

## COVER SHEET – PGF SKILLS & EMPLOYMENT (HE POUTAMA RANGATAHI)

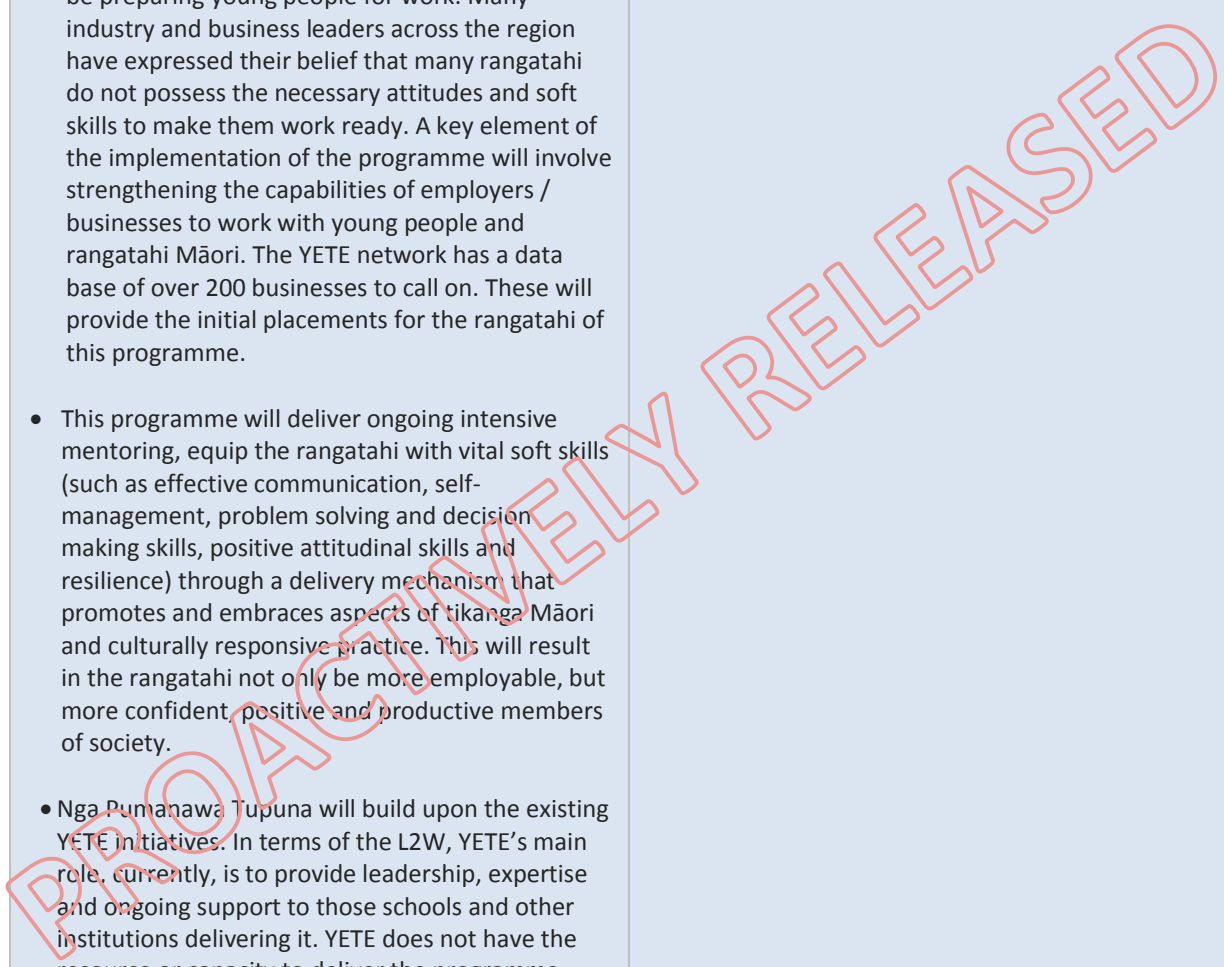
<b>2.2 Nga Pumanwa Tupuna Project for He Poutama Rangatahi Application</b>		<b>For: Approve</b>	
<b>Tier:</b>	1 - Regional	<b>Sector:</b>	Skills
<b>Background &amp; context:</b>		<b>Recommendation(s):</b>	
<p><b>Applicant Organisation:</b></p> <ul style="list-style-type: none"> <li>YETE (The Youth Education, Training and Employment partnership)</li> </ul> <p><b>Location:</b></p> <ul style="list-style-type: none"> <li>Masterton / Wairarapa</li> </ul> <p><b>Proposal:</b></p> <ul style="list-style-type: none"> <li>Nga Pumanawa Tupuna (the strengths &amp; talents of the ancestors) is a work-readiness programme targeting the development of the essential soft-skills and habits necessary for success in the world of work. It will target (predominantly but not exclusively) 120 (+) at-risk rangatahi Maori aged 16-24 over two years and build the skills, attitudes, habits and confidence necessary to effectively transition into further education or training or directly into employment. Employment or work placement opportunities will be sought that have significance and relevance for each of the rangatahi. YETE have a broad network of 200+ employment connections across the region.</li> </ul> <p><b>Funding Sought:</b></p> <ul style="list-style-type: none"> <li>Total project value: \$<sup>Commercial Inform</sup></li> <li>PGF Funding: \$947,800 over two years (&lt; \$<sup>Commercial Inf</sup> rangatahi)</li> </ul> <p><b>Background:</b></p> <ul style="list-style-type: none"> <li>The NEET rate in the Wairarapa is twice that of the national average. Māori are disproportionately represented in these figures, just as they are in unemployment statistics for the region - at two and half times that of the general population. Rangatahi Māori are also disproportionately represented in gangs, youth crime and the youth</li> </ul>		<p><b>We recommend that the SRO(s)</b></p> <p>Approve \$947,800 from the He Poutama Rangatahi portion of the Provincial Growth Fund towards the YETE project Nga Pumanawa Tupuna.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Note that is collaborative community approach with the coordinated support of all three District Councils in the region.</li> <li>Note the provider has an existing record of delivery in getting young people into employment and has strong linkages to employers, schools and other institutions.</li> <li>Note this is not a school based or run programme, and all activities will take place off site.</li> <li>Note MoE support this application but would not fund it, stating “all money for education is focussed on the schools and school based programmes. The Ministry fund the schools and the schools make decisions from that point. There is typically very little money beyond the existing school and school based programmes for additional activity”.</li> <li>Note TEC support his application but state that they could not fund it as under their current funding models, they only fund Tertiary Education Organisations (TEOs) for the delivery of tertiary education.</li> <li>Note MSD support this application due to its potential to test the concept and incorporate changes to support and improve the transition,</li> </ul>	

