

**Te Puni Kōkiri**

**Pae Aronui Evaluation  
Year One Evaluation Report  
August 2020**

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## Executive Summary

This report presents an analysis of year one monitoring and reporting data in order to assess and evaluate the outcomes achieved as a result of rangatahi engagement in Pae Aronui for the period March 2019 to June 2020.

Pae Aronui is a time limited programme funded by Te Puni Kōkiri to test innovative approaches to improve education and employment outcomes for rangatahi Māori aged 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).

In Year One of the 3-year programme, Te Puni Kōkiri contracted six rōpū to provide programmes to enhance education and employment outcomes for rangatahi. The implementation timeframe for Pae Aronui Year One was the 12 months from March 2019. However, as a result of COVID-19, rōpū continued to deliver up to 30 June 2020.

The rōpū were tasked with engaging 254 rangatahi across three key locations: Kirikiriroa (Hamilton); Tāmaki Makaurau (South and West Auckland); and Te Whanganui-a-Tara (Porirua & Lower Hutt). These areas were selected for their high number of Māori who are NEET, and with the high projected employment growth rates.

The analysis is based on qualitative and quantitative monitoring and reporting data submitted by rōpū to Te Puni Kōkiri from March 2019 to 30 June 2020.

## Key Findings

Overall, the evidence showed how Pae Aronui has achieved its intended outcomes. Within a short space of time, the six rōpū facilitated and enabled behavioural and attitudinal shifts through the delivery of innovative and culturally grounded approaches. Rōpū met or exceeded their annual contracted engagement, completion, training and employment targets. This is a significant achievement given the complex and challenging realities experienced by many in this rangatahi cohort.

As at 30 June 2020, Pae Aronui recruited and engaged a total of 302 rangatahi, 48 more rangatahi than the expected target. Moreover, of the 302 rangatahi engaged, 235 rangatahi completed the programme. These results are positive and significant within the context of the NEET cohort and the complex challenges they experience.

Furthermore, the data highlighted the employment and training outcomes achieved for all of the 235 rangatahi that completed Pae Aronui, of these:

- 141 rangatahi achieved employment outcomes (i.e. engaged in employment for a period of more than 31 days).
- 94 rangatahi achieved education outcomes (i.e. engaged in education and training until completion).

Assessing the extent of innovation was augmented by case studies carried out by Te Puni Kōkiri regional staff which highlighted the depth and breadth of rōpū innovation. This qualitative data was valuable because analysis of monitoring and reporting data did not yield the extent of the innovation, mainly because each rōpū did not explain the 'ordinary' or business as usual practice.

Innovation was reflected by each rōpū going the 'extra mile' and providing pastoral care such as: picking up rangatahi from their homes to attend wānanga, licensing tests and job interviews; driving rangatahi to medical appointments and staying with them to provide support; being advocates at appointments with different crown agencies; texting rangatahi to check in and ask about their wellbeing; meeting with whānau outside of work hours to discuss rangatahi needs and aspirations.

Innovation was also demonstrated by rōpū working collaboratively with other Non-Government Organisation's (NGO's) and agencies to provide wrap around support and extending their scope and reach to provide support to the siblings of the Pae Aronui cohort. One rōpū set up a shared housing unit to provide rangatahi with safe and secure housing during the programme in response to the emerging trend of homelessness among their cohort. Pae Aronui is an approach that enabled each rōpū to flexibility to better meet the needs of their cohort.

In terms of what worked, the data showed signs that rōpū were able to pivot, adapt and support rangatahi with targeted one-on-one support, particularly during and post the Covid-19 pandemic national lock-down (March to May 2020). This kaupapa Māori approach of doing 'whatever it takes' to support rangatahi prioritised building relationships and trust and leveraging whānau, hapū, iwi and community networks.

In terms of what did not work, the levels of additional support required to get many of the rangatahi to the start-line exceeded the expectations of all rōpū. This disconnect between expectations and reality reflects the complexities of the target cohort and a project of this nature. Rōpū are used to working hard and in a way that is resource and time intensive. This is their norm. The flow-on impact of working to this approach is delays in implementation and submitting monitoring and reporting data.

Rōpū worked hard to mitigate the impact of the Covid-19 pandemic on rangatahi wellbeing and established working relationships with key employment leads, food and essential item suppliers to provide food security to rangatahi and their whānau. Post-lockdown each rōpū worked hard to re-engage rangatahi with supports such as sending texts and making phone calls, home visits, picking up and dropping off rangatahi, paying for transport, one on one support and social media.

Moreover, rōpū are acutely aware of the challenges ahead for rangatahi in a post-Covid19 labour market with competition for entry level jobs having almost doubled overnight as well as the diminishing availability of retail, manufacturing and service jobs – historically, the most popular and accessible jobs for the NEET cohort. The ongoing impacts of Covid-19 on programme delivery and the flow on mental health, wellbeing and socio-economic effects on rangatahi is cause for concern. Te Puni Kōkiri

will need to work closely alongside each rōpū to support robust scenario planning to ensure sustainable delivery.

## Introduction

The focus of Pae Aronui is on testing innovative approaches that engage rangatahi Māori aged 15 to 24 years not in, or at risk of not being in, education, employment or training (NEET). Pae Aronui was established in Budget 2018 through funding set aside by the government to enhance education or training and employment outcomes for rangatahi Māori.

A key objective of Pae Aronui is to grow the 'capital' (confidence, capability and connectedness) of rangatahi enabling them to make informed choices about the quality of lives they'll lead (including their self-defined 'wellbeing'), and how they can take advantage of evident development and employment opportunities.

Six rōpū are contracted by Te Puni Kōkiri to deliver innovative approaches that:

- Grow rangatahi 'capital' – confidence, capability and connectedness.
- Enable rangatahi to make informed choices about their lives.
- Support rangatahi to take advantage of education and employment opportunities
- Are embedded within te ao Māori.

The time period for implementation of these programmes is one calendar year (12 months) starting March 2019.

## Why do we need Pae Aronui?

Despite some improvements in recent years, Māori still gain lower levels of qualifications. This leads to both inequality of opportunity and inequity of outcomes. In economic recessions, Māori are adversely affected because of over-representation in unskilled or low-skilled roles and vulnerable and sunset industries. Māori also remain over-represented amongst those not in education, employment or training (NEET).

While there are some existing programmes targeting young people who are NEET, these are not sufficient to address the needs of rangatahi needing support to realise their potential. Pae Aronui complements existing programmes by being:

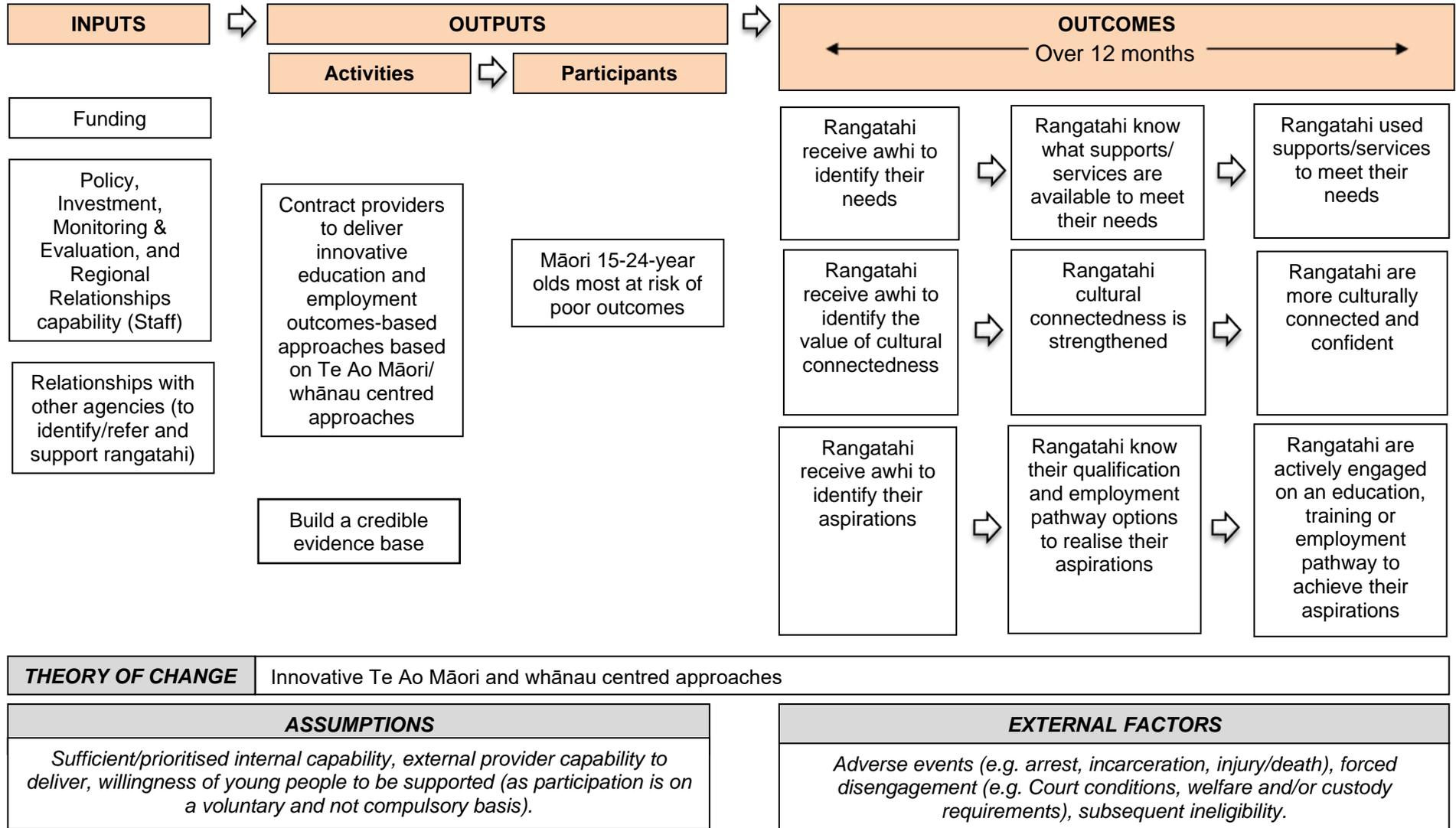
- Designed to test innovative approaches rather than provide on-going services.
- Exclusively focused on rangatahi Māori.
- An outcomes-based procurement approach which has prescribed the target group, the education and employment outcomes sought, and timeframe (one calendar year), but not how the contracted services must be delivered.
- Delivered in targeted areas with the highest number of Māori who are NEET, and with the highest projected employment growth rates.

