

# Youth Employment Action Plan Monitoring and reporting Dashboard: August 2021

Select Data and Featured Actions

## Key Indicators

### Retention at school

In 2020, **83.5% of all school leavers stayed at school to age 17** (up 0.7pp).  
In 2019, **55.9% of school leavers enrolled** in level 3 and above **tertiary education**.

### Median weekly earnings

**15-19 years old** weekly earnings were \$343 in 2021 (down from \$351 in 2020).  
**20-24 years old** weekly earnings were \$890 in 2021 (up from \$785 in 2020).

### Qualifications

In 2020, **59.1% of all school leavers achieved Level 3 or UE standard**, a 4.1 percentage point increase from 2019.

### Number of people aged 15-24 on main benefits (as at June 2021)

- Jobseeker student hardship: **180**
- Job seeker related: **39,555**
- Sole Parent Support: **9,144**
- Youth and young parent payment: **2935**

## Progress on actions

Of the 28 examples of initiatives designed to achieve the high level actions within the Action Plan: **15** are completed- implemented or is ongoing  
**10** are underway- begun development  
**3** are to begin development- has been delayed or reprioritised

## Feature action: He Poutama Rangatahi Wāhine Whakamana o Wainuiomata

He Poutama Rangatahi is an initiative that supports the action to “Strengthen interventions delivered through local partnerships such as local connector/kaitūhono services, and expand initiatives demonstrated as being effective.”

Morehurehu Limited is a mana whenua organisation of Te Atiawa descent. They had been voluntarily teaching raranga to wāhine in the Wainuiomata community for 3 years. In May 2019, they started delivering the raranga training at the Wainuiomata Marae when the Marae found out that the training was being delivered at their home in rural Wainuiomata. They found that through delivering raranga training they were starting to engage wāhine from the community who had previously been disengaged from the community.

The HPR-funded Wāhine Whakamana o Wainuiomata programme uses the Provider’s position to engage those wāhine NEET who are already walking through their doors, and add intense wrap-around pastoral care, training, and employment support to help them identify life and career aspirations, and progress towards those goals. The programme will work with 80 wāhine NEET over 2 years.

Since beginning in February this year, the programme has **enrolled 30 wāhine NEET from the community**.

- 30 wāhine have enrolled/engaged in the programme
- 21 wāhine have completed the 10-week programme (9 are still working through it as part of cohort 3)
- 12 wāhine have gained their Certificate of Achievement in Harakeke Preparation, with 9 of them also gaining a Level 4 Qualification - Te Pou Hono Ki Taiao
- 12 wāhine have gained their First Aid certificates
- 14 wāhine have completed work experience as part of the programme
- 15 wāhine have transitioned into employment, education, or training and continue to receive ongoing pastoral care to keep them engaged in their new pathway.

## Highlight on NEET rates

### Total NEET (people)

June 21: **70,200** ↑  
June 20: 77,400  
June 19: 64,000

### Male NEET Rate (%)

June 21: **9.1%** →  
June 20: 10.5%  
June 19: 9.1%

### Female NEET Rate (%)

June 21: **12.7%** ↑  
June 20: 13.1%  
June 19: 10.5%

### Total NEET Rate (%)

June 21: **10.8%** ↑  
June 20: 11.8%  
June 19: 9.8%

### Māori NEET Rate (%)

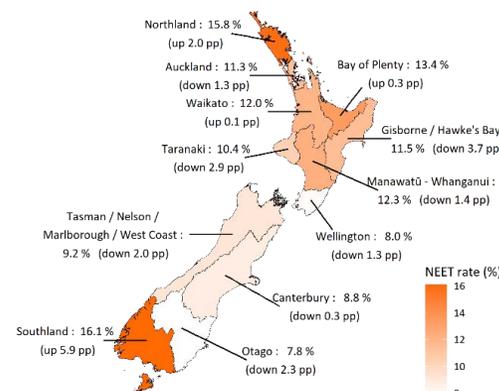
June 21: **17.6%** ↑  
June 20: 17.8%  
June 19: 16.4%

### Pacific NEET Rate (%)

June 21: **16.6%** ↑  
June 20: 18.3%  
June 19: 15.9%

Graphs: NEET by Regional Council Area (HLFS June 2021)

