

# Integration of digital literacy in tertiary education

## Introduction

Digital literacy is increasingly essential in today's workforce. This briefing paper explores how digital literacy can be integrated into adult education programmes, drawing on insights from the Manako programme and the PIAAC report.

The Manako programme is provided by Ako Aotearoa, the National Centre for Tertiary Teaching Excellence (NCTTE), and was formerly known as the Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme. The Manako programme continues our partnership with the Tertiary Education Commission (TEC) to enhance educational capability across Aotearoa New Zealand. Embracing our roots and expertise in literacy, numeracy, and both Māori and Pacific cultural capability, the Manako programme expands our commitment to delivering inclusive and effective education, informed by the values and needs of all New Zealanders.

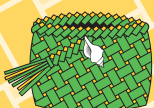
PIAAC is the Programme for the International Assessment of Adult Competencies, and an initiative of the OECD (Organisation for Economic Co-operation and Development). The OECD is an international, intergovernmental organisation with 38 Member countries, whose message is “Better policies for better lives”.

## Current initiatives

The Manako programme has implemented several digital literacy initiatives aimed at enhancing teaching and learning in the tertiary education sector. These include a self-directed online learning course, Digital Literacy workshops, and a discussion paper to scope the development of a Digital Skills Framework.

## Effectiveness and challenges

While these initiatives support capability building, challenges remain. The PIAAC report reveals that many adults still struggle with basic digital problem-solving skills. This gap highlights the need for more targeted and accessible digital literacy programmes.



## Recommendations for tertiary education sector

### » **Expand access:**

- » Increase the availability of digital literacy programmes, particularly in under-served communities.

### » **Tailored training:**

- » Develop customised training modules that address specific skill gaps identified by the PIAAC report, such as the [Digital Literacy Educator Pathway with Pathways Awarua](#).

### » **Continuous assessment:**

- » Implement regular assessments to track progress and adjust programmes as needed.

### » **A coherent approach:**

- » Build on the groundwork developed in the [scoping report](#) to develop a Digital Skills Framework to inform the teaching, learning, and assessment of adults' digital skills.

## Conclusion

Integrating digital literacy into tertiary education is crucial for workforce readiness. By addressing current challenges and leveraging information from the PIAAC report, the Manako programme can enhance its digital literacy initiatives and better prepare adults for the digital economy.