## Pae Aronui Theory of Change

The Pae Aronui theory of change is based on innovative te ao Māori and whānau-centred approaches. The initial logic model presented on page 7 was developed by Te

Puni Kōkiri and describes the inputs, outputs and outcomes expected from Pae Aronui. This theory was revised based on a critical analysis of year one data.

Diagram 1: Pae Aronui Intervention Logic Model



## Revised Theory of Change

The evaluative evidence showed how Pae Aronui achieved each of the nine intended outcomes at the end of year one. However, the data also emphasised how the journey towards achieving these outcomes is neither linear nor straightforward.

The majority of rangatahi enter Pae Aronui with complex housing, learning, whānau, behavioural, alcohol and drug, mental and physical health needs and challenges. The impacts on daily life are ongoing and the data showed how rōpū worked hard to engage and retain rangatahi to build capability and resilience during and post programme delivery.

The current theory of change model does not recognise the importance of access to fundamental human needs like safe and secure housing and food security, which were reported as key challenges for a growing number of rangatahi. Rōpū responded by working alongside rangatahi, and where possible, their whānau to build solutions. This process took time. The absence of basic human needs like food and shelter makes dreaming, goalsetting, learning and engaging in Pae Aronui a significant challenge.

The intended 'outcomes' could be better represented in a circular and relational model which differentiates between immediate, short-term, medium-term, and long-term outcomes to better reflect the time needed to achieve certain outcomes and sequence.

One potential set of revised outcomes could include the following:

- Immediate outcomes - Rangatahi receive awhi to identify their needs (physical, mental, health, education, learning) and feel safe to share their aspirations. Rangatahi have access to safe and secure housing and food.
- Short-term outcomes - Rangatahi know their qualification and employment pathway options to realise their aspirations.
- Medium-term outcomes - Rangatahi actively engaged on an education, training employment pathway to achieve their aspirations.
- Long-term outcomes - Rangatahi aspirations achieved and sustainable employment and/or training secured. Rangatahi are independent and exercising self-agency. Rangatahi have sustainable housing and access to food. Rangatahi are thriving mentally and physically.

It would be timely and useful for Te Puni Kōkiri to use the evaluative data that emerges in year two to further test and refine the current Pae Aronui theory of change.

## Rōpū innovations and their intended theories of change

The six rōpū employed diverse approaches and provided their innovations across targeted locations. Each rōpū is identified in the table below, along with the key programme locations and their targets for rangatahi recruitment. The expected rangatahi engagement target was 254 rangatahi across the Pae Aronui rōpū.

| Rōpū                           | Auckland (South) | Auckland (West) | Hamilton  | Porirua   | Lower Hutt | Total      |
|--------------------------------|------------------|-----------------|-----------|-----------|------------|------------|
| Making Futures Happen Ltd      |                  |                 |           | 24        |            | 24         |
| Vertical Horizons NZ Ltd       | 15               | 15              | 15        |           | 15         | 60         |
| Kotahitanga Ltd                | 60               |                 |           |           |            | 60         |
| In Work Ltd                    |                  |                 |           | 20        |            | 20         |
| National Urban Māori Authority |                  | 50              |           |           | 20         | 70         |
| Te Rūnanga o Kirikiriroa       |                  |                 | 20        |           |            | 20         |
| <b>Totals</b>                  | <b>75</b>        | <b>65</b>       | <b>35</b> | <b>44</b> | <b>35</b>  | <b>254</b> |

Table 1. Overview of rōpū providers, key locations and rangatahi recruitment targets

## Testing Innovation and Impact

The aim of Pae Aronui was to test innovation and an outcomes-based procurement approach. Te Puni Kōkiri prescribed the target rangatahi group, the types of outcomes sought, and a timeframe of one calendar year. The six rōpū were tasked with delivering specific outcomes. These included:

1. Education outcomes and progress as evidenced by:
  - Re- engagement in qualification-based learning.
  - Attainment of credits/qualifications.
  - Other measurable steps towards re-engagement in learning/attaining qualifications.
2. Employment outcomes and progress as evidenced by:
  - Attainment of relevant pre-employment credits/qualifications.
  - Attainment of stable (for at least 6 months) employment.
  - Attainment of in-work credits/qualifications.
  - Acquisition of relevant pre-employment skills.
  - Other measurable steps towards employment.
3. Other outcomes as evidenced by:
  - Improved cultural identity as Māori.
  - Improved confidence.
  - Improved capabilities (skills, knowledge and attitudes).
  - Improved connectedness.

The six rōpū delivered divergent approaches embedded within and/or with links to te ao Māori, as well as specific contacts with employment and educational communities. They have differing theories of change underpinning their Pae Aronui innovations; and different scale of operation; locations; and areas of educational or employment expertise.

For example, one rōpū (Te Rūnanga o Kirikiriroa) included a governing council consisting of hapū and iwi representation. Another was the National Urban Māori Authority (*NUMA*). This is a well-established organisation that takes a collective approach for advancing Māori economic and social development. Kotahitanga Ltd comprises three entities, including Papakura Marae, Te Kaha o Te Rangatahi and Turuki Health Care. Three rōpū are limited liability companies that provide structured training programmes: Making Futures Happen Ltd; Vertical Horizons Ltd; and In-Work Ltd. These rōpū include private training establishments or PTE's that offer post-secondary school education and vocational training.

The diversity of the rōpū and their Pae Aronui innovations provided Te Puni Kōkiri with a unique opportunity to learn more about 'rangatahi ora' and the effectiveness of delivery approaches. This involved finding out about 'what works?' for targeted rangatahi and their whānau/supporters, as well as the factors and conditions that enabled progress, achievement, and sustained improvement.

Pae Aronui provided rōpū with a mandate to 'test and learn' from their innovations, as some programme elements were more successful than others. In addition, it was recognised that targeted rangatahi are not homogenous and will have different strengths, aspirations, and needs.

The following section describes the core elements of the intended rōpū innovations and their theories of change, developed from information provided in each of the rōpū proposals to Te Puni Kōkiri<sup>1</sup>.

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<sup>1</sup> The information provided above may not fully describe the innovation as these can change over time as rōpū work to recruit, engage and retain targeted rangatahi. An update of the rōpū theories of change will be provided in the Pae Aronui summative evaluation report.

## Rōpū 1: Making Futures Happen

Rōpū 1 is a Limited Liability Company based in Wellington. Since 2005, they have been a Tertiary Education Commission (TEC) provider of Foundation Skills, Workplace Literacy and intensive literacy and numeracy programmes. For Pae Aronui they were contracted to engage 24 rangatahi (females) in Porirua.

### Description of their theory of change

The “Ka Hāpaia – RoadMap to Employment (RET)” programme aims to provide a culturally-appropriate, solution-focused employment mentoring, training and placement programme. The purpose of the RET programme was to engage rangatahi in finding and sustaining ‘a quality and fulfilling job and stay there for at least six months.

The programme aims to provide experience-based skill development through ‘enjoyable, memorable and valuable outside-the-classroom training’. The rōpū intent was to help rangatahi achieve and maintain sustainable employment by:

- building confidence including the *ability to take independent action/self-navigate and develop resilience*.
- developing capability including *awareness, skills, knowledge and/or qualifications* required for acquiring relevant pre-employment skills and for future employment.
- establishing connectedness via community-based networks and help develop productive and beneficial relationships.

A key assumption was that positive impacts and change occurs for rangatahi when they receive individual attention and interaction given by key mentors throughout their education/training journey. The Ka Hāpaia programme will appoint three full-time experienced mentors/trainers, allocated a maximum of eight participants.

### Core elements of the innovation

The core elements of the innovation were:

- Training venue is marae based and uses the environment as the classroom.
- Hand-in-hand case managing-based “RoadMap” development with a clear goal in mind for each rangatahi.
- “Big sister” one-on-one mentoring model.
- Establish a support team for rangatahi by partnering with parents and their whānau, role-model buddy, iwi and community networks and employers throughout the programme.
- Provide meaningful real experience/practice-based training which is culturally responsive and inclusive.
- Deliver industry skills for the hospitality and retail industries as well as administration where participants ‘learn by doing’ work experience, internship and volunteer arrangements.

## Rōpū 2: Te Rūnanga o Kirikiriroa

Rōpū 2 is a collective of three agencies based in Kirikiriroa/Hamilton: Te Ahurei o Rangatahi, Te Rūnanga o Kirikiriroa and Te Wānanga o Aotearoa. They were contracted to recruit and engage 20 target rangatahi.

### Description of their theory of change

#### **Rangatahi at the centre**

This innovation focused on rangatahi Māori at the centre. The development and progression of their own passion pathways draws on the resources of participating agencies and organisations; each partner and contributing organisation utilising a strengths-based youth development approach.

Rangatahi representatives will collaborate with the partners to lead the design, development and implementation of flagship projects that are grounded in the Rangatahi Ora framework with the overarching objective to develop the wellness and potential of their 'at risk' peers. Rangatahi will be encouraged to also advise, endorse and challenge the co-design stakeholders' ideas for a better approach to rangatahi development. The Rangatahi Leadership Group will also advise and network as needed.

#### **Role of Agencies and whānau and peers**

The three core agencies, whānau and peers will wrap support around each rangatahi, designed to suit their unique situations. Stakeholders were committed to rangatahi-centricity and the 'youth for youth' agenda.

#### **Flagship Projects**

The co-design collective formulated ideas for flagship projects, which included but was not limited to:

- Breaking down the geographical and accessibility challenges for rangatahi engagement.
- Utilising the virtual realm and the idea of gamification to ease the process of navigating the support ecosystem.
- Developing a passion pathway approach for lifelong individual rangatahi development.

Each flagship project and associated outcomes were designed and implemented by rangatahi and used as case studies for testing Rangatahi Ora.