NEET rate by regional council area  
Jun 2021 (compared with Jun 2020 quarter)



Region	NEET total
Northland	3,100
Auckland	26,900
Waikato	6,700
Bay of Plenty	5,200
Gisborne/Hawke's Bay	3,300
Taranaki	1,400
Manawatū - Whanganui	4,300
Wellington	5,700
Tasman/Nelson/Marlborough/West Coast	1,700
Canterbury	6,900
Otago	2,900
Southland	2,000

Actions	Examples of initiatives to implement actions	Agency	Status	Progress over last six months	Planned progress over next six months	Evaluation	Measuring outcomes
<p><b>1. Improve early identification and effectiveness of interventions targeting young people at risk of limited education, employment and training</b></p>	<p><b>1A.</b> Work to better understand and target socio-economic disadvantage in education eg. introducing the Equity Index.  <b>1B.</b> Create a more effective system of alternative education provision.  <b>1C.</b> Implementation of the Learning Support Action Plan  <b>1D.</b> Work with local partnerships to work collectively for young people at risk of limited education and employment outcomes.  <b>1E.</b> Review NCEA to make it more accessible.</p>	<p><b>1A.</b> MoE  <b>1B.</b> MoE  <b>1C.</b> MoE  <b>1D.</b> MPP and TPK  <b>1E.</b> MoE</p>	<p><b>1A.</b> Underway  <b>1B.</b> Underway  <b>1C.</b> Completed  <b>1D.</b> Underway  <b>1E.</b> Underway</p>	<p><b>1A.</b> On track- Budget 2021 funding provides a foundation for the introduction of the Equity Index in school funding. This provided \$18.076m in operational funding in Vote Education as a first step in replacing the decile system with the Equity Index from 2023.  <b>1B.</b> Work on the redesign of provision of education in alternative settings (including Alternative Education, Activity Centres, and Te Kura at-risk gateways) was delayed due to COVID 19. It has been resumed, and we are taking an incremental approach to implementing the ideal state agreed by Cabinet in 2019.  <b>1C</b> On track  <b>1D.</b> Year 1 began in March 2019 and was finalised in May 2020 - The <a href="#">Year 1 Evaluation Report</a> and <a href="#">Factsheet</a> are published on the Te Puni Kōkiri website.  Year 2 contracts began in June 2020 (following a slight delay because of COVID-19) and finished in June 2021.  <b>1E.</b> More than 400 Subject Expert Group members and 50 development and support staff are trained and supported to use Universal Design for Learning within their work, to reduce barriers and make NCEA more accessible.</p>	<p><b>1A.</b> We are continuing to develop advice, finalise key decisions and make the necessary preparations in order to implement the Index for the 2023 school year.  <b>1B.</b> MoE will look at the process by which ākonga are referred in and subsequently move out of these settings, taking a co-design approach.  <b>1C.</b> N/A  <b>1D.</b> Nine providers have been selected (through a procurement process), to work with a total of 240 rangatahi in Year 3. The Year 3 contracts began in June 2021 and are expected to finish in June 2022.  <b>1E.</b> Work is underway on development of resources to support classroom teachers and kaiako, and to collaborate with the New Zealand Qualifications Authority on an action plan for Special Assessment Conditions.</p>	<p><b>1A.</b> An evaluation is not currently available as the Index has not been formally implemented to deliver school funding for schools. The evaluation of the Index is planned to take place over a number of years once it is implemented, using both quantitative and qualitative methods.  <b>1B.</b> Plans for an evaluation will be developed. Timing will be dependent on the progress of development of the re-design work.  <b>1C.</b> N/A  <b>1D.</b> The year 2 Evaluation Report is currently being produced. Based on the information collected so far, we already know that in Year 2 more than 270 rangatahi were engaged on programmes. Another Evaluation will be carried out for the Year 3 Programme  <b>1E.</b> Evaluation is planned following implementation of the Review (currently due to be complete in 2025). In the interim, monitoring through the collection and consideration of qualitative and quantitative information is undertaken to evaluate the effectiveness of planned interventions.</p>	<p><b>1A.</b> This will explore the key evaluative question of: is the Equity Index achieving better outcomes for students through a more equitable distribution of funding to schools?  <b>1B.</b> TBC  <b>1C.</b> N/A  <b>1D.</b> Of the 270 rangatahi engaged in the programme, approximately 40% were female and 60% male. More than 170 took part in training modules, more than 130 employment outcomes were reported, of which more than 90 were full-time. More than 75 re-engagements in education were reported (*data and numbers will be finalised in the Year 2 evaluation report when it is published).  <b>1E.</b> TBC</p>
