

# Youth Employment Action Plan Monitoring and Reporting Dashboard: June 2022

Select Data and Featured Actions

## Key Indicators

**Retention at school**  
 In 2021, **81.4% of all school leavers stayed at school to age 17**, a **2.6pp decrease** from the previous year. In 2020, **61.4% of school leavers enrolled in level 3 and above tertiary education**, a **5.4pp increase** from the previous year.

**Median weekly earnings**  
**15-19 year old** weekly earnings were \$424 in 2022 (up from \$343 in 2021).  
**20-24 year old** weekly earnings were \$954 in 2022 (up from \$890 in 2021).

**Qualifications**  
 In **2021, 55.8% of all school leavers** achieved level 3 or UE standard, a **3.8pp decrease** from 2020.

**Number of 18 – 24 year olds on main benefits** (June 2022 compared with June 2021)

- Jobseeker Support: **34,083 down** from 39,555 in 2021
- Supported living: **7,404 up** from 7,230 in 2021
- Sole Parent Support: **9,765, up** from 9,147 in 2021
- Youth/Young parent payment: **1,254, down** from 1,359 in 2021

## Progress on actions

Of the 28 examples of initiatives that support the high level actions within the Action Plan: **15** are completed – (they have been implemented or ongoing) **12** are underway – (development has begun) **1** is yet to begin development – (has been delayed or reprioritised)

## Feature Action: Pae Aronui – Year Two & Three

Pae Aronui was initially a three year pilot programme funded by Te Puni Kokiri to test innovative approaches to improve education and employment outcomes for rangatahi Māori aged between 15 – 24 years that are:

- not in education, employment or training (NEET).
- at risk of becoming NEET, including those with an Oranga Tamariki or Youth Justice history, and/or health and disability issues or other special needs (at key transition points).

Year two contracts began in June 2020 (following a slight delay because of COVID-19) and finished in June 2021. In year two, 275 rangatahi were engaged and 94% successfully completed the programme. The year three programmes are underway and nine providers are working with rangatahi.

Our most recent reporting shows that **200 rangatahi have been engaged on the year three programmes** of this **89 have already gained employment, 47 have re-engaged with education, and 99 have qualifications and training underway and completed.** Final reporting in June 2022 will provide an update on the programme as a whole.

Over the period this programme has been running so far 712 rangatahi Māori have been engaged, whom otherwise would have been classified as not connected to education, training or employment. Pae Aronui has received additional funding through Budget 2022 for a further two years (22/23 and 23/34).

## Highlight on NEET rates (15 – 24 year old)

**Total NEET (people)**  
 June 22: 68,700  
 June 21: 69,900  
 June 20: 77,300

**Male NEET Rate (%)**  
 June 22: 11.2%  
 June 21: 9.1%  
 June 20: 10.5%

**Female NEET Rate (%)**  
 June 22: 10.2%  
 June 21: 12.7%  
 June 20: 13.1%

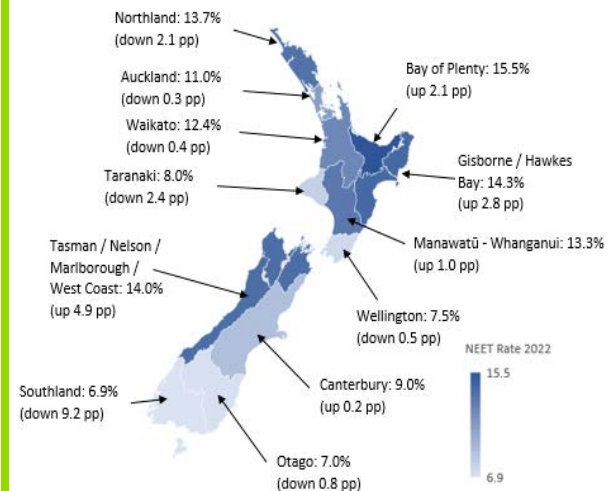
**Total NEET Rate (%)**  
 June 22: 10.7%  
 June 21: 10.8%  
 June 20: 11.8%