### Core elements of the innovation

The core elements of the innovation were:

- Rangatahi-informed, rangatahi centred engagement process.
- Documented engagement process identifying what has worked, and what needs to be improved.
- Rangatahi representatives group established.
- Evaluation report on narrative and innovation at rangatahi, partner and agency levels.

A collaborative, co-designed service delivery and management approach that included documented co-design process, collaborative agenda and actions, inter-partner infrastructure established and a register of shared learnings.

The three agencies proposed the continuation of the pilot beyond the first year extending to three years. The rationale for this proposed extension was:

- The contracting environment does not recognise the upfront engagement process that is needed to build high trust relationships with high needs rangatahi.
- Challenging for rangatahi and community to achieve positive outcomes within 12 months.
- Other partners will need to be brought on board to test the learning of the first 12 months.
- Culture of innovation is dependent on a strengths-based partnership, and three years will give time for these relationships to develop and to test and improve activities carried out within the first 12 months.
- Partners will be backfilling and training staff to provide intensive pastoral care to the target group.

## Rōpū 3 Kotahitanga Ltd

Rōpū 3 is comprised of three entities all based in Tāmaki Makaurau: Papakura Marae, Te Kaha o Te Rangatahi and Turuki Health Care. For Pae Aronui, they were contracted to recruit and engage 60 target rangatahi in South Auckland.

### Description of their theory of change

Kotahitanga innovation was developed around their Mana Tiaki 4 Rangatahi programme to build rangatahi confidence, self-efficacy and resilience through their connection to cultural knowledge and connection to cultural identity. The programme cites evidence that a connection to culture and self-identity are important contributors to youth wellbeing. This is a core component of several programmes delivered by the rōpū including the Mana Tiaki 4 Rangatahi model of care as well as various other health, social and support programmes.

The aim is to strengthen rangatahi connection to culture and identity; enabled through the following principles of engagement:

- Karakia: clearing spiritual pathways.
- Mihimihi: structured communication.
- Pōwhiri: transactional engagement.
- Te reo: effective communication.
- Tautoko: effective support.
- Ngākau māhaki: unconditional positive regard.
- Ahu whenua: consideration of the environment.
- Aro matawai: monitoring and evaluation.

Rangatahi awareness, skills and knowledge will be strengthened through the underpinning principles and practice of the Mana Tiaki 4 Rangatahi model of care delivered through PATH training, planning, coaching and mentoring methodologies designed to enable self-motivation and leadership capability for rangatahi and whānau. The programme aims to build/strengthen local relationships and connections for rangatahi and whānau, to ensure enduring support beyond the Pae Aronui programme.

### Recruitment process

The intent is to engage 60 rangatahi and whānau (20 per organisation) through their programme(s). Each organisation piloted a different approach to working with rangatahi based on their local context, strengths and networks.

### Core elements of the innovation

#### Whānau Champions

The programme aims to support the development of local whānau champions within each community to support a whānau to whānau approach to improve educational and employment outcomes, and to create an enduring support network. Whānau champions will engage with their own whānau as well as other whānau in the community, and with key staff involved in the community. The aim is to connect with rangatahi and whānau who may not be currently engaged in services or support

networks. Rōpū 3 is interested in understanding the role of peer to peer models for better rangatahi and whānau outcomes.

### Mana Tiaki 4 Rangatahi

The Mana Tiaki 4 Rangatahi model is underpinned by two important values: mana and tiaki. Mana revolves around the notions of control, authority and power. It is derived from many facets, which range from the spiritual realm through to the physical realm. It is respected as an inherent strength that is required to launch whānau, and in particular rangatahi, from a state of noa to a state of ora. (mauri moe to mauri ora). The restoration, protection and nurturing of the mana of whānau, and in this case, rangatahi, is an integral part of this Model. Tiaki revolves around the capacity to protect, to look after, to take responsibility for, and to care for others. Diagram 2 captures the underlining theory of change and key activities involved in the Mana Tiaki 4 Rangatahi programme.

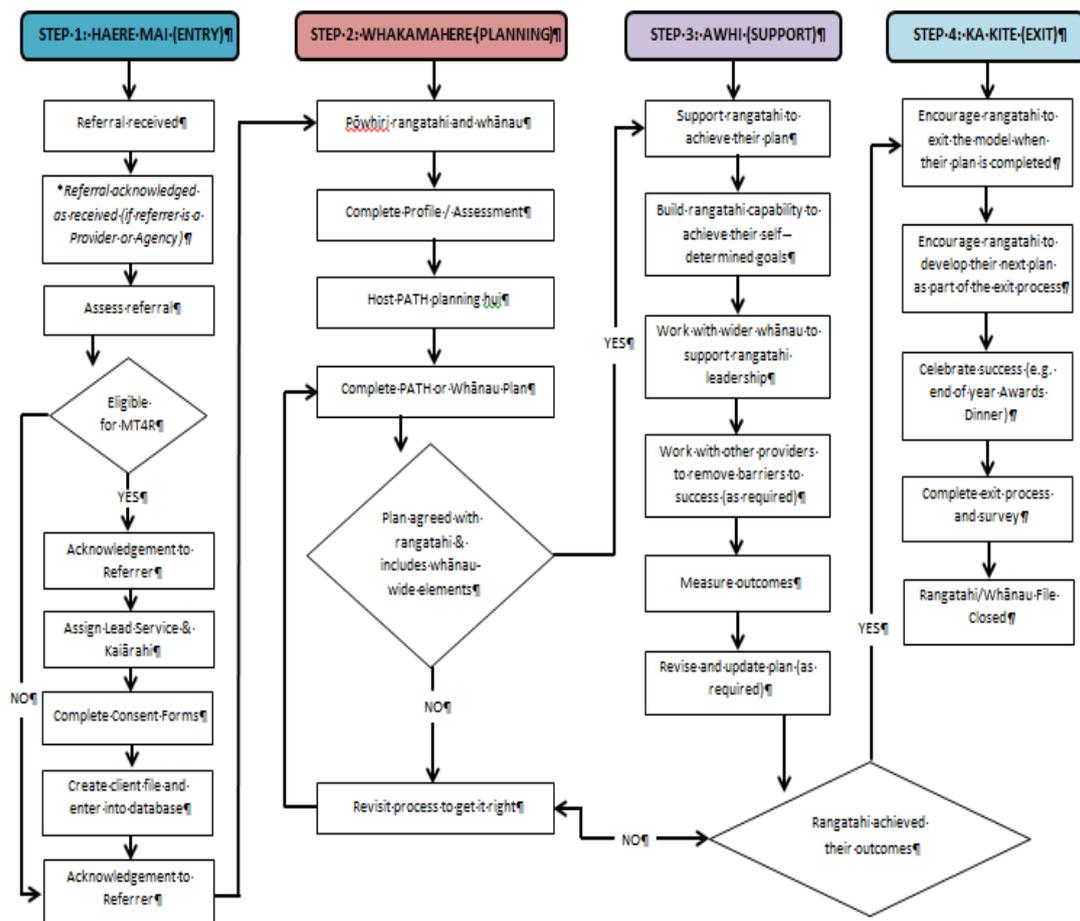


Diagram 2: Mana Tiaki 4 Rangatahi Theory of Change

A core intention of the innovation is for the rōpū to enter into partnerships with regional and local industry and training and education providers to find the right fit for rangatahi in terms of a prospective employer and career rather than “a job”. Building on and developing further partnerships with innovative providers in this sector, as well as industry will be a key focus for the Pae Aronui Relationship Manager.

## Rōpū 4: In Work Ltd

Rōpū 4 is a limited liability company and New Zealand's largest private provider of welfare to work programmes. For Pae Aronui, they were contracted to recruit and engage 20 target rangatahi in Porirua.

### Description of their theory of change

The theory of change is focused primarily on providing intensive, holistic mentoring and coaching support for rangatahi to improve employment placements and employment outcomes. The majority of the company's senior management team 'identify as Māori' and the rōpū is committed to further developing its connectedness with Māori and Māori providers.

The programme included one-on-one coaching sessions, work-related group activities and workshops, and outsource specialist training, which Rōpū 4 pays for, (e.g. forklift driving, First Aid training, barista training). They make referrals to outside agencies for specialist support.

Their 'inter-disciplinary approach' allows staff to focus on employment. In-turn, clients are viewed as benefiting from having experts deliver industry training. They also outsource specialist training to clients placed in stepping-stone roles, who have accepted employment to earn money while undergoing training to secure a more skilled role.

Their employment training covers:

- Professionalism and adapting to work environments and cultures.
- Minimising early termination or issues through effective communication and work ethic.
- Presentation and hygiene.
- Soft skills (e.g. managing communication and relationships).
- Employment skills (e.g. sending emails, arranging meetings, navigating performance reviews, applying for leave, sick leave).

### Core elements of the innovation

- Initial assessment – Robust initial assessment to confirm eligibility for the programme will be carried out. Eligible clients will be assessed and assisted to develop their own personal development plan (PDP).
- Developing a personal development plan (PDP) - Within 2 weeks of entering the programme each rangatahi will have a personal development plan (PDP),
- Coaching and mentoring activities: preparation for job interviews, coaching and mentoring sessions tailored to rangatahi need.
- The innovation will focus on acknowledging and celebrating rangatahi achievements and outcomes

## Rōpū 5: National Urban Māori Authority (NUMA).

Rōpū 5 is a consortium led by NUMA comprising of Te Whānau o Waipareira, Manukau Urban Māori Authority, Te Kōhao and Te Roopu Āwhina ki Porirua. The rōpū is an experienced Whānau Ora collective. For Pae Aronui, they are contracted to recruit and engage 70 target rangatahi (50 in West Auckland and 20 in the Hutt Valley, Te Whanganui-a-Tara/Wellington).

### Description of their theory of change

The innovation has a number of interrelated aims. The first is to build community-based employment and education hubs that co-locate a range of services to facilitate wrap around support for rangatahi. The aim is to focus on needs-based services, culturally competent care, rangatahi navigation and electronic integration. The innovation will utilise the Kaiārahi (Navigator) model by establishing specialist roles to address the unique challenges and specific outcomes for the targeted cohort. In particular, the nuanced psychosocial needs of rangatahi Māori NEET. The initiative will employ a collective impact (CI) model enabling the rōpū to pool resources across the two locations, to help various hapori to work together to solve complex social problems through a common agenda, shared impact measures and aligned efforts. The rōpū intend to evaluate their own services through the use of a shared measurement system. They will collect data and measure results at the community level and across participating organisations to ensure continued alignment.