justice system in the Wairarapa.

**The programme**

- The main emphasis of Nga Pumanawa Tupuna will be preparing young people for work. Many industry and business leaders across the region have expressed their belief that many rangatahi do not possess the necessary attitudes and soft skills to make them work ready. A key element of the implementation of the programme will involve strengthening the capabilities of employers / businesses to work with young people and rangatahi Māori. The YETE network has a data base of over 200 businesses to call on. These will provide the initial placements for the rangatahi of this programme.
- This programme will deliver ongoing intensive mentoring, equip the rangatahi with vital soft skills (such as effective communication, self-management, problem solving and decision making skills, positive attitudinal skills and resilience) through a delivery mechanism that promotes and embraces aspects of tikanga Māori and culturally responsive practice. This will result in the rangatahi not only be more employable, but more confident, positive and productive members of society.
- Nga Pumanawa Tupuna will build upon the existing YETE initiatives. In terms of the L2W, YETE's main role, currently, is to provide leadership, expertise and ongoing support to those schools and other institutions delivering it. YETE does not have the resource or capacity to deliver the programme directly on behalf of these organisations. To date, over a 100 young people have been successfully trained in the Learning to Work in the Wairarapa.
- The project manager of this initiative, Tom Hullena, has over 30 years' experience in education (much of this time spent working in secondary schools with high at-risk populations). As Principal of Makoura College, he transformed the low decile secondary school from pending closure due to a range of performance, roll and financial issues, to being a thriving educational institution. In 2014 he won the Prime Ministers Education Excellence Award for 'Excellence in Leading'. His leadership brings credibility and the

resilience and work readiness of rangatahi Māori into the world of work and independence. The funding MSD provides under Youth Services does not duplicate what is being proposed in this application.



precise knowledge and expertise required to deliver a programme that will address these issues to put Wairarapa rangatahi on a pathway to success.