<p><b>2. Expand early work experience opportunities and access to high quality vocational education and training pathways, including thorough improvements to NCEA and RoVE</b></p>	<p><b>2A.</b> Strengthen foundation tertiary education to ensure a delivery model that provides tailored individual learning alongside work experience and work based learning.  <b>2B.</b> Review NCEA to provide opportunities for employers and secondary schools to develop locally designed curricula and support a smoother transition between Secondary and Tertiary qualifications.  <b>2C.</b> Support better engagement with whanau and families through the development of the Career Systems Strategy.  <b>2D.</b> Explore the expansion of Secondary-Tertiary partnerships and the Gateway programme.  <b>2E.</b> Leverage urban and regional 'Hubs' to enable better engagements for students with a wide range of work experience opportunities.</p>	<p><b>2A.</b> TEC and MoE  <b>2B.</b> MoE  <b>2C.</b> TEC  <b>2D</b> MoE and TEC  <b>2E.</b> MSD as at 1 July 2021 (previously led by MBIE)</p>	<p><b>2A.</b> Underway  <b>2B.</b> Underway-for the secondary-tertiary component  <b>2C.</b> Complete d  <b>2D.</b> Complete d  <b>2E.</b> Completed</p>	<p><b>2A.</b> Underway  <b>2B.</b> Review is on track.  <b>2C.</b> Skill Net first stage roll out underway, The Job Hunters Workbook has been developed and translated into 10 languages. TEC have sent out 43,000 workbooks to community organisations. The Vocational Education and Training four year campaign to raise the profile of VET also began in November 2020. Overall, the campaign is having a positive outcome across all audiences, in particular amongst Māori and Pacific peoples. Perceptions are shifting and this transfers through to behaviour with indications of a follow-through to participation.  <b>2D.</b> Budget 2020 secured funding for 1,000 additional Trades Academy places a year from 2021, to enable more senior secondary students to undertake initial vocational education and training. The Gateway programme added 2,000 additional places from 2020.  <b>2E.</b> Since commencing operations, the Auckland Jobs and Skills Hubs have now facilitated 27 of placed job seekers into construction apprenticeships. In May 2021 the Manukau Hub and MIT Tech Park co-hosted Te Ara Pathways construction careers exploration session for senior students.</p>	<p><b>2A.</b> Further advice on tertiary education delivery model redesign options due with the Minister by the end of 2021.  <b>2B.</b> Delivery of high level design for future of Vocational Pathways to the Minister of Education in September 2021.  <b>2C.</b> Free Career Guidance sessions for people who have lost employment or want career advice has been extended until 2022 due to the success of the provision, and is run in conjunction with MSD.  <b>2D.</b> Places in the Trades Academy have been fully allocated for 2021. 14,800 places in the Gateway programme have been funded in 2021.  <b>2E.</b> Post July 1 a small team will provide interim transition support for a period to successfully integrate Jobs and Hub operations and offerings into MSD structure.</p>	<p><b>2A.</b> No evaluation planned, beyond BAU monitoring.  <b>2B.</b> Evaluation is planned following implementation of the Review (currently due to be complete in 2025). In the interim, monitoring through the collection and consideration of qualitative and quantitative information is undertaken to evaluate the effectiveness of planned interventions.  <b>2C.</b> Given the stage of the Careers Strategy review, it is not at a point to consider an evaluation as it's at the beginning of the process. There was an independent evaluation for the Direct Career Service. The evaluation of the VET marketing campaign is ongoing and campaign engagement is monitored and there is monthly media reporting that tracks the performance of the campaign media, allowing us to measure and optimise media performance. There is no evaluation for the Job Hunters workbook; however, TEC is tracking the number of workbooks downloaded as well as hard copies requested.  <b>2D.</b> Trades Academy Lead Providers report to MoE three times a year. Each report includes quantitative data, detailing enrolment numbers and status, while the June and December reports also include qualitative reporting covering student progress, pastoral care support and programme deliverables. There will not be an evaluation of the Gateway Programme.  <b>2E.</b> Evaluations of the Auckland Jobs and Skills Hubs have not been conducted under MBIE. MBIE will conduct an evaluation on the Dunedin and Manawatu Hub once their projects are well underway.</p>	<p><b>2A.</b> N/A  <b>2B.</b> N/A  <b>2C.</b> The VET marketing campaign primarily measures success from quantitative research that is undertaken each year to evaluate the perceptions of the campaign target audiences and awareness of the campaign.  <b>2D.</b> These measures are for internal monitoring purposes only.  <b>2E.</b> N/A at this point.</p>