### Core elements of the innovation

- Rangatahi Māia: 6-week course for rangatahi using whare tapawhā model.
- NEET Transition to career pathways facilitated through mentoring/coaching provided by career coach (kaiārahi - specialist navigator).
- Whānau-centred employer/education broker.
- Research to inform innovation and scalability and measure impact.

Primary engagement with whānau is through the process of whanaungatanga. The opportunity for whānau to participate is included (and encouraged) right from the beginning of the process starting with the initial engagement and assessment through to plan development and implementation.

Central to the initiative is the specialist navigator who works closely with rangatahi (and their whānau) to identify their specific needs, attitudes and aspirations, develop a customised plan, and help them to identify relevant support, services and opportunities. Whānau-centred employer/education brokers are also being utilised. They provide a point of difference to the above Career Coach service elements, by engaging with providers (education and employment) from the point of view of rangatahi and whānau.

The rōpū has an internal kaupapa Māori research and evaluation team that will focus on continuous improvement of service delivery throughout the process as well as gather insights and learning to ensure the project can be evaluated and scaled to wider communities.

## Rōpū 6: Vertical Horizonz NZ Ltd

Rōpū 6 is a Limited Liability Company and a Category 1 Private Training Establishment (PTE). They are a peripatetic (itinerant) training organisation that is invited to deliver training on client sites throughout Aotearoa. This rōpū is contracted to recruit and engage 60 targeted rangatahi across four locations. This includes 15 rangatahi in Lower Hutt/Te Whanganui-a-Tara/Wellington, 15 rangatahi in South Auckland and 15 in West Auckland and 15 in Kirikiriroa/ Hamilton.

### Description of their theory of change

The aim is to select rangatahi aged 15–24 into a qualification-based learning programme by working in accordance with their own aspirations as well as their whānau and industry employers. This is to ensure rangatahi learning is trusted, supported and opportunistic for employment purposes.

The pilot initiative is called Ko te hōtaka He ringa whao, he timatanga hou, which is designed to provide:

- Pre-employment credits as demanded by industry.
- Pre-employment skills as demanded by industry.
- Stable employment opportunities.
- Case management of rangatahi for 12 months.
- Whānau involvement.

A key assumption underpinning the proposed programme is that there is a need for a pre-trade short training scheme to provide a pathway that opens opportunities for self-improvement into construction-based trades. The proposed training scheme aims to provide a clear pathway into Industry and provide basic skills related to employment.

The proposed training scheme is designed to reach and advance the target group of NEET rangatahi by delivering skills for industry. The programme is viewed as aligning to employer needs through:

- Delivery design that allows rangatahi and/or employers to work together to achieve the graduate outcomes of the training scheme.
- Flexible structure that allows rangatahi in association with companies to choose the most suitable block course and work experience timing.
- A mixture of workplace experience and face-to-face training.

### Core elements of the innovation

The Ko te hōtaka he ringa whao, he timatanga hou programme has the following elements/activities:

1. provides training via noho marae facilitated by skilled, experienced Māori staff/local community members.
2. customisable programme unit standards that suit both rangatahi individual aspirations and industry needs.
3. connecting NEET rangatahi to employers within skill-short industries.

The noho marae element of the programme is designed to enable each rangatahi the opportunity to live and learn on the marae without the distractions of their normal lives. They are transported to the marae and for the 20 face-to-face training days, are supported within an environment entrenched in tikanga Māori.

The mentorship element of the programme means rangatahi are encouraged to feel supported and the intention is to provide a safe place to learn. The proposed innovation includes Kaiwhakahaere Akoranga and a Kaiwhakahaere Āwhina to be kaitiaki for rangatahi throughout the marae stay so that they are safe from the pōwhiri to the end with the poroporoaki.

The innovation includes a rangatahi selection process that incorporates consultation with employers. Employers in need of employees, interview potential rangatahi who are currently unemployed, to establish a marriage of needs and training pathway. For example, the owner of a scaffolding business could connect with a trainee looking to enter the scaffolding industry.

Potential employers become panel members to select rangatahi to take part in the programme. From this consultation process VHNZ prepares a bespoke training pathway suited to the needs of employer and rangatahi. At completion of the programme, potential employers conduct final interviews with rangatahi of interest, whereby an employer can then make an offer to the rangatahi for immediate employment.

The programme includes concrete NZQA unit standards that are viewed as being needed in 'skill-short' industries, thus making NEET rangatahi more employable at the end of the programme. The unit standards within the programme can be customised depending on the rangatahi own aspirations and the needs of potential employers.

## Findings and Analysis – Collective Summary

Baseline monitoring and reporting data was provided through the completion of three electronic surveys. A copy of the electronic surveys is included in Appendix 3. The surveys were designed to capture critical information to help build the evidence base and tell the story about how Pae Aronui is making a difference in the lives of rangatahi and contributing to the programme intent.

The three surveys looked at:

- Survey 1 – Demographic data.
- Survey 2 – Needs, aspirations, employment and education data.
- Survey 3 - Impact and outcomes data.

In addition, rōpū were required to provide quarterly qualitative narrative reports, and monthly updates on outcomes achieved by rangatahi. There is a caveat around the quality of the data sets which is largely based on under-reporting. The timeliness of data submission varied and a few rōpū did submit data for each survey. As a result, the data sets do not represent the whole. However, the data ‘indicates’ positive progress towards outcomes. Te Puni Kōkiri relationship managers have worked alongside each rōpū to improve monitoring and reporting data quality and timeliness.

### Survey 1 Data: How many rangatahi were recruited and engaged and completed Pae Aronui?

The evaluative data showed a total of 302 rangatahi were recruited and engaged in Pae Aronui and 235 completed the programme. Table 2 provides an overview of the rōpū recruitment, engagement and completion target and achievement rates.

| Rōpū                           | Rangatahi engaged (target) | Rangatahi completed | Employment outcomes | Education outcomes | Completion rate v target |
|--------------------------------|----------------------------|---------------------|---------------------|--------------------|--------------------------|
| Making Futures Happen Ltd      | 33 (24)                    | 24                  | 18                  | 1                  | <b>100%</b>              |
| Vertical Horizons NZ           | 61 (60)                    | 51                  | 43                  | 52                 | <b>83%</b>               |
| Kotahitanga                    | 94 (60)                    | 69                  | 38                  | 20                 | <b>115%</b>              |
| In Work                        | 23 (20)                    | 20                  | 16                  | 4                  | <b>100%</b>              |
| National Urban Māori Authority | 71 (70)                    | 51                  | 24                  | 0                  | <b>73%</b>               |
| Te Rūnanga o Kirikiriroa       | 20 (20)                    | 20                  | 2                   | 17                 | <b>100%</b>              |
| <b>Totals</b>                  | <b>302 (254)</b>           | <b>235</b>          | <b>141</b>          | <b>94</b>          |                          |

Table 2: Pae Aronui recruitment and engagement data and targets as at June 2020.  
\*NB: Data limitations in regard to quality and representation.

The recruitment, engagement and completion data showed:

- All six rōpū met or exceeded the engagement targets.
- Four rōpū met or exceeded the completion rate against the targets.
- Two rōpū did not achieve a 100% completion rate against the targets, however within the context of this cohort, 73% (National Urban Māori Authority) and 83% (Vertical Horizonz NZ) is a positive outcome.

### What are the characteristics of rangatahi engaged in Pae Aronui?

As at June 2020, the demographic data for 235 rangatahi showed:

- Almost all rangatahi identify as Māori (94%).
- Almost an even split between female (39%) and male (43%), and a small gender diverse percentage (2%). A total of 16% did not answer.
- The majority know their iwi or hapū (81%), a small percentage don't know/were unsure (10%) and a small percentage responded no (9%).
- The majority have a birth certificate, bank account and IRD number (over 85%).
- About one quarter have a passport (over 25%).
- About half have some form of driver's licence, however the majority hold learners' licence (over 80%).

Diagram 3 outlines the Pae Aronui gender data as at June 2020. There was almost an equal split between male and female rangatahi. The reasons behind why 16% of the cohort did not answer are unknown but likely to be a result of data entry and reporting inaccuracies.

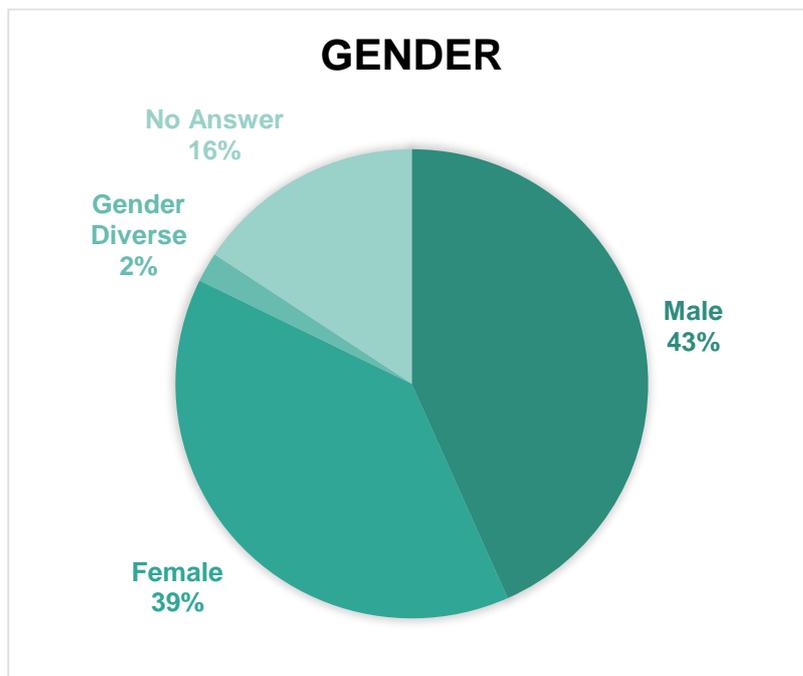


Diagram 3: Pae Aronui gender data as at June 2020 for rangatahi who completed.  
*\*NB: Data limitations in regard to quality and representation.*

In addition, Diagram 4 shows the broad age range of rangatahi who engaged and completed Pae Aronui. The majority of rangatahi were in the target age cohort (15 to 24 years old) with a few outliers aged 25-28 years old.

