Summary of main themes from Strategy consultation feedback and changes made to finalise Strategy

Summary feedback in each workstream	Changes made to final Strategy
Workstream 1: We will reach more people who need help **(pages 10-11)**	
Strong agreement with direction and actions • Various suggestions about improvements, mostly relating to the Workplace Literacy and Numeracy fund. Some feedback supported the work providers do in this area, compared to employers. • More should be done to reach those not in work, those not in education, employment, and training (NEETS), and those in the community. • Some feedback said not enough will be done to reach our target group or achieve the Strategy's targets. • Feedback highly supportive of a national publicity campaign, and suggested it should reach employers too	• Add more reference to NEETS and improving people's employability through improving literacy and numeracy skills • Move national publicity campaign from Workstream 2 to Workstream 1 – it is a better fit because the TEC would inevitably work with other agencies. Also add more information about reaching employers through the Skills Highway programme
Workstream 2: We will better target support to individual learners to help improve their outcomes **(pages 12-14)**	
Almost universal agreement with direction and actions. • Concerns that the Strategy was silent on where Haea Te Pu Ata (the TEC-commissioned national Māori literacy and numeracy framework) fits into the Strategy's work • Some feedback stated Maori and Pasifika learners each had distinct needs • Some requests for more specificity about what TEC means by learning difficulties	• Add text about how Haea Te Pu Ata will inform the Strategy's work • Split Māori and Pasifika into distinct learner groups • No changes to 'learning difficulties' section. TEC will be doing more detailed operational work after Strategy finalised.
Workstream 3: We will ensure that tutors and trainers are well equipped to help their learners succeed **(pages 15-16)**	
Strong agreement with direction and actions. • Strong support for enhancing existing educational resources, such as more contextualised educational resources, and expanding Pathways Awarua. • Critical feedback about the appropriateness of the qualification requirement relating to ESOL educators and learners.	• A few small tweaks to reflect new TEC research on Assessment Tool usage, and to improve professional development opportunities. • No changes proposed regarding the appropriate qualification requirement
Workstream 4: We will support and influence other agencies' work **(page 16)**	
Almost-universal support for direction. • Support for using TEC's educational resources more in secondary schools • Feedback wanted more detail on how collaboration would happen. Some believed that an all of government, 'all ages' strategy to lift literacy and numeracy would be better than work being siloed by education sector. Some also called for more	• No changes proposed. More detail not appropriate for a high-level strategy like this.

collaboration with non governmental and private sector organisations. • Feedback was critical of the impact of MSD operational policy on learners	

Key targets and indicators to measure the Strategy's success   (pages 7-8)

Feedback was mixed. There were probably slightly more supportive comments than criticisms or suggestions about what could be different. There were concerns about: • over-reliance on Assessment Tool usage; • over-reliance on statistically significant gain potentially leading to potential perverse outcomes; • the indicators' narrow focus because they measure quantity, proficiency, and outputs rather than quality, practices, and outcomes. • insufficient explanation of how the various activities of the TEC and the tertiary sector are reflected in the indicators On the other hand, some comments supported the indicators and that the targets were achievable. There were many suggestions for different indicators, including. measures that cover: • broader qualitative aspects of literacy and numeracy, such as changes in practice and 'soft skills' holistic measures regarding workplaces; • the 'distance travelled' by a learner; • the numbers of qualified educators; and • using NZQA's external evaluation and review process.	• Some additional explanation of the current indicators and their role as 'proxy measures'. • Added an endnote that the TEC will investigate how we can better incorporate broader outcomes into the TEC's work, as mentioned in the Consultation Paper.

Other questions asked in the draft Strategy included:

Are there any other areas that we have missed or other comments?

Various comments, including: • a concern that the Strategy is too narrowly focused on economic considerations, • a caution that the government should not take a 'deficit model' approach to this work; and • calls for more work on digital, financial, and other literacies.	• Add a reference explaining the TEC's definition of literacy and numeracy, and we might incorporate other literacies eg digital and financial literacy. • Reframe the Strategy's introductory section to focus on opportunity and potential rather than 'deficit' model.

Do you have any comments on the Strategy's structure, and the content in the Introduction section?
Do you have any overall feedback on the Strategy refresh process?

Feedback was very positive about the document's clarity and structure, the consultation process, and the TEC staff involved with this Strategy consultation.	