Actions	Examples of initiatives to implement actions	Agency	Status	Progress over last six months	Planned progress over next six months	Evaluation	Measuring outcomes
<p><b>3. Improve brokering of employment opportunities and careers assistance, including the development of the Career Systems Strategy</b></p>	<p><b>3A.</b> Define role and scope of job brokers and expand number of brokers  <b>3B.</b> Improve the effectiveness of the Careers system through the Careers System Strategy and Careers Action Plan  <b>3C.</b> Build better local linkages to employer recruitment teams through Hubs  <b>3D.</b> Leverage local type job broker type activities carried out by Iwi Trusts, pastoral care providers and other relevant organisations.</p>	<p><b>3A.</b> MSD as at 1 July 2021 (previously led by MBIE)  <b>3B.</b> TEC  <b>3C.</b> MSD as at 1 July 2021 (previously led by MBIE)  <b>3D.</b> MSD as at 1 July 2021 (previously led by MBIE)</p>	<p><b>3A.</b> Completed  <b>3B.</b> Underway  <b>3C.</b> Completed  <b>3D.</b> Completed</p>	<p><b>3A.</b> Role and scope has been defined. As at Dec 2020, there were 19 FTEs working at Jobs and Skills Hubs around New Zealand.  <b>3B.</b> TEC has commenced scoping work to develop a national careers system strategy. The strategy will include all people of Aotearoa New Zealand from 7-70+. TEC will be taking a collaborative approach to engage the wide range of stakeholders in the careers system throughout the process.  <b>3C.</b> In the past quarter, Hubs have formed new working partnerships with Work and Incomes' newly appointed team of 8 Auckland Employment Liaison Advisors (ELAs).  <b>3D.</b> Since February Hubs have reached out to all construction focussed Private Training Establishments (PTEs) in their respective areas to promote hub services and vacancies to PTE placement coordinators and graduating trainees.</p>	<p><b>3A.</b> N/A  <b>3B.</b> The development of the strategy will be undertaken in parallel with current careers initiatives (e.g. Inspiring the Future; online careers planning; In-school support for careers education in schools). These initiatives are seen as critical to providing the foundation for a robust careers system in Aotearoa New Zealand.  <b>3C.</b> Working together with ELAs under governments 'Connected' banner, Hubs now have regular opportunity to promote vacancies and services at Auckland Connected sites, improving access and visibility of Hub construction opportunities for clients of Work and Income, and providing useful exposure to Hub staff on the range of government services and initiatives by agencies encompassed under the Connected banner.  <b>3D.</b> Regular meetings with PTEs and joint seminars for graduating students have led to a number of successful collaborative placements to date in 2021.</p>	<p><b>3A.</b> N/A  <b>3B.</b> N/A  <b>3C.</b> Evaluations of the Auckland Jobs and Skills Hubs have not been conducted under MBIE. MBIE will conduct an evaluation on the evaluation on the Dunedin and Manawatu Hub once their projects are well underway.  <b>3D.</b> See above about Hubs.</p>	<p><b>3A.</b> N/A.  <b>3B.</b> N/A.  <b>3C.</b> N/A at this point.  <b>3D.</b> See above about Hubs.</p>
<p><b>4. Improve the quality and effectiveness of pastoral care/mentoring programmes, including approaches that build on cultural and community strengths</b></p>	<p><b>4A.</b> Develop best practice guidance for effective pastoral care/mentoring programmes to support initiatives across government; through a stocktake and evaluation of existing programmes  <b>4B.</b> Develop best practice guidance on the role of pastoral care of Pacific young people and their families.</p>	<p><b>4A.</b> MBIE  <b>4B.</b> MPP</p>	<p><b>4A.</b> To be developed  <b>4B.</b> Completed</p>	<p><b>4A.</b> This action is currently being reviewed as to how this action is best implemented and what we want to achieve from it in a post COVID-19 environment.  <b>4B.</b> Best practice pastoral care is a core component of the Tupu Aotearoa and Toloa (STEM) programmes.</p>	<p><b>4A.</b> MBIE intends to review the scope of this proposed initiative and will provide an update in the next report back.  <b>4B.</b> Once the guidance has been developed post-evaluation, MPP will work to disseminate the best-practice guidance across programmes delivering to Pacific young people.</p>	<p><b>4A.</b> N/A  <b>4B.</b> National and regional-level evaluations of the Tupu Aotearoa programme are expected to be completed in the next six months.</p>	<p><b>4A.</b> N/A.  <b>4B.</b> TBC.</p>