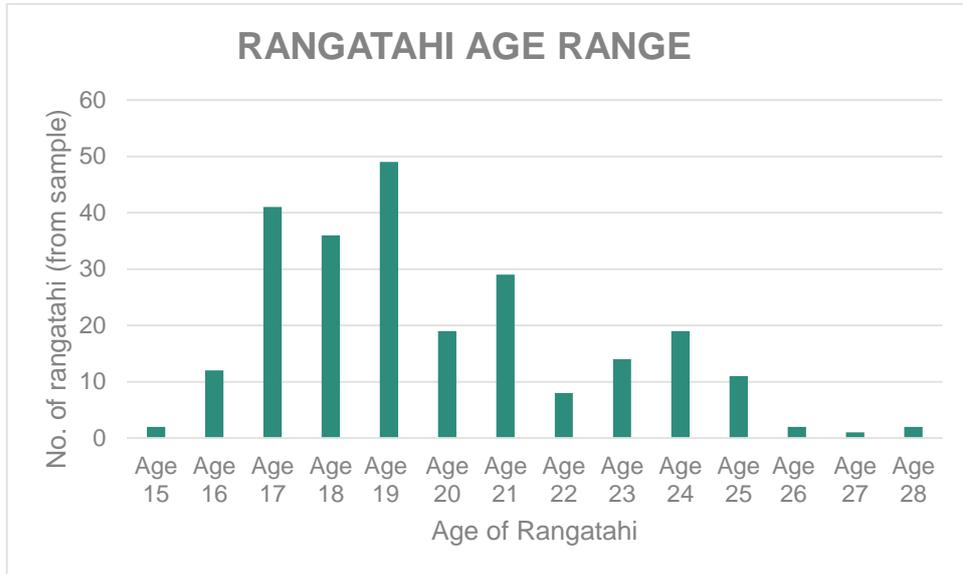


Diagram 4: Pae Aronui rangatahi age range as at June 2020 for rangatahi who completed.  
 \*NB: Data limitations in regard to quality and representation.

Low levels of literacy and numeracy were reported anecdotally and in the data sets. Diagram 5 highlights the percentage of rangatahi who achieved their basic minimum literacy and numeracy credit requirements at secondary school. Just over half (57%) of the cohort had achieved both literacy and numeracy credits. Almost one quarter (22%) had achieved literacy credits only, and 16 percent achieved numeracy credits only. A small percentage (5%) achieved neither or did not know.

### RANGATAHI LITERACY & NUMERACY NCEA CREDITS AT PROGRAMME START

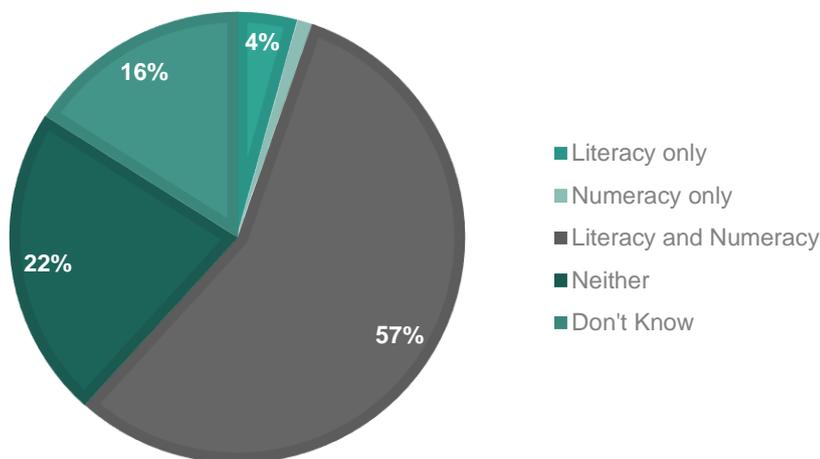


Diagram 5: Pae Aronui rangatahi literacy and numeracy credits achieved.  
 \*NB: Data limitations in regard to quality and representation.

The evidence shined a light on whom each rangatahi considered to be their primary supporters. Rangatahi identified whānau, parents, partners, fathers, brothers koro, friends, caregivers and teachers as their strongest supporters.

## PRIMARY SUPPORTERS

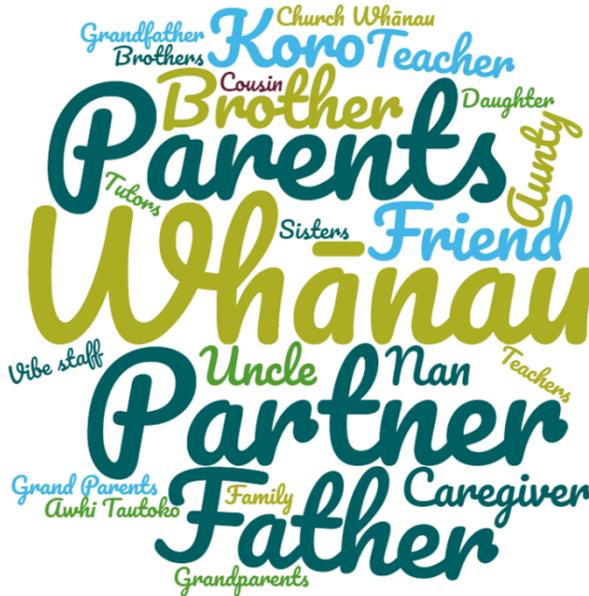


Diagram 6: Pae Aronui primary supported identified by rangatahi as at June 2020.  
 \*NB: Data limitations in regard to quality and representation.

Rangatahi found out about Pae Aronui through a range of sources including, Facebook, social media, friends and walk-in referrals.

## HOW RANGATAHI FOUND OUT ABOUT PAE ARONUI



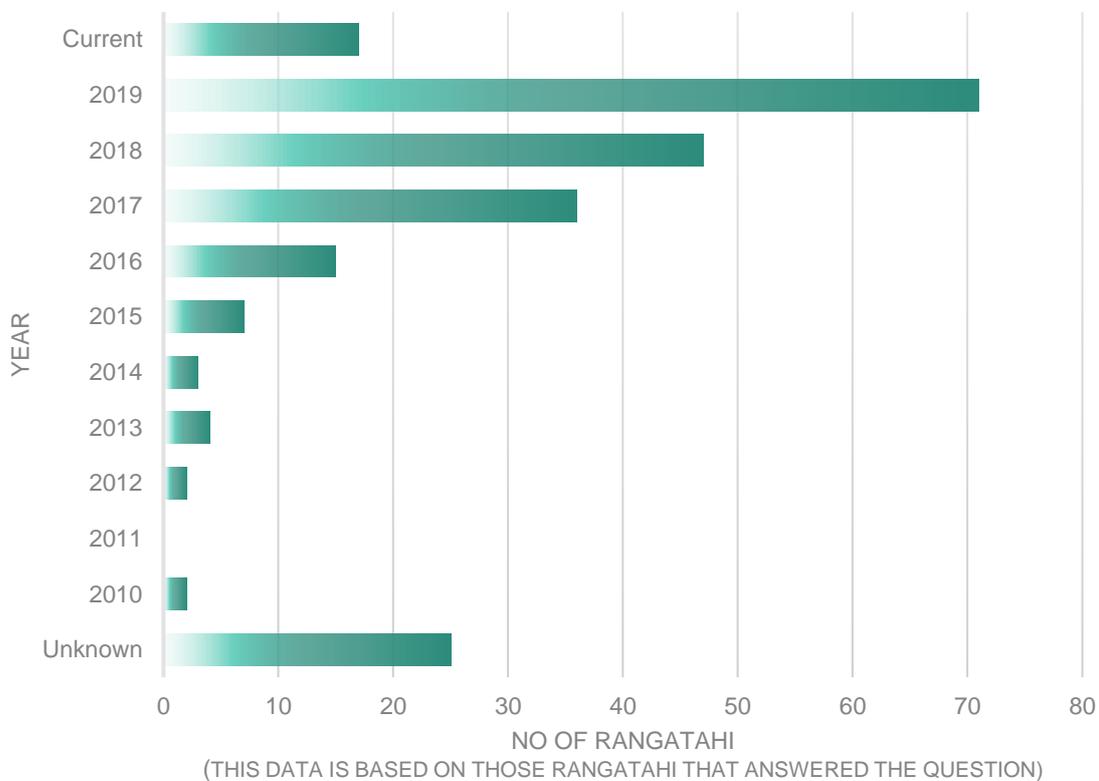
Diagram 7: Pae Aronui rangatahi information channels as at June 2020.  
 \*NB: Data limitations in regard to quality and representation.

The duration rangatahi were disengaged from education and training prior to starting Pae Aronui is presented in Diagram 8.

While the majority of rangatahi finished some form of education and training in 2019, many completed in 2018 and 2017. Some rangatahi were last engaged in 2016, a period of at least three years prior to starting Pae Aronui.

A few rangatahi disengaged from any formal learning context for a period of at least four to six years. The data reinforced the notion that being disengaged from education and training for a long period of time e.g. more than a year, meant reengaging with learning and a structured learning environment was challenging for many rangatahi.

## LAST YEAR IN EDUCATION OR TRAINING (PRIOR TO PROGRAMME)



*Diagram 8. Overview of rōpū providers, key locations, rangatahi recruitment targets and progress to date. \*NB: Data limitations in regard to quality and representation.*

### Summary

The survey one findings showed the key baseline demographic, educational, identity and life passport information of the Pae Aronui rangatahi cohort. The intersectionality of social, cultural, economic and political factors emphasises the extent to which this cohort has been let down by the education system and how difficult it is to undo years (for many generations) of dysfunction and hardship. However, simple things like having some form of ID, an IRD number, bank account and drivers' licence are critical tools to empower and enable rangatahi to flourish.

## Survey 2 Data: Analysis of Rōpū Qualitative Narrative Reports

Each of the six rōpū provided qualitative narrative reports. The qualitative analysis identified key baseline themes. Overall, the quality of the reports varied in terms of the depth and breadth of information provided but improved over time as each rōpū built monitoring and reporting capacity and capability and refined programme delivery.