- If at-risk Wairarapa rangatahi are going to be afforded more equitable opportunities for success, an effective and strong intervention such as Nga Pumanawa Tupuna is needed. Being well prepared before they enter the workforce is crucial for initial and ongoing success. The proposed solution has two cohorts:

Cohort 1: Nga Pumanawa Tupuna is not a school based or run programme, and all activities will take place off site. However some of the targeted rangatahi aged 16-18 will still be officially enrolled in school, but have been identified by the schools as disengaged, non-attending, and high risk of becoming NEET. This is the opportune time to prepare at-risk youth for work and life beyond school. However, general education funding is currently insufficient for effectively addressing many of the issues faced by at-risk rangatahi e.g. poverty, life without the necessities, inter-generational unemployment, high crime low education neighbourhoods, scarce/deficient parenting, backgrounds disconnected from the mainstream, learning and socio-emotional issues, etc. YETE's experience to date has found that schools are currently quite limited in capability, capacity and willingness to establish and deliver effective transition programmes, such as Nga Pumanawa Tupuna that fully prepare young people for the steps after formal education. The schools are all supportive of this approach.

Cohort 2: will be NEETs, predominantly 16-17-year olds out of school and employment. Currently there is no provision or formal mechanism of support for them -they are too young for the job seekers benefit and there are no formal workforce development or preparation programmes available to those wanting to go directly into work before they turn 18. According to MSD, it was designed this way to keep young people in education until 18.

	Response	PDU (HPR/TAM) Statement regarding achievability of target
Number of rangatahi targeted by the project/activity annually:	Comm per year	This is a realistic target given the experience and history of delivery the individuals and organisations involved have.
Number of people expected to attain employment or training as a result of the project/activity:	Comm % going in to employment, further education or training	The ultimate aim is for all of the rangatahi in Nga Pumanawa Tupuna who identify that they want to work, will find work through the programme. However, it is expected a number of the participants will choose to remain in education or go into training.
High level outcomes sought by the project/activity:	Greater pool of work ready young people Greater number of Maori NEETs going into training or employment after school Reduction in Wairarapa NEET rate Reduction in NEET/Maori unemployment Reduction in youth crime Better realisation of young peoples' aspirations and links to employment opportunities.	
Detail of who else is involved in funding the project/activity:	<b>Commercial Information</b> [Redacted] [Redacted]	