<p><b>5. Increase opportunities for young people to gain the vital skills they need to transition out of compulsory schooling into further education, training or employment</b></p>	<p><b>5A.</b> Implement the School Leavers Toolkit  <b>5B.</b> Review the youth health and safety regulations to ensure healthy and safety responsibilities support early, effective transitions to training and employment.</p>	<p><b>5A.</b> MoE  <b>5B.</b> MBIE</p>	<p><b>5A.</b> Completed  <b>5B.</b> To be developed</p>	<p><b>5A.</b> The School Leavers' Toolkit is a collection of products on two web channels aimed at teachers and students.  <b>5B.</b> Initial advice on changing the age at which young people can enter hazardous work was provided to Ministers to support their consideration of removing New Zealand's UNCROC/ILO reservations. Any consideration of transitions would take place in the context of this work. However, Ministers have now deferred any decisions about progressing work on the relevant reservations.</p>	<p><b>5A.</b> The School Leavers' Toolkit provides a one-stop-shop of high quality resources. The websites are well-trafficked and are being strengthened on an ongoing basis.  <b>5B.</b> Future work will be dependent on when/if decisions are made on progressing work related to the relevant UNCROC/ILO reservations.</p>	<p><b>5A.</b> The toolkit is regularly monitored and reviewed as per the MoE's processes for functionality and content guardianship.  <b>5B.</b> TBC.</p>	<p><b>5A.</b> These measures are for internal monitoring purposes only, and are used to inform maintenance and commissioning of new and revised content.  <b>5B.</b> N/A.</p>
<p><b>6. Provide a support service for young people transitioning from care and youth justice to independence (ages 15 to 25)</b></p>	<p><b>6A.</b> From age 16, rangatahi will have a transition worker after they leave care or a youth justice residential placement, up to the age of 21. Rangatahi can be supported to remain living (or return to live) with a caregiver until they turn 21. From age 15, rangatahi can request advice and assistance if they have left care or youth justice residential care, until 25.</p>	<p><b>6A.</b> OT</p>	<p><b>6A.</b> Completed - service is ongoing</p>	<p><b>6A.</b> The Transition Support Service has partnered with 63 community and iwi providers, with 123 FTW Transition workers providing support to youth nationwide. 1275 young people are actively working with a support worker. 107 supported accommodation placements for young people leaving care have been established up to 30 June 2021. A dedicated Advice and Assistance phone line has been established to support young people aged up to 25, which has received over 4000 calls since it was set up in July 2019.</p>	<p><b>6A.</b> This programme is ongoing.</p>	<p><b>6A.</b> Yes, an evaluation is to be completed in 2023.</p>	<p><b>6A.</b> N/A.</p>
<p><b>7. Strengthen interventions delivered through local partnerships such as local connector/kaitiuhono services, and expand initiatives demonstrated as being effective eg. He Poutama Rangatahi</b></p>	<p><b>7A.</b> Stocktake existing interventions and partnerships at a regional and local level; establish common evaluation frame; develop best practice guidance.  <b>7B.</b> Identify promising interventions for rapid evaluation, refinement and scaling up (drawing on the initial work on action above).</p>	<p><b>7A.</b> MBIE, MSD, MoH, MoE, TPK, MPP  <b>7B.</b> MBIE and MSD</p>	<p><b>7A.</b> To be developed  <b>7B.</b> Completed</p>	<p><b>7A.</b> This action is currently being reviewed as to how this action is best implemented and what we want to achieve from it in a post COVID-19 environment.  <b>7B.</b> This work has been completed through the development of the initiative in the COVID-19 Response and Recovery Fund.</p>	<p><b>7A.</b> MBIE intends to review the scope of this proposed initiative and will provide an update in the next report back.  <b>7B.</b> This work could be furthered through the upcoming Active Labour Market Policies Review.</p>	<p><b>7A.</b> N/A.  <b>7B.</b> N/A.</p>	<p><b>7A.</b> N/A.  <b>7B.</b> N/A.</p>