The common themes identified were:

- Implementation delays experienced across the six rōpū attributed to the additional time needed to:
  - promote Pae Aronui to agencies, referral organisations, community and whānau.
  - recruit rangatahi and staff.
  - train staff.
  - build trust and rapport with rangatahi and whānau.
- Levels of resistance exist within communities from community agencies and organisations who hold similar contracts, which are highly contested.
- Meeting the complex needs of rangatahi was challenging.
- Some rangatahi experience challenging (sometimes harmful) home and whānau dynamics which are a barrier to making positive changes.
- Rangatahi want a structured programme with consistent delivery and clear expectations.
- Younger rangatahi need support and mentorship to understand and manage behaviour when challenged or faced with an issue or concern, which may require counselling.

The complex needs experienced by the NEET cohort was a dominant theme across the rōpū and this challenge negatively impacted on implementation timelines. However, at year end, each rōpū successfully achieved their contracted targets and outcomes which speaks volumes about the rōpū commitment and levels support provided to rangatahi.

Each rōpū reported how much additional time they spent on building trust and confidence so that rangatahi felt safe sharing their needs (and aspirations). This time investment enabled rōpū to seek the necessary support services. For example, rōpū highlighted that many rangatahi have low levels of confidence; motivation, literacy, numeracy and communication skills; some rangatahi experience learning difficulties, whānau financial and relationship pressures, mental health and anger management issues; and also care for dependents (children and/or elderly). A few rangatahi had pending courts cases and/or were engaging with Probation and NZ Police.

Rangatahi were surveyed to gauge their primary needs. Diagram 9 presents a synthesis of the high-level themes that emerged. Education, training, housing, transport, counselling and income were the identified priority needs.

## RANGATAHI PRIMARY NEEDS

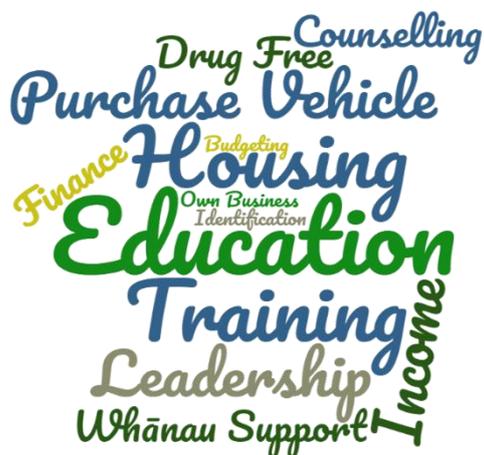


Diagram 9: Pae Aronui rangatahi identified primary needs as at June 2020.

\*NB: Data limitations in regard to quality and representation.

Despite the challenges, there were positive implementation achievements:

- Each rōpū developed an implementation plan, recruited and engaged rangatahi, and supported the majority to programme completion.
- Staff and kaimahi were employed.
- Agencies, community organisations and whānau networks referred rangatahi.
- Rōpū actively looked at ways to recruit rangatahi through broadening the organisations that they work with and utilising social media.
- Rangatahi have achieved employment outcomes.
- Rangatahi have enrolled in further training.
- Some rangatahi have achieved unit standards and NZQA standards.

What rangatahi are passionate about is important because this is what ordinarily motivates and inspires them to stay involved in something.

Diagram 10 presents the key ideas expressed by rangatahi: securing a job, the trades, for whānau, trades, playing sports, re-engaging in education, playing and creating music, attaining a driver's license, good health, working in hospitality and learning more about te ao Māori.

As outlined in Diagram 11, the two key barriers to rangatahi achieving their passions were self-confidence and motivation. Feedback from each rōpū aligns with this finding. The lack of finance, transport and whānau support as well as addictions and poor relationships were also identified as barriers.

Engaging fully in Pae Aronui, increased whānau support, motivation and commitment were identified as some of the ways rangatahi will mitigate the barriers to achieving their passions, as presented in Diagram 12.

## WHAT RANGATAHI ARE PASSIONATE ABOUT



Diagram 10: Pae Aronui: what rangatahi are passionate about.  
 \*NB: Data limitations in regard to quality and representation.

## BARRIERS TO ACHIEVING RANGATAHI



Diagram 11: Pae Aronui: barriers to achieving rangatahi passions.  
 \*NB: Data limitations in regard to quality and representation.

## HOW WILL RANGATAHI OVERCOME BARRIERS?



Diagram 12: Pae Aronui: how rangatahi will overcome barriers.  
 \*NB: Data limitations in regard to quality and representation.

## Summary

The survey two data spoke to the complex needs and diverse realities of the Pae Aronui rangatahi cohort. In spite of this, rangatahi identified supporters, were able to articulate their passions and identify the barriers and strategies to overcome these. When rangatahi are supported and they have established a trusting relationship, they will share their goals and passions.

## Survey 3 Data: Impacts and Outcomes

Survey 3 data submitted by each rōpū was mixed in terms of the timeliness and quality of reporting. It is important to note that during the final quarter of reporting (March to May 2020) the Covid-19 pandemic hit, and the country went into national lockdown.

The analysis was therefore limited to reviewing data presented in the previous three quarterly milestone reports. Te Puni Kōkiri decided that the priority was for each rōpū to focus on re-engaging rangatahi and providing direct support. The aggregated data available highlights the positive outcomes rangatahi achieved as a result of Pae Aronui.

The data for 235 rangatahi showed:

- All rangatahi received awhi to identify their needs.
- Most rangatahi know what supports/services are available to meet their needs.
- Most rangatahi are using supports/services to meet their needs.
- All rangatahi have received awhi to identify the value of cultural connectedness.
- Most rangatahi strengthened their cultural connectedness.
- Some rangatahi are showing more cultural connectedness, confidence and motivation.
- All rangatahi have received awhi to identify their aspirations.
- Most rangatahi know their qualification and employment pathway options to realise their aspirations.
- Most rangatahi are actively engaged on an education, training or employment pathway to achieve their aspirations.

Within the context of the complex rangatahi needs identified in the data, these outcomes are significant.

In terms of employment and education outcomes achieved, out of the 235 rangatahi:

- 141 achieved employment outcomes.
- 94 achieved education outcomes.

Diagram 13 outlines the twelve different work types achieved by rangatahi. The top six job types were construction (e.g. labourers), accommodation (e.g. motel/hotel staff), retail (e.g. shop assistants), arts and recreation (e.g. recreation support), public administration (e.g. office administrators) and wholesale trade (e.g. forklift & warehouse staff).

*Diagram 13: Pae Aronui: type of work rangatahi achieved.*

*\*NB: Data limitations in regard to quality and representation.*

The underlying factors attributed to the 67 rangatahi who did not complete the programme speak to these complexities, they include:

- Severe behavioural challenges e.g. anger management.
- Complex mental health challenges e.g. anxiety, depression.
- Significant literacy and numeracy challenges.
- Intergenerational history of substance abuse and addictions.
- Complex whānau dynamics and challenges e.g. child custody challenges.
- Lack of positive whānau support and role models.
- Lack of self-agency, confidence, belief and motivation.

A small number of rangatahi exited the programme early to enter employment, return to school to complete NCEA credits or enter a different training programme or apprenticeship.

## Rōpū Innovation

The innovation data was augmented by case studies carried out by Te Puni Kōkiri regional staff in 2019, which highlighted the depth and breadth of innovation being carried out by each rōpū. This qualitative data was valuable because the analysis of routine monitoring and reporting data did not yield the extent of the innovation, mainly because each rōpū did not explain what to them was the 'ordinary' or business as usual practice.

For example, Te Kaha o Te Rangatahi and Turuki health developed a housing first approach because of the number of rangatahi that were presenting who were wither homeless or living in unsafe housing situations. In response, they collaborated with local organisations and leveraged Pae Aronui resource to set up shared housing for rangatahi. They recognised that without safe and secure housing rangatahi would struggle to stay in the programme.

Each rōpū provided wrap around services and used Whānau Ora and Rangatahi Ora models to drive fit for purpose practice. Pae Aronui provided the flexibility which enabled each rōpū to go the extra mile. Rōpū provided direct and proactive support, for example instead of writing referrals they were drove rangatahi to the nurse, doctors, counsellors, held their hands and/or waited for appointments to finish.

One rōpū extended the scope of their approach to include siblings because rangatahi were presenting at the programme and many had younger siblings at home who had also dropped out of school and were not engaged in any form of training or employment

because they were so young. Pae Aronui gave this rōpū the flexibility to enable them to collaborate and push and pull in a different direction to meet their rangatahi needs.

A few rōpū chose to frontload their approach with a focus on qualifications, some privileged health and wellbeing, and others prioritised safe and secure housing. All of these divergent approaches were valid and able to be tested under the umbrella of Pae Aronui.

Getting the mahi done is the nature of the sector and the data showed how rōpū are well versed in working hard and in a way that is resource intensive. Most rōpū are not just delivering an innovative approach to rangatahi they are also filling in significant parenting gaps and intergenerational trauma.

### Summary

Analysis of survey 3 data was limited to what each rōpū submitted. The final reporting quarter (March to May 2020) was disrupted by the Covid-19 pandemic and national lockdown. However, the available data highlighted the key employment outcomes achieved by rangatahi that completed Pae Aronui, in particular the kinds of jobs they moved into. Moreover, the data illustrated increases in confidence, motivation, self-belief, agency and connects to cultural identity.

The innovation data was augmented by case studies carried out by Te Puni Kōkiri regional staff which highlighted the depth and breadth of innovation being carried out by each rōpū. This qualitative data was valuable because the monitoring and reporting data did not yield the extent of the innovation insights, mainly because each rōpū did not explain what to them was the 'ordinary' in terms of practice. Programme implementation data captured in year two should yield useful insights to bolster the outcomes and impact data provided to date.

### Individual Rōpū Data

The individual rōpū quantitative and qualitative data is presented on pages 29 to 41. Each rōpū reported on progress to date using a range of measures and success indicators. The quality of reporting and timeliness of submissions varied across each rōpū.

#### Rōpū 1: Making Futures Happen

Making Futures Happen successfully recruited, engaged and retained rangatahi wahine in Porirua and achieved all of its contracted targets. The rōpū reported that rangatahi engaged in this programme were well supported to achieve immediate, short, medium and long-term cultural capital, employment and education outcomes.