**Māori NEET Rate (%)**  
 June 22: 18.3%  
 June 21: 17.6%  
 June 20: 17.8%

**Pacific NEET Rate (%)**  
 June 22: 14.3%  
 June 21: 16.6%  
 June 20: 18.3%

## Graphs: NEET by Regional Council Area (HLFS June 2022)

June 2022 (compared with June 2021 quarter)



Region	NEET total 2021	NEET total 2022	Difference
Northland	3,100	2,600	-500
Auckland	26,500	25,500	-1,000
Waikato	6,700	6,800	100
Bay of Plenty	5,200	5,300	100
Gisborne / Hawkes Bay	3,300	4,200	900
Taranaki	1,500	1,000	-100
Manawatu / Whanganui	4,400	4,100	-300
Wellington	5,700	5,800	100
Tasman / Nelson / Marlborough / West Coast	1,700	2,300	600
Canterbury	6,900	7,600	700
Southland	2,900	2,700	-200

All NEET Numbers are not seasonally adjusted.

	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> Budget 2021 provided \$18.076m in funding as a first step in replacing the decile system with the Equity Index to begin the system and infrastructure changes required. The Equity Index will be implemented in the 2023 school year, and Budget 2022 provides \$292m in funding to increase Equity Funding and to provide transition funding to schools.  <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. We are taking an incremental approach to implementing the ideal state agreed by Cabinet in 2019. Budget 2022 provided an additional \$15.5 million in operating expenditure over the next four fiscal years for Te Kura to scale up EFTs funding for students enrolling in the Te Kura at-risk gateways.  <b>1C.</b> Data from MSD shows that from 1 April 2021 to 31 March 2022 369 students accessed Education and Skills Improvement Services (ESIS). Of this group, 291 continued to be enrolled and 78 had left the pilot. Services were provided by 14 MSD contracted employment service providers who worked across 92 secondary schools in five regions.                      In the last 6 months we have:  <ul style="list-style-type: none"> <li>Worked to support continuation of services through COVID-19</li> <li>Sent out communications to all providers and schools</li> <li>Run online workshops for each pilot region</li> <li>Increased the numbers of referrals and schools in the pilot</li> <li>Supported the pilot evaluation</li> <li>Extended the end date for the pilot from June 2022 to December 2022.</li> </ul> <b>1D.</b> MPP are continuing the delivery of Tupu Aotearoa to support employment and training outcomes for Pacific people, including NEETs, and ensuring they have access to culturally-competent services.                      Year 2 contracts began in June 2020 for Pae Aronui (following a slight delay because of COVID-19) and finished in June 2021. In Year Two, 275 rangatahi were engaged and 94% successfully completed the programme. The Year three programmes are underway and nine providers are working with rangatahi.  <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 making the necessary preparations in order to implement the Index for the 2023 school year. We will be engaging closely with the schooling sector on how the Equity Index works and what the change will mean for their school and their funding.  <b>1B.</b> MoE will look at the process by which ākonga are referred in and subsequently moved out of these settings, taking a co-design approach. MoE will look to leverage the upcoming re-contracting of alternative education contracts to move the service closer to the ideal state.  <b>1C.</b> The pilot evaluation will be completed.  <b>1D.</b> MPP is exploring new opportunities to expand targeted support for key youth population groups e.g. MVPFAFF+/LGBTQIA+, as well as exploring options for wider support for example through a cadetships scheme. The final year of the three-year pilot for Pae Aronui.                      The implementation for the next two years is underway.  <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> MSD has contracted Standard of Proof and Standards and Monitoring and established an Evaluation Partnership Group to conduct the ESiS pilot evaluation. The proposed evaluation approach is to undertake case studies in two pilot regions: Canterbury and Wellington. Two cycles of data collection, collation and analysis involving 12 young people in four pilot schools are proposed. The first cycle has been planned for September/October to November 2021, and the second cycle in February to April 2022.  <b>1D.</b> The existing Tupu Aotearoa programme is being evaluated currently. A final Evaluation Report for Pae Aronui is currently being produced and will be shared when available.  <b>1E.</b> Evaluation is planned following implementation of the Review (currently due to be complete in 2026). 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 supporting better outcomes for students through a better targeted distribution of funding to schools?  <b>1B.</b> N/A.  <b>1C.</b> The evaluation will focus on estimating the extent to which the Employment Service in Schools is effective in meeting its four service goals.  <b>1D.</b> MPP - Formal monitoring has been established for Tupu Aotearoa. Pae Aronui - Our most recent reporting shows that 200 rangatahi have been engaged on the year three programmes of whom 89 have already gained employment, 47 have re-engaged with education, and 99 have qualifications and training underway and completed. Final reporting in June 2022 provide an update on the programme as a whole. Over the period this programme has been running so far 712 rangatahi Māori have been engaged.  <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.</p>	<p><b>2A.</b> TEC and MoE  <b>2B.</b> MoE  <b>2C.</b> TEC</p>	<p><b>2A.</b> Underway  <b>2B.</b> Underway- for the secondary-tertiary component  <b>2C.</b> Completed</p>	<p><b>2A.</b> We have undertaken targeted engagement with key sector groups on improvements we can make to foundation tertiary education.  <b>2B.</b> Subject Expert Groups members have been guided on how to include robust pathways-thinking in Level 2 products currently in development to support smooth transitions from Secondary. This includes providing opportunities and examples for the contextualisation and regionalisation of the learning. Through some of these products, kaiako are encouraged to connect with local businesses or employers as an example of providing context. The Workforce Development Councils have provided input into this mahi.  <b>2C.</b> The Job Hunters Workbook has been developed and translated into 10 languages. The Job Hunters Workbook is also available as an eBook and can be found online at careers.govt.nz along with a video of how to use it. Over the past six months, TEC has distributed 556 workbooks; between November 2021 and April 2022, 533 have been downloaded. 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. Free Career Guidance sessions for people who have lost employment or want career advice is run in conjunction with MSD. Around one quarter of clients are aged 18 – 25 and include tertiary students, young neuro-diverse, school leavers and unvaccinated clients who have had to rethink their careers.</p>	<p><b>2A.</b> Officials are working on advice to the Minister of Education that proposes a set of initial changes to the Youth Guarantee Fund so that it can better meet learner needs and improve pathways for learners into work or further study.  <b>2B.</b> Continued support of the Review of Achievement Standards, as well as connecting with schools currently involved in piloting new Level 1 Standards to gauge what tools are useful for schools to develop pathways-rich local curricula. Continued review of the Vocational Pathways framework.  <b>2C.</b> Continue to distribute Job Hunters Work Book, the Vocational Education and Training campaign and continue to work with MSD to provide free Career Guidance sessions during 2022</p>	<p><b>2A.</b> Tertiary Sector Performance Analysis has this on their longer term work programme.  <b>2B.</b> Evaluation is planned following implementation of the Review (currently due to be complete in 2026). 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.</p>	<p><b>2A.</b> TBC  <b>2B.</b> TBC  <b>2C.</b> TBC.</p>