PGF Skills & Employment criteria that this proposal supports:		
Te Ara Mahi Criteria	Assessment Commentary	Met (Y /N/Partial)
<b>Link with fund and government outcomes – delivers benefit to communities</b>		
Acts as a catalyst for improving productivity potential in the region (s)	<ul style="list-style-type: none"> <li>As stated in the Wairarapa Economic Development Strategy and Action Plan (WEDS), 'skills are closely related to jobs. New skills are required for new jobs. A higher value economy will require higher skilled people at all levels'.</li> </ul>	Yes
Aligns with relevant regional economic and employment plans and priorities, including any Māori development plans	<ul style="list-style-type: none"> <li>This programme demonstrates a collaborative community approach as is demonstrated by the coordinated support of all three District Councils of the region.</li> <li>The WEDS lists jobs as the number one priority for the region as they are seen as the foundation of the vision of prosperity and quality of life.</li> <li>The WEDS also identifies 'increased knowledge and skills, improved interest and participation in key areas, and an overall reduction in unemployment, with reduced numbers in the NEET category' as key areas of focus.</li> <li>Key values that underpin these areas of focus include 'emphasis on social inclusion' 'picking up those are getting left behind', 'building business capability and capacity' and 'building the Māori profile and influence in economic progress and the regional identity'.</li> <li>Another priority outcome for the region is for 'active participation of tangata whenua in community and economy'.</li> </ul>	Yes
Demonstrates potential to meet the current or future labour market skill needs of the region, including those resulting from PGF Tier 2 and 3 investments	<ul style="list-style-type: none"> <li>There is a shortage of workers in key industries in the Wairarapa that is inhibiting productivity and growth. Some of these include farming and agriculture, construction, retail and hospitality. This programme can link rangatahi to these industries to help address these shortages by the rangatahi entering relevant training or gaining employment in these industries. These are all target sectors for YETE so already have established connections.</li> <li>More employment, better jobs and fewer casualties (reducing NEETs) is the top priority for the region, with Skills following closely behind.</li> </ul>	Yes
Reduces the rates of people not in employment, education and training, with an emphasis on	<ul style="list-style-type: none"> <li>This programme will predominantly (but not exclusively) target Māori rangatahi. Successful transitions by rangatahi Maori from school or</li> </ul>	Yes

Māori	<p>foundational education into further education, training, or work continue to be problematic across the Wairarapa compared to other populations. Masterton alone has a NEET rate of 24%, twice the national average with Māori being disproportionately represented in these figures. Māori unemployment in the Wairarapa is on average two and a half times that of the general population.</p> <ul style="list-style-type: none"> <li>• This programme will upskill rangatahi, connect them to employment or motivate them to remain in or re-enter education. This will positively impact their whanau and their peers.</li> </ul>	
Increases local employment and earning potential, by supporting local people into local jobs, with an emphasis on sustainable employment outcomes	<ul style="list-style-type: none"> <li>• Any upskilling of local people will benefit the community but by targeting rangatahi most-at-risk of long term unemployment specifically, they are able to intervene at an opportune time to positively influence their thinking and breaking or preventing dependency forming habits before they become too ingrained. The change effected will be wide reaching, with the potential to influence their peers, siblings and even parents.</li> <li>• By working with the rangatahi to identify their areas of interest and to upskill them accordingly, they are more likely to remain engaged and sustain employment.</li> </ul>	<b>Yes</b>
<b>Additionality – adds value by building on what is already there</b>		
Addresses a gap in current service provision e.g. does not cover activities that are already funded for (unless funding is to up-scale or re-start existing projects)	<ul style="list-style-type: none"> <li>• General education funding is currently insufficient for effectively addressing many of the issues faced by at-risk rangatahi. This programme goes above and beyond any services currently being provided.</li> <li>• YETE's experience to date has found that schools are currently quite limited in capability, capacity and willingness to establish and deliver effective transition programmes, such as Nga Pumanawa Tupuna that fully prepare young people for the next steps beyond formal education. The reasons typically cited by schools and education providers include: difficulty fitting such programmes into school timetable structures, not enough time, such programmes compromise traditional curriculums, insufficient staff, insufficient funding, and because these programmes don't always contribute towards NCEA credits or other education formal qualifications.</li> <li>• Currently there is no provision or formal mechanism of support for 16-17-year olds out of school and not wanting to access or re-enter the formal education opportunities available to them. They are too young</li> </ul>	<b>Yes</b>