During implementation, slow referrals and staff changes within the local Work and Income office combined with winter illnesses negatively impacted on the planned

implementation timelines. However, mitigations were put in place to build momentum and included proactive work from kaimahi to keep rangatahi positive and engaged, particularly during the winter months. This approach reportedly paid dividends and motivation levels to secure employment were high among this cohort and reflected in the overall employment outcomes data.

### **Outcomes achieved**

The quality, depth and breadth of consistent monitoring and reporting data provided by Making Futures Happen demonstrated the importance of collecting quality and purposeful data to monitor and assess progress against intended outcomes.

Making Futures Happen engaged 33 rangatahi in the programme. A total of 24 rangatahi completed the programme and 9 rangatahi exited during the programme for reasons that included: securing part-time or full-time work; a return to school to finish NCEA credits; a lack of whānau support or complex whānau challenges; mental health and behavioural issues; a lack of motivation and confidence.

Table 3 shows the high-level outcomes data Making Futures Happen provided in the final narrative report submitted June 2020.

| Rangatahi engaged | Rangatahi completed & (target) | Employment secured @ 31 days | Engaged NCEA learning | Licence gained                     | Work experience gained | Avg wkly hours |
|-------------------|--------------------------------|------------------------------|-----------------------|------------------------------------|------------------------|----------------|
| 33 (24)           | 24 (24)                        | 18                           | 1                     | 8<br>*4 learners<br>*4 restricted. | 4                      | 10-15 hours    |

Table 3. Making Futures Happen high-level outcomes data as at June 2020.

\*NB: Data limitations in regard to quality and representation.

The employment outcomes achieved by rangatahi who completed the programme were positive. Table 4 shows the percentage who remained in employment placements at key milestone dates. As at 9 June 2020, 15 out of 19 placements have passed the 182-day milestone and remained in employment during the Covid-19 lockdown.

| Employment outcomes and milestones | Placement numbers | Percentage of total cohort |
|------------------------------------|-------------------|----------------------------|
| Total # initial placements         | 19                | 79%                        |
| 31-day milestone                   | 19                | 79%                        |
| 91-day milestone                   | 18                | 75%                        |
| 182-day milestone                  | 17                | 71%                        |
| Post-Covid employment milestone    | 15                | 63%                        |

Table 4. Making Futures Happen employment outcomes data as at June 2020.

\*NB: Data limitations in regard to quality and representation.

Table 5 shows a breakdown of the industries rangatahi transitioned into.

| Industry | Number of rangatahi | Position |
|----------|---------------------|----------|
|          |                     |          |

|                               |           |   |
|-------------------------------|-----------|---|
| Social and community services | 4         | Health advocate<br>Youth coach<br>Kaiāwhina<br>Carer  |
| Services and retail           | 12        | Barista<br>Night fill supermarket<br>Night fill retail<br>Retail assistant x3<br>Front of house - fast food<br>Front of house x 4 – restaurant<br>Tourism |
| Manufacturing and technology  | 2         | Packaging assistant   |
| Creative                      | 1         | Free-lance graphic designer<br>*also working as barista   |
|                               | <b>19</b> |   |

Table 5. Making Futures Happen employment industries data as at June 2020.  
\*NB: Data limitations in regard to quality and representation.

Some of the immediate outcomes achieved as a result of Pae Aronui included:

- Rangatahi accessed transport services to attend training and interviews, and some whānau supported them to remain engaged in training and to find sustainable employment.
- All rangatahi have strengthened their identity as urban wahine Māori and built a strong relationship within the group.
- Motivation to find work was high which was attributed to weekly one-on-one check in and catch up sessions.
- All rangatahi identified the job roles they wanted; the long-term goals; the perceived challenges; training supports to be put in place; and project training activities.

### **Measuring Impact**

Table 6 shows the success measures and results for year one.

| Year one success measures  | Goal by Feb 2020    | Actuals           | Beyond benchmark % |
|--|---------------------|-------------------|--------------------|
| Measure 1: completion rate.  | 18/24<br><b>75%</b> | 24<br><b>100%</b> | 6<br>25%           |
| M1.2: increased self-identity, confidence, capability and connectedness.       | 18/24<br><b>75%</b> | 24<br><b>100%</b> | 6<br>25%           |
| Measure 2.1: improved social and emotional skills, teamwork and communication. | 17/24<br><b>70%</b> | 24<br><b>100%</b> | 7<br>30%           |
| Measure 2.2: gain employment – full-time, part-time, work experience.          | 15/24<br><b>60%</b> | 18<br><b>75%</b>  | 3<br>15%           |

|   |                           |                  |           |
|---|---------------------------|------------------|-----------|
| Measure 3.0: permanent employment attained (up to 6+ months or 182 days). | 12-14/24<br><b>45-55%</b> | 19<br><b>79%</b> | 7<br>34%  |
| Measure 3.1: permanent employment sustained (more than 182 days).         | 10-11/24<br><b>40-45%</b> | 16<br><b>67%</b> | 6<br>27%  |
| Measure 3.2: enter meaningful education.                                  | 2-3/24<br><b>8%</b>       | 1<br><b>4%</b>   |           |
| Total number remaining in employment and/or education post Covid-19.      |                           | 15<br><b>63%</b> | 15<br>63% |

Table 6. Making Futures Happen year one success measures data as at June 2020.

\*NB: Data limitations in regard to quality and representation.

### **Key elements of innovation and success**

The key elements of programme success and innovation identified by Making Futures Happen were:

- Ability to iterate and adapt to needs of rangatahi. For example, initially the plan was to hold marae-based learning, however the rangatahi required a stand-alone delivery site and tikanga was implemented accordingly.
- Roadmap enabled rangatahi to see clearly the programme steps.
- Big sister mentoring was adapted to become tuakana-teina mentoring.
- Kaiwhakangunu, kaiako, kaimahi toi provided wrap around support.
- Experience based training was culturally grounded and located.
- Internships and work experience added value to rangatahi who were offered jobs or gained employment elsewhere.

### **Lessons learnt**

Staff identified the following programme improvements:

- Te ao Māori will continue to be a guiding principle for the operations and programme delivery online and on site.
- Roadmaps will be created to differentiate the needs and approaches required for each rangatahi age group, for example:
  - 19-24 years – skills for industry – pathway to employment
  - 17-20 years – education to employment – roadmap to employment via a vocational pathway
  - 15-18 years – youth services, roadmap to employment via NCEA or education.
- Increased professional development for staff to enable them to work with rangatahi with complex needs.
- Established a stakeholder group to build strategic partnerships in community.
- Real experience-based activities were positive for rangatahi and valued.
- Hospitality and retail were the primary industries rangatahi were interested in and where they secured employment.

### **Case Study – Rangatahi 1.**

The following case study was submitted by Making Futures Happen staff to illuminate the challenges many rangatahi faced in their journey towards gaining employment.

*Rangatahi 1 is now working as a Retail Night-Fill Assistant. She asked us to continue supporting her by having fortnightly one-on-one catch-up sessions. She is doing well in her new role and continues to join our shared lunches. She always lends a hand and this year attended Career Fest and received great feedback from employers.*

*She started with us because she needed to do something to get herself motivated. It took some time to build her motivation, her emotional capabilities suffered due to being out of work for so long, she struggled to keep her spirits high. Through our one-on-one support and helping to collate her story she built her motivation and confidence. She needed an external person who she could trust to help her see her true worth when it came to finding employment.*

*Finding a job was a milestone because she had been trying for quite a while. She was also successful in getting her restricted license. Her current employment is a big step towards her long-term goal of finding full-time permanent employment. Rangatahi 1 was a big part of our harakeke classes and produced some amazing work. Staff noted how mahi rārangā helped with her mental health during the time she was unemployed. Engaging in her Māoritanga was a great thing and she shared a lot of what she knew with confidence. As staff we got to see her leadership skills which she never really displayed before. We are all proud of her. (Tutor).*

### **Ngā reo o te rangatahi**

*I was raised by my grandparents. They gave me so much love and support. After working with some of the other taura I can see that some don't have the same privileges that I have with whānau. It encourages me to be their support person or help them in whatever way I can. (Rangatahi).*

*The last two months have been really challenging. I've had to come out of my comfort zone and face fears that I have such as public speaking. But I've done it a few times now. I didn't die like I thought I would. The internship has helped me improve my computer skills, training plans and setting goals with other taura. Reflecting back, I think I have grown more confident in different areas. (Rangatahi).*

### **Rōpū 2: Te Rūnanga o Kirikiriroa**

Te Rūnanga o Kirikiriroa delivered PONO in the Waikato region and achieved its contracted targets. A total of 20 rangatahi engaged in and completed the programme and is a positive outcome within the context of this particular target cohort who are NEET rangatahi aged 11-20 years old with complex needs – namely, rangatahi who have experienced and/or experience trauma such as sexual and psychological abuse, physical violence and severe whānau breakdown.

Innovation was demonstrated by the collaborative way this rōpū worked with other agencies and providers to support consistent wrap around support to rangatahi throughout their engagement in PONO. The rōpū leveraged all of their networks and relationships to help break down many of the barriers and challenges this cohort faced in their daily lives. While the quantum and timeliness of the reporting data submitted varied, the available data showed positive and encouraging signs about the outcomes achieved and the elements of innovation and success.

### **Outcomes achieved**

Table 7 highlights the high-level outcomes achieved as a result of PONO. The outcomes achieved show the majority of rangatahi were transitioned into full-time education programmes.

| <b>Rangatahi engaged against target</b> | <b>Rangatahi completed</b> | <b>Employment outcomes</b> | <b>Education outcomes</b> |
|---|----------------------------|----------------------------|---------------------------|
| 20 (20)                                 | 20 (20)                    | 2                          | 17                        |

Table 7. PONO high level outcomes as at June 2020.

\*NB: Data limitations in regard to quality and representation.