	Actions	Examples of initiatives to implement actions	Agency	Status	Progress over last six months	Planned progress over next six months	Evaluation	Measuring outcomes
Improve young people's building blocks for success	2. Expand early work experience opportunities and access to high quality vocational education and training pathways, including thorough improvements to NCEA and RoVE	2D. Explore the expansion of Secondary-Tertiary partnerships and the Gateway programme. 2E. Leverage urban and regional 'Hubs' to enable better engagements for students with a wide range of work experience opportunities.	2D. MoE and TEC 2E. MSD as at 1 July 2021 (previously led by MBIE)	2D. Completed 2E. Completed	2D. Budget 2020 secured funding for 1,000 additional Trades Academy places a year from 2021, to enable more senior secondary students undertake initial vocational education and training. The Gateway programme added 2,000 additional places from 2020. 2E. In the last 6 months, the Auckland Jobs and Skills Hubs have facilitated 24 placements into a combination of work experience opportunities (7), cadetships with Fulton Hogan that will convert into full time employment (6) and apprenticeships (11). The Hubs have also facilitated 428 training outcomes through work and career preparation, referrals to Industry Partnerships, compliance certification, and other training opportunities in trades and construction.	2D. No further update as the implementation of this action is completed. 2E. A number of initiatives are planned over the next six months: - Manu Taiko, an initiative for wahine in construction in partnership with other Government agencies and industry supporting work experience and work preparation over the end of year school break. - Te Aratohu Mahi – multiple workshops for youth aged 18 to 24, wahine, with focus on Māori and Pacific NEET, with numeracy and literacy gaps blended with extended site safe compliance certification delivered in a fun and learn way, designed to bridge the gaps and make learning possible. - Partnerships with large scale projects along with lead agencies that will enable ongoing opportunities for apprenticeships, cadetships, work experience opportunities and training. - Stronger relationships with Te Pukenga, and other training establishments to provide opportunities within our project relationships.	2D. 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. 2E. N/A	2D. These measures are for internal monitoring purposes only. 2E. Month on Month reporting shows an increase in outcomes, which is a result of newly established project relationships maturing.
Support young people to make informed choices and transitions through complexity	3. Improve brokering of employment opportunities and careers assistance, including the development of the Career Systems Strategy	3A. Define role and scope of job brokers and expand number of brokers. 3B. Improve the effectiveness of the Careers system through the Careers System Strategy and Careers Action Plan. 3C. Build better local linkages to employer recruitment teams through Hubs. 3D. Leverage local type job broker type activities carried out by Iwi Trusts, pastoral care providers and other relevant organisations.	3A. MSD as at 1 July 2021 (previously led by MBIE) 3B. TEC 3C. MSD as at 1 July 2021 (previously led by MBIE) 3D. MSD as at 1 July 2021 (previously led by MBIE)	3A. Completed 3B. Underway 3C. Completed 3D. Completed	3A. Each Hub has two permanent recruitment facilitators and team is fully resourced. There is greater alignment with the MSD employment arms so there is aligned vacancy management and sharing of opportunities. 3B. 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. 3C. Hubs continue to work together with the 'Connected' team and promote services via events like the recent In Zone event for schools and communities. Hubs have strong relationships with regional employment service delivery arms including service centres, work brokers, case managers, and Job Connect increasing candidate referral opportunities for all. Hubs also work very closely with Industry Partnerships supporting construction and infrastructure opportunities especially in the area of career pathway development. 3D. Nga Puna Pukenga has presented to the Hubs regarding the Reform of Vocational Education changes in this period. Hubs have very strong relationships with local schools and are focused on promoting career pathways in construction in partnership with schools to youth at risk of leaving education and identified as having interest in this area. Regular meetings with PTEs and joint seminars for graduating students, conducting Site Safe at trades academies and Hub programmes like te Aratohu Mahi as well as close relationship with programmes like Kiwi Can Do have led to a number of successful collaborative placements to date in 2022.	3A. Alignment mahi to continue, with robust partnerships founded to service industry and job seekers. Hubs forming key account partnerships with largescale projects and funnelling MSD services seamlessly, ensuring efficiency and reduction of duplication. 3B. 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. 3C. All three Auckland Hubs now have key construction and infrastructure projects that it will partner with which will contribute to creating employment and training opportunities. Initial meetings with service delivery, joint seminars for candidates and participating in MSD Employer Days has led to a number of successful collaborative placements to date in 2022 and building on this work will be a key focus over the next six months. 3D. Manu Taiko – a Hub pilot initiative will take place in July 2022 with 12-14 wahine undergoing training and work experience over the school holidays. This programme has strong support and is being delivered in partnership with industry leaders like Downer and Hawkins, Government agencies like MOE and Gatwey, and Auckland Central schools who will be participating. A review of this pilot programme will also be undertaken, learnings applied and programme rolled out to all three Auckland hubs. Work has commenced on promoting Hubs services and support to iwi and marae with initial meetings undertaken in the South with Manurewa marae.	3A. N/A. 3B. N/A. 3C. N/A. 3D. N/A.	3A. N/A. 3B. N/A. 3C. N/A. 3D. N/A.

	Actions	Examples of initiatives to implement actions	Agency	Status	Progress over last six months	Planned progress over next six months	Evaluation	Measuring outcomes
Support young people to make informed choices and transitions through complexity	4. Improve the quality and effectiveness of pastoral care/mentoring programmes, including approaches that build on cultural and community strengths	4A. Develop best practice guidance for effective pastoral care/mentoring programmes to support initiatives across government; through a stocktake and evaluation of existing programmes. 4B. Develop best practice guidance on the role of pastoral care of Pacific young people and their families.	4A. MBIE 4B. MPP	4A. To be developed 4B. Completed	4A. This action has been delayed due to resourcing constraints and COVID-19. 4B. The (delayed) completion of the Tupu Aotearoa (as referenced in action 1D) review will support the delivery of this action. This action was delayed due to resourcing constrains and COVID-19.	4A. MBIE intends to further engage with other agencies and determine the appropriate next steps to progress this action. MBIE will begin scoping this action over the second half of 2022 and provide an update at the next report back. 4B. The Ministry will plan engagement with Pacific young people as well as providers and other community partners to support the development of this guidance.	4A. TBC 4B. This action is awaiting further progress to implementation. An evaluation approach will be developed once the guidance has been developed.	4A. TBC. 4B. Once the guidance has been established, uptake and adoption by target audiences will be monitored and reported where feasible.
	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	5A. Implement the School Leavers Toolkit 5B. Review the youth health and safety regulations to ensure healthy and safety responsibilities support early, effective transitions to training and employment.	5A. MoE 5B. MBIE	5A. Completed 5B. Underway	5A. The School Leavers' Toolkit is a collection of products on two web channels aimed at teachers and students. 5B. There has been ongoing cross-agency work to support Minister's in considering New Zealand's removal of its UNCROC reservations and ratification of ILO Convention 138.	5A. 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. 5B. Progress will continue on options related to UNCROC and ILO138. This will determine the nature and timelines of our youth in hazardous work work-programme for the remainder of 2022.	5A. The toolkit is regularly monitored and reviewed as per the MoE's processes for functionality and content guardianship. 5B. TBC.	5A. These measures are for internal monitoring purposes only, and are used to inform maintenance and commissioning of new and revised content. 5B. TBC.
	6. Provide a support service for young people transitioning from care and youth justice to independence (ages 15 to 25)	6A. 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.*	6A. OT	6A. Completed-service is ongoing	6A. 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.	6A. This program is ongoing.	6A. An evaluation is to be completed in 2023.	6A. N/A.
	7. Strengthen interventions delivered through local partnerships such as local connector/kaitiuhono services, and expand initiatives demonstrated as being effective e.g. He Poutama Rangatahi	7A. Stocktake existing interventions and partnerships at a regional and local level; establish common evaluation frame; develop best practice guidance. 7B. Identify promising interventions for rapid evaluation, refinement and scaling up (drawing on the initial work on action above).	7A. MBIE, MSD, MoH, MoE, TPK, MPP 7B. MBIE and MSD	7A. Underway 7B. Completed	7A. There is ongoing cross agency work regarding the evaluation and monitoring of Active Labour Market Program (ALMP) government interventions which will contribute to this work at a national level. 7B. This work has been completed through the development of the initiative in the COVID-19 Response and Recover Fund.	7A. MBIE intends to further engage with other agencies and determine the appropriate next steps to progress this action. 7B. This work has been completed and is ongoing.	7A. Work to improve ALMP monitoring will begin in the second half of 2022. 7B. N/A.	7A. TBC. 7B. N/A.
	8. Improve service provider collaboration, for instance through including better referral pathways and joined-up funding	8A. Investigate improvements to information sharing to support effective transitions between schools and tertiary providers.	8A. MoE	8A. Completed	8A. This has been considered by agencies and no further action is proposed at this stage.	8A. N/A.	8A. N/A.	8A. N/A.

\* The August 2021 content has been used as an update is not available at this time.

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	<b>8. Improve service provider collaboration, for instance through including better referral pathways and joined-up funding</b>	<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>8B.</b> MSD and MoH	<b>8B.</b> Completed	<b>8B.</b> Here Toitū is currently available in 3 regions. There is an additional 16 FTE employment consultants in clinical mental health teams in Auckland. Integrated health and employment supports for young people into the ongoing cross-agency review of active labour market programmes (ALMP review) were advanced. Workshops between MSD and the Ministry of Health (MoH) to explore opportunities for closer collaboration and alignment across work programmes, including health and employment supports for young people. “Take Charge” in Christchurch and “E Ara E” in Auckland, are Youth models of individual placement and support and they have both been extended, to support young people with mild to moderate Mental Health conditions to find and stay in employment.	<b>8B.</b> MSD intends to consider options to expand effective integrated health and employment supports (including those targeted to young people) through cross-agency reporting on the ALMP review. MSD will also progress conversations with MoH (Health New Zealand and Māori Health Authority from 1 July) to identify opportunities for alignment with MoH’s Access and Choice programme.	<b>8B.</b> TBC.	<b>8B.</b> At April 2022 there had been 756 people enrolled and 251 employment or work readiness outcomes. At June 2021, 248 people had been enrolled in ‘take charge’ and 77 had an employment or a work readiness outcome. As of May 2022, there have been 139 referrals to E ara E, of which 27 have gained employment through accessing the service.
Ensure young people have employment opportunities and support in overcoming barriers	<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 e.g. via group employment and training schemes to reduce employer risk, using Government procurement to incentivise training investments <b>9C.</b> Link SWEP 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 of March 2022, 76 HPR programmes have been approved with 3676 rangatahi entering into employment, education or training so far. <b>9B.</b> MBIE have supported MoE and MSD on the Long Term Insights Briefing (LTIB) which explores options to assist youth at risk of limited employment. One of the issues that is being canvassed is in work training for young people. 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 12 May 2022, more than 207,000 learners have been supported by the TTAF since inception. Of this number, 93,700 learners were in Apprenticeships – either New Zealand Apprenticeship, Managed Apprenticeship or Modern Apprenticeships and 60,700 trainees are in Industry Training. <b>9C.</b> The Dunedin and Manawatu Hubs are ongoing projects that were established with MBIE funding although are independently owned and operated. Both continue to service the New Dunedin Hospital Build (Dunedin) and the new Manawatu Gorge Road project Te Ahu a Turanga (Manawatu). This initiative will create opportunities for employment in entry level work or apprenticeships.	<b>9A.</b> HPR will continue to focus on and expand in Auckland after the extended COVID-19 lockdown in FY2021 (August to November 2021) which caused significant delays to applications at that time. Many potential applicants at that time focussed on supporting their communities through food parcels and vaccination work. <b>9B.</b> TTAF will end December 2022. The LTIB will go for consultation in the second half of 2022 and will discuss the options that can assist youth at risk of limited employment. <b>9C.</b> The SWEP hubs will continue to work with large Government infrastructure projects.	<b>9A.</b> The MSD Strategy and Insights team are due to begin an evaluation of HPR in July 2022. <b>9B.</b> MoE are leading the evaluative work for the TTAF. <b>9C.</b> Conducting independent evaluations has not happened yet, although it is planned to take place in late 2022 when funding is available.	<b>9A.</b> The second half of FY2021 has led to a large number of applications from Auckland (approximately 20) and there remain over 40 expressions of interest and applications in the pipeline from across Aotearoa. <b>9B.</b> Uptake data on the Target Training and Apprenticeship Fund is provided. <b>9C.</b> TBC.
	<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> An MSD pilot is providing access to employment services for disabled people in schools across 5 regions with 303 students referred (as at 30 May 2022) and 95 Schools participating.	<b>11A.</b> Continue with the pilot, noting expansion for a further year has been approved. Student referrals are increasing each month and funding has been approved for a further year.	<b>11A.</b> TBC.	<b>11A.</b> TBC.

\* The August 2021 content has been used as an update is not available at this time.