	<p>for the job seekers benefit and there are no formal workforce development or preparation programmes available to those wanting to go directly into work before they turn 18. According to MSD, it was designed this way to keep young people in education until 18.</p> <ul style="list-style-type: none"> <li>• MSD has provided funding support for the L2W initiative but is unable to assist with the proposed increase in capacity and expansion of the target group</li> <li>• A key role of YETE is to prepare other education organisations to deliver the License to Work programme, however, YETE have found schools delivery of the programme insufficient to date so believe the solution is to deliver it directly to those most in need.</li> <li>• The License to Work programme will be delivered as part of Nga Pumanawa Tupuna in addition to intensive mentoring (to identify and address behavioural and socio-emotional needs) and the promotion of tikanga Māori (to strengthen whanaungatanga and build cultural identity).</li> </ul>	
<p>Demonstrates why third party funding, including other government agencies, cannot be used to address the current gap in service provision</p>	<ul style="list-style-type: none"> <li>• <b>Commercial Information</b> is providing in-kind support</li> <li>• MSD has provided funding support for the L2W initiative but is unable to assist with the proposed increase in capacity and expansion of the target group</li> <li>• Schools do not have the capacity or capability to provide such an intensive intervention</li> </ul>	<p><b>Yes</b></p>
<p>Demonstrates awareness of and ability to connect to other services/initiatives that are complementary to the project</p>	<ul style="list-style-type: none"> <li>• Nga Pumanawa Tupuna will build upon the existing YETE initiatives. In terms of the L2W, YETE's main role, currently, is to provide leadership, expertise and ongoing support to those schools and other institutions delivering it. YETE does not have the resource or capacity to deliver the programme directly on behalf of these organisations. To date, over a 100 young people have been successfully trained in the L2W in the Wairarapa.</li> <li>• The Nga Pumanawa Tupuna links closely with two current national education reviews, He Korero Matauranga (tomorrow's school review) and the ITP 2020 Roadmap (tertiary education review). Initial findings from these reviews emphasise the need for education to take a stronger stance in preparing young people for 21st Century competencies including the development of 21st Century thinking and soft skills, and the provision of real-world and</li> </ul>	<p><b>Yes</b></p>



	vocational learning.	
<b>Connected to regional stakeholders and frameworks</b>		
<p>Has support and input, where applicable, from:</p> <ul style="list-style-type: none"> <li>Local; industry, employers, community groups and employment bodies/governance mechanisms</li> <li>central and local government agencies</li> <li>iwi and other Māori governance mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>This programme has a great deal of local support from;</li> <li>The Governance Group for the Wairarapa Economic Development Strategy and Action Plan, all three District Councils, The Wairarapa Chamber of Commerce, Oranga Tamariki and MSD</li> <li>Makoura College, Wairarapa College, Kuranui College, UCOL, Achievement NZ</li> <li>Both local iwi; Rangitāne and Ngati Kahungungu ki Wairarapa</li> </ul>	<b>Yes</b>
<b>Governance, risk management and project execution</b>		
<p>Has robust project management and governance systems planned or in place</p>	<ul style="list-style-type: none"> <li>The project manager for this programme is also the YETE chair and the Special Projects Lead for Education and Community Development for Masterton District Council.</li> <li>YETE's governance structure sits under the umbrella of REAP. REAP has a robust governance, finance and management structure in place.</li> </ul>	<b>Yes</b>
<p>Demonstrates the capacity and technical capabilities to effectively implement the initiative e.g. has experience in building local capacity, lifting work readiness and knowledge of the local labour market</p>	<ul style="list-style-type: none"> <li>Tom Hullena, who will be the Project manager for Nga Pumanawa Tupuna, has more than 30 years' experience in the education sector with much of this time working in secondary schools with high at-risk populations. As Principal of Makoura College, he transformed the school from pending closure in 2009 due to performance, roll and financial issues, to a thriving educational institution which in 2014 won the Prime Minister's Education Excellence Award for 'Excellence in Leading'. He was awarded the New Zealand Order of Merit for Services to Education in 2016.</li> <li>REAP has many years of experience delivering and supporting education, especially second-chance learners.</li> <li>YETE is experienced in working with at-risk and Māori youth / whanau. Their staff have broad knowledge of the Learning 2 Work initiative, as well as strong connections with many of the regions education providers and a database of over 200 business connections that this programme will be able to leverage off.</li> <li>They believe, with the collective leadership and expertise of YETE, the administrative, managerial and governance capabilities of REAP and the support</li> </ul>	<b>Yes</b>



	and input of local council, they will provide a strong, stable and effective platform to achieve the key deliverables.	
Risk management approach outlined	<ul style="list-style-type: none"> <li>• Appropriate risk management for the programme has been identified.</li> </ul>	<b>Yes</b>
Future ownership / operational management identified	<ul style="list-style-type: none"> <li>• This is a pilot initiative that expands on pre-existing models to address a gap in the services being provided. It links closely with two current national education reviews, He Korero Matauranga (tomorrow's school review) and the ITP 2020 Roadmap (tertiary education review). Initial findings from these reviews emphasise the need for education to take a stronger stance in preparing young people for 21st Century competencies including the development of 21st Century thinking and soft skills, and the provision of real-world and vocational learning. If successful, this model could be utilised. MSD have also acknowledged that Youth Services will include employability, soft skills and employment as a feature of the refreshed Youth Service model.</li> </ul>	Partial

**The purpose of this briefing is to consider recommending PGF funds for Nga Pumanawa Tupuna**

**Regional Governance Group View:**

The Regional Governance Group supports this initiative. This strategy documents the concerns of the region of the high number of young people who are unemployed or not in education or training. Their view is 'this project is vital to increasing successful transitions from school, to training and employment by rangatahi Māori and will also provide a tangible intervention addressing the concern by local businesses that young people are not developing the employability skills needed to succeed'.

**Risks and Issues:**

- Risk of potential cross over of some services. Mitigation: the applicant, MSD and the local Youth Service provider will work together to ensure this does not happen
- Students of cohort 1 not being released from education providers. Mitigation: the three major education providers in the region have already provided letters of support, acknowledging the need
- Whanau of participants not valuing the programme. Mitigation: whanau will be liaised with to help them understand the significance of the programme and their approval will be sought before enrolling the rangatahi in the programme
- Insufficient interest from NEET. Mitigation: have strong connections with MSD, Youth Service, schools as well as local connections that will enable the provider to liaise with youth and whanau directly
- Insufficient employer support. Mitigation: an unlikely risk due to the wide-reaching already established connections to local employers through YETE

**Eligibility points of note:**

- *Due diligence*:- Due Diligence is currently being undertaken. It is a condition of approval that due diligence is to be to the satisfaction of the Head of PDU Investment team.

- *Conflict(s) of interest:-* Based on the information provided no conflict of interest is evident noting that full due diligence will inform this item further.
- *Illegal Activity:-* Based on the application information provided and feedback from other agencies there is no indication that the applicant or project has been involved in, or associated with illegal activity.
- *Alignment with Regional development plans:-* This application aligns very well with Regional Development plans. The Wairarapa Economic Development Strategy lists jobs as the number one priority for the region and identifies ‘increased knowledge and skills, improved interest and participation in key areas, and an overall reduction in unemployment, with reduced numbers in the NEET category’ as key areas of focus. There is also an emphasis on social inclusion, picking up those are getting left behind, building business capability and capacity and building the Māori profile and influence in economic progress and the regional identity.
- *Commercial funding availability:-* Given the nature of the project access to commercial funding is not considered a feasible option.

#### Consultation undertaken or implications:

Legal	N/A	HR	N/A	Finance	N/A	MBIE policy	N/A	Other	
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The following consultation has occurred:

#### External agencies:

**MoE** – support this application but would not fund it, stating “all money for education is focussed on the schools and school based programmes. The Ministry fund the schools and the schools make decisions from that point. There is typically very little money beyond the existing school and school based programmes for additional activity”.

**MSD** – support this application due to it’s potential to test the concept and incorporate changes to support and improve the transition, resilience and work readiness of rangatahi Māori into the world of work and independence. The funding MSD provides under Youth Services does not duplicate what is being proposed in this application.

**TEC** -- support his application but state that they could not fund it as under their current funding models, they only fund Tertiary Education Organisations (TEOs) for the delivery of tertiary education.

**MFAT** – feedback received, this project raises no concerns from an international obligations perspective.

**MCH** – no comments to make as outside of the scope of the arts, culture and heritage portfolio.

#### Supporting proposal:

Yes

#### Appendices:

Yes - Applications and supporting letters are as annexes

#### Sponsor(s):

N/A

#### Manager/Author of paper:

MD, He Poutama Rangatahi