### **Elements of innovation and success**

The rōpū data suggests the elements of innovation and success were:

- Rangatahi Ora underpins PONO philosophy and practice - rangatahi ora or wellbeing framework developed by local rangatahi, Te Puni Kōkiri, cross local agencies, local council and tertiary and local social service providers.
- PONO target at risk vulnerable NEET and at risk of NEET rangatahi aged 11 to 20 years – little is known about this cohort in terms of needs, realities and goals.
- PONO target 11 – 15 age rangatahi at risk of NEET – little to no wrap-around programmes exist that support this specific group.
- Individual plan development led by rangatahi with principal practitioner.
- Individual plans reviewed every 6 weeks led by rangatahi with principal practitioner to accommodate changes, new needs and/or shifting priorities.
- Partner’s collective strengths are education, youth workers, mentoring, role models and senior social practitioners. At a practice level these collective strengths are utilised to support rangatahi throughout their PONO experience.
- At the needs assessment stage (Te Awa) two practitioners from two of the three partners are connected to rangatahi. Practitioner from organisation that recruited rangatahi is lead practitioner and provides one-on-one mentoring, support.
- Shared partner case consults are conducted fortnightly – practitioners across the three partners utilise consults to share and draw-on their collective experience, specialists’ skills, local landscape knowledge and ways of knowing and doing that is supportive and responsive to rangatahi and context.

### **Lessons learnt**

A complex set of interrelated factors impacting on rangatahi were identified by PONO practitioners. These factors are:

- Social isolation – positive, fun and stable social interactions outside of households are limited.
- Over serviced rangatahi – practitioners engage with agencies and specialist services to provide wraparound support rangatahi.
- Low levels of literacy and numeracy – prevalent among this cohort. The negative impact on motivation, confidence, self-worth and ability to navigate life on a day to day basis is significant.
- Substance abuse – drug and alcohol addiction a common issue for this cohort.

### **Case study – Rangatahi 2**

*Rangatahi 2 is 15 years old and engages with agencies/providers twice a day. A total of seven agencies/providers work with him and developed several action plans. Many of these plans align with agency outcomes as opposed to the wellbeing of Rangatahi 2. The consequences of this over serviced approach are as follows:*

- *Hoani does not know what person represents which agency.*
- *Hoani is often confused about the purpose of the engagement*
- *Hoani is frustrated and angry and acts out at home and school.*
- *Hoani's wellbeing is negatively impacted.*

*Our PONO practitioner mentors Rangatahi 2 and attends the monthly wrap-around support meetings – which are not always attended by the agencies and providers. The support approach focuses on positive mentoring and empowering Hoani to self-manage and pursue his passions. (Tutor).*

### **Ngā reo o te rangatahi**

*Tuakana teina we get the opportunity to lead and for me it's taking the initiative. We have fun we do activities.... we open-up too. I've learnt a lot... cooking, the road code, leadership, communication, budgeting, respect, self-control, confidence, I've done public speaking too. (Rangatahi).*

*There's a time and a place for everything even for us haututū. On a marae at our wānanga it's like all the bad stuff in our lives is not there anymore. My mentor, me, our stuff [relationship] is my transformation... what do you call it? Consistent, a consistent relationship that's the transformation for me... I'm safe, I'm loved, I'm heard and supported. (Rangatahi).*

### **Rōpū 3: Te Kotahitanga**

The three Providers located in Tāmaki Makaurau utilised their extensive Whānau Ora experience, tools and ways of working to engage and recruit 94 rangatahi, in total. 34 rangatahi above their contracted target. A total of 69 rangatahi completed the programme.

Table 8 outlines the high-level outcomes achieved across the three providers that make up Te Kotahitanga.

| Te Kotahitanga         | Rangatahi engaged against target | Rangatahi completed | Employment outcomes | Education outcomes |
|------------------------|----------------------------------|---------------------|---------------------|--------------------|
| Te Kaha o Te Rangatahi | 25 (20)                          | 20                  | 20                  |                    |
| Turuki Health          | 29 (20)                          | 22                  | 9                   | 10                 |
| Papakura Marae         | 40 (20)                          | 27                  | 9                   | 10                 |
|                        | <b>94 (60)</b>                   | <b>69</b>           | <b>38</b>           | <b>20</b>          |

Table 8. Te Kotahitanga high level outcomes as at June 2020.

\*NB: Data limitations in regard to quality and representation.

The narrative reports submitted for the period July to September 2019 indicated one of the biggest implementation challenges was recruiting kaimahi due to the short-term nature of the contract and the skills and expertise required to get the contract up and running. Other challenges included data management; reporting template and pathways; transport issues for rangatahi, motivation issues, and building connections with other support services in the community. These challenges were consistent throughout programme delivery.

Te Kotahitanga rōpū identified key factors that are critical to address in order for rangatahi to secure meaningful employment:

- Youth justice issues.
- Relationship breakdowns.
- Poverty and homelessness.
- Lack of confidence, self-esteem, motivation.
- Drug and alcohol dependency.
- Peer pressure.
- Lack of adult role models.
- Intergenerational cycle of abuse.
- Lack of transport.
- Lack of time management skills.

### **Key elements of innovation and success**

The Whānau Ora approach, kaimahi networks and ability to work holistically and provide wrap around support were identified as key elements of programme innovation and success. While Whānau Ora is not a new approach, it is new in terms of applying this approach to a specific rangatahi cohort. The rōpū is well connected into its communities and uses these networks to maximise the impact and employment, education and wellbeing benefits for rangatahi.

The overall key elements of innovation were:

- Rangatahi capability and capacity – rangatahi specialist group provided expertise on:
  - needs and aspirations of rangatahi.
  - youth employment programmes including design, content and delivery.

- Community approach – is a core component of the Te Kaha o Te Rangatahi Pae Aronui programme.
  - rangatahi engage a range of voluntary work experiences located within their community.
  - Providers collaborate with local agencies and other providers to support rangatahi.

Turuki Health’s approach prioritises the support and services rangatahi require to get to the start line and engage in sustainable education or employment pathways. The innovation is Turuki Health’s response in ‘real-time’ to the critical needs and support required by this vulnerable group. Turuki Health’s Pae Aronui Rangatahi Housing Project is an example of innovation.

Turuki Health engaged two housing projects in response to a significant number of their Pae Aronui rangatahi being homeless or living in inadequate, unsafe (drugs, alcohol, violence) and substandard housing. Each town house accommodates five rangatahi and were secured after practitioners established a trusting relationship with a private housing provider.

Under the mentorship of practitioners, rangatahi experienced first-hand (the first time for all 10 rangatahi) the processes, responsibilities and commitment involved in renting a house. Preparing rangatahi involved multiple hands-on sessions with each household group and entailed:

- Looking, applying and securing a rental house.
- Financial expectations both individual and collective.
- Household food and bill budgets and the difference between household and personal items.
- House rules - expectations of each other and as a household in terms of neighbourhood/community.
- Daily & weekly household schedules and timetables - chores and tasks.
- weekly menu planning - 3 meals a day and snacks.
- Life skills such as respecting each other’s privacy, property and awareness of each other’s study and work timetables.
- Consideration of, and discussion about whānau and guest visits.
- Household process if rangatahi want to exit.

The core elements of Innovation evidenced at Papakura Marae were:

- Community Insight - Papakura marae has delivered cultural, social and health services to whānau and its community since 1980. The marae’s 40 years of “Manaaki Whaanau I Ngaa Waa Katoa” (unconditional support to whānau 24/7) combined with a one-stop-shop that provides 40 services including a health clinic, speaks of the marae’s intimate knowledge of the daily realities and needs of its whānau, it also talks to the enduring connection between marae and community.

- Papakura Marae Pae Aronui is a marae-based programme guided by tikanga Māori at all levels including philosophical, programme design, programme delivery and practices are guided by the values of manaakitanga; rangatiratanga; and whanaungatanga.

### **Lessons learnt**

As a direct consequence of Covid-19, Te Kotahitanga responded to rangatahi needs in a range of ways, these included:

- Social media and online virtual platforms used to engage rangatahi and ensure they did not become socially isolated and could still connect to opportunities.
- Food security and access to essential items emerged as a key challenge and all three providers provided kai directly to rangatahi.
- Relationships built with employment leads at local WINZ offices to ensure kaimahi were able to connect rangatahi to vacancies on a weekly basis.

### **Case studies**

The case studies presented by Te Kotahitanga demonstrate the diverse and complex realities for rangatahi engaged in Pae Aronui. The achievements of Hinauri and Raniera highlight the positive difference the programme made to their lives.

#### **Rangatahi 3**

*Rangatahi 3 was referred by the Manukau Institute of Secondary School Tertiary Studies (MISSTS). She enrolled but showed extremely poor attendance. Her polycystic ovary syndrome (PCOS) condition causes severe hair growth particularly on her face. She was bullied in school from a very young age, causing low self-esteem and confidence. She struggled financially and her home life was unstable and unsafe. She had very little clothing and no whānau support. The initial engagement process was slow and required a lot of encouragement and perseverance. Fortunately, there were two other young people enrolled and we worked with all three consistently for a month. This enabled her to make positive friendships built on trust and respect, ground rules were laid, and these were maintained effectively. After many meetings with Study link and WINZ we secured income for her and found a safe and comfortable home with a wonderful caregiver. Her attendance at school improved remarkably to an amazing 98%. She successfully achieved her Learner's Licence, and recently graduated achieving NCEA Level 1, 2 and 3. She also secured a part-time job as an assistant at Rule Education where she achieved her Learner's Licence, scoring 100%. (Kaimahi).*

#### **Rangatahi 4**

*Rangatahi 4 was referred to Pae Aronui by his mother. She is an Aunty to one of the other Pae Aronui rangatahi. At the age of 16, he had not been in school for over an entire year and stayed home all day locked in his room playing Fortnite and smoking marijuana. His mum tried everything to get him motivated and was at breaking point. She contemplated sending him to whanau in Australia because he was determined he was not going to school. The first*

three weeks were intensive because he had been doing the same thing every day for such a long period of time, but eventually we were able to take him out to meet some construction workers that we know well. They were very friendly, and they had a natural ability to gain the interest of the young man by using and showing him the different electric tools and machinery.

After an hour of being on site, one of the site managers began to chat, we found out that this manager knew Rangatahi 4's father as they were close school friends. This new familiarity opened an immediate door for Rangatahi 4, and he was offered a six-week on site trial period as a 'Steel Fixer Trainee'. The first two weeks was the induction which he was paid to attend. He has been working full-time ever since, Monday to Friday 5am to 3pm and Saturday 8am to 12pm. His boss picks him up every morning on the way to work and he uses public transport to get home. Rangatahi 4 managