programme Detail section. This could include the results of a full or partial needs analysis using the LNAAT. Use of LNAAT results is a key way of establishing learner eligibility for the Fund. |
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## 4. Sustainability – future organisational capability

The objective of EWLN funding is to encourage an organisation to grow its own sustainable workplace literacy and numeracy systems and processes, and to establish the capability and capacity to address low literacy and/or numeracy skills in the workplace on an ongoing basis.

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| 4.1) Describe how you expect this initiative will help your organisation ensure that the literacy and numeracy need of your employees **will continue to be addressed beyond the end of your proposed programme**.  If this application is for a second or subsequent programme year, you must give a brief explanation of why this is necessary. Additionally, describe the sustainability measures that were implemented following your previous programme and their success.  Describe how your organisation will build the infrastructure (culture, systems and processes) needed to maintain sustainability.  Examples may include:   * how you will ensure ongoing management support for the investment required once our funding ends * how employees will progress to further learning (with external programmes or in-house) * what processes you will establish to verify employees’ literacy and/or numeracy skills * the systems you will have in place to provide a structured programme to address low literacy and/or numeracy skills (via skilled and/or qualified in-house personnel or a contracted third party) * how you will document and monitor the literacy and numeracy programme for employees and identify other training opportunities or qualifications they may be eligible for * what processes you will follow to embed literacy and numeracy into induction training (via skilled and/or qualified in-house personnel or a contracted third party) * what processes you will follow to embed literacy and numeracy (for example, in-house training materials, work orders, operating procedures) * how you will ensure that specialist training providers (for example, forklift, crane, first aid, etc.) embed literacy and numeracy into their programmes. * engaging with public libraries to support employee access to library facilities. |
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## 5. Proposed budget

Workplace Literacy and Numeracy funding **cannot** be used for:

* capital items, such as computers and software
* employee wages
* relief employee wages covering employees released for literacy and numeracy support
* course enrolments or exam fees
* major development of learning tools and materials (including the development of an alternative assessment tool)
* administration costs not directly related to the programme
* unreasonable resource development/preparation time
* employee professional development that does not specifically focus on gaining literacy and numeracy skills in the workplace, including for the purposes of delivering literacy or numeracy training (for example, train the trainer programmes).

## 6. Investment

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| --- |
| We expect that employers will make a reasonable contribution to the cost associated with the workplace literacy and numeracy programme. Provide details of the employer’s contribution, including how the contribution was calculated. |

|  |  |  |
| --- | --- | --- |
| **Employer Investment** | **Cost** | **How the Cost was Calculated** |
| Cost of staff time in the programme | **$** |  |
| Cost of management and administration | **$** |  |
| Use of employers’ facilities at market price | **$** |  |
| Capital items related to the course | **$** |  |
| Other costs (Define) | **$** |  |
| **Total Employer Investment** | **$** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Funding sought from us:** | **$** | **Our contribution per hour (to a maximum of $105.81 per hour):** | **$** |
| **Total programme cost:** | **$** |  | |

## 7. Declaration and authorisation

**This section must be signed by your organisation’s Chief Executive/General Manager or a designated authority on their behalf.**

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| --- |
| * I agree that there is senior management commitment to the proposed programme. * I agree that the focus of this proposed programme is solely on employees with low literacy and/or numeracy skills. * I agree to assess the literacy and/or numeracy skill level of all employees targeted for this proposed programme. * I agree that support through this Fund will only be used for eligible employees. * I confirm that our organisation is not currently using workplace literacy and numeracy services from a Tertiary Education Organisation that is funded through a different strand of the Workplace Literacy and Numeracy Fund for the same learners.   I declare that to the best of my knowledge the information given in this application is true and correct.  Signature: Date:  Name:  Title: |

## 

## Our EWLN Assessment Criteria

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| --- | --- | --- | --- |
| Our Assessment Criteria are connected to the Purpose of the Fund or other fund specific conditions. | | | |
| **Reference**  **Section** | **Criteria** | **Yes** | **No** |
| S1 | Is the applicant an eligible organisation? |  |  |
| S1 | Has the applicant provided a copy of the registration certificate to show their legal status? |  |  |
| S1(a) | Are consortium details provided, if applicable? |  |  |
| S2.5 | Are there reasonable links to TEOs, including Te Pūkenga Work Based Learning subsidiaries etc., to ensure pathways for learners that contribute to the Purpose of the Fund? |  |  |
| S2.6 | If this is a request for funding a further programme, did the previous programme contributed to the Purpose of the Fund? Will this application make a different contribution to achieving the Purpose of the Fund? |  |  |
| S3 | Does the programme contribute to workplace productivity through the provision and evaluation of literacy and numeracy learning in a workplace context? |  |  |
| S3 | Is the proposed programme content likely to increase the literacy and numeracy skills of employees? |  |  |
| S3 | Does the proposed programme address the workplace productivity issues identified? |  |  |
| S3 | Does the application have sufficient targeted literacy, numeracy, or literacy and numeracy outcomes that reflect the priorities and needs of the workplace, to assess change in workplace productivity? |  |  |
| S3 | Is there evidence of a supportive workplace training culture that means the programme is likely to succeed? |  |  |
| S3 | If contracting a third party, does the third party have tutors with appropriate qualifications and ESOL, and cultural expertise where necessary? |  |  |
| S3 | If delivering in-house, is there evidence that the applicant has a staff member with the appropriate qualifications and ESOL expertise to tutor its employees? |  |  |
| S3 | Is the proposed tuition generally to be provided to learners between 25 and 80 hours? Is the proposed tuition delivered at the intensity rate of 40 hours over a 10-to-40-week period? |  |  |
| S3 | Is there sufficient evidence of learner eligibility? |  |  |
| S3 | Does the application demonstrate integration of literacy and numeracy use into workplace training practices to support increasing the literacy and numeracy skills of employees? |  |  |
| S4 | Does the application satisfactorily describe how it intends to achieve sustainable practices to support increasing the literacy and numeracy skills of employees? If applicable, is there a compelling reason for a subsequent programme? |  |  |
| S6 | Does the employer make a reasonable contribution to a programme that represents value for money? |  |  |
| S7 | Has the application been signed by a senior staff member of the employer (and not any third-party partner)? |  |  |



1. All recipients of government tertiary education funds must have an EDUMIS number, including employers in receipt of workplace literacy funding. An EDUMIS number can be obtained by making an application to the Ministry of Education. Call 0800 422 599 or email [service.desk@minedu.govt.nz](mailto:service.desk@minedu.govt.nz). If your organisation does not have an EDUMIS at the time of applying, you may wait until the outcome of your application is known. [↑](#footnote-ref-1)