	Actions	Examples of initiatives to implement actions	Agency	Status	Progress over last six months	Planned progress over next six months	Evaluation	Measuring outcomes
	<b>8. Improve service provider collaboration, for instance through including better referral pathways and joined-up funding</b>	<b>8A.</b> Investigate improvements to information sharing to support effective transitions between schools and tertiary providers <b>8B.</b> Use cross-system approaches to more effectively identify and transition at risk young people; explore expansion of pilots of integrated health and employment support.	<b>8A.</b> MoE <b>8B.</b> MSD and MoH	<b>8A.</b> Completed <b>8B.</b> Completed	<b>8A.</b> This is being progressed through other work programme items. <b>8B.</b> Progress has been made, over the last six months, to create more supported employment opportunities for disabled people and people with health conditions. These include the establishment of “E Ara E – Rise Up!” in Auckland and the expansion of “Take Charge” in Canterbury, both of which use an integrated employment support and healthcare model to help young people with mental health conditions find and stay in employment. “Te Here Toitū”, a partnership between MSD and four Primary Healthcare Organisations across New Zealand, has also been expanded to improve employment outcomes for MSD clients living with health conditions or disabilities.	<b>8A.</b> N/A <b>8B.</b> This work is ongoing and is also in the Working Matters Disability Employment Action Plan.	<b>8A.</b> N/A <b>8B.</b> These services do have an evaluation factored in. Progress and outcomes will be reported on in October 2021 through two actions in Working Matters.	<b>8A.</b> N/A <b>8B.</b> Progress and outcomes will be reported on in October 2021 through two actions in Working Matters
	<b>9. Building on the Reform of the Vocational Education system, provide better support for employers to employ and train more young people with employment challenges</b>	<b>9A.</b> Leverage existing programmes such as Mana in Mahi and He Poutama Rangatahi (HPR), to help rangatahi transition to, and be adequately supported in employment <b>9B.</b> Explore opportunities to increase in-work training eg. Via group employment and training schemes to reduce employer risk, using Government procurement to incentivise training investments <b>9C.</b> Link SWEF Hubs to large Government infrastructure projects.	<b>9A.</b> MSD as at 1 July 2021 (previously led by MBIE) <b>9B.</b> TEC and MBIE <b>9C.</b> MBIE	<b>9A.</b> Completed <b>9B.</b> Underway <b>9C.</b> Completed	<b>9A.</b> As at June 2021, 72 HPR programmes have been approved with 2667 rangatahi into employment, education or training. <b>9B.</b> Work by MBIE to research employer attitudes to in-work training and identify any barriers to provision has been delayed due to shifting priorities in the response to COVID-19. The Targeted Training and Apprenticeship Fund (TTAF) supports learners to undertake vocational education and training without fees from 1 July 2020 to 31 December 2022. As at 6 July 2021, more than 144,000* learners have been supported by the TTAF since inception. Of this number, 71,280 learners were in Apprenticeships – either New Zealand Apprenticeship, Managed Apprenticeship or Modern Apprenticeships and 39,800 trainees are in Industry Training. <b>9C.</b> The Hubs continue to operate closely with Kāinga Ora in Auckland. Several large projects including multi-story builds in Northcote, Avondale and Papakura are to be awarded to main contractors by mid-2021. Based on Kāinga Ora social outcomes requirements built into contracts, each project will generate 15-20 new apprentice positions over their build lifetime which Hubs will help to recruit for. A secondment position within the Manukau Hub was created in December 2020 to help Auckland Kāinga Ora contractors recruit candidates with apprentice potential has ended. The secondment proved effective in growing Auckland apprentice numbers quickly. A permanent national role has been created within Kāinga Ora to grow the apprentice recruitment work programme in their build projects across the country. *Cumulative TTAF learners that have been supported by TTAF since the fund started (01/07/2020).	<b>9A.</b> As at 1 August, HPR currently has approximately 40 Eol and applications in its pipeline. After its transition to the MSD on 1 July the HPR programme team are focusing on expanding in larger cities such as Auckland, Wellington and Christchurch, investigating expanding in regional areas where there are only a limited number of HPR programmes to date and promoting HPR with MSD regions teams to ensure MSD staff are aware and encourage uptake of the programme. <b>9B.</b> In January 2021, information technology and conservation were added to the original six target areas, and community support was expanded. This work will be continued over the coming six months. <b>9C.</b> The SWEF hubs will continue to work with large Government infrastructure projects.	<b>9A.</b> An evaluation of HPR is due by June 2022. This will build on the review of the Implementation of He Poutama Rangatahi (November 2020) and an earlier monitoring report produced in January 2020. <b>9B.</b> MoE are leading the evaluative work fro the TTAF. <b>9C.</b> Evaluations of the Auckland Jobs and Skills Hubs have not been conducted under MBIE. MBIE will conduct an evaluation on the Dunedin and Manawatu Hub once their projects are well underway.	<b>9A.</b> In January 2020 a Monitoring and Evaluation Framework for He Poutama Rangatahi/ Youth Employment Pathways was developed in collaboration with agencies, community groups, iwi, employers and local Ministry agencies across four regions. <b>9B.</b> Uptake data on TTAF is provided. <b>9C.</b> N/A at this point.
	<b>10. Advocate for public sector internships and employment opportunities for young people leaving care of the state</b>	<b>10A.</b> Advocate for public sector internships and employment opportunities for young people leaving care of the state.	<b>10A.</b> OT	<b>10A.</b> Underway	<b>10A.</b> During the period of reporting OT spoke with several agencies to advocate for public sector internships. These include MPP, TPK, DOC, and TEC.	<b>10A.</b> None of the agencies who have been contacted have taken up the opportunity. MSD is developing their own internship programme of which care experience young people will be invited to apply.	<b>10A.</b> There is no evaluation in place for the advocacy of public sector internships however there has been an evaluation of the internship programme.	<b>10A.</b> N/A
	<b>11. Improve employment opportunities and address barriers to employment for young disabled people</b>	<b>11A.</b> Bring together local employers, whānau, schools and supports to facilitate local networks that support young disabled people to access open employment, using community development approaches. Support young disabled people (such as people with learning disability and autism) and whānau, to explore pathways to open employment first, when transitioning from education.	<b>11A.</b> MSD	<b>11A.</b> Underway	<b>11A.</b> Budget 2020 provided access to employment services to young disabled people for the first time. A pilot has run in 5 regions from February- June, catering up to 1000 young people.  The ‘Working Matters’ Disability Employment Action Plan was published in August 2020 and has a number of actions targeting disabled youth.	<b>11A.</b> Actions within the <i>Working Matters</i> Disability Employment Action plan continue to be implemented, as well as broader initiatives such as the Training Incentive Allowance, which has been reinstated and expanded for people, including disabled people receiving the Supported Living Payment, to help with study costs when studying at levels 1 to 7 on the New Zealand Qualifications Framework.	<b>11A.</b> The <i>Working Matters</i> Disability Employment Action Plan’s monitoring and evaluation dashboard has been developed and it was agreed by the EET Ministers group in April 2021 that will be reported to EET Ministers every six months. The next dashboard will be provided to the EET Ministers group in October 2021.	<b>11A.</b> Details on the success measurements for the <i>Working Matters</i> Disability Employment Action Plan are outlined in the published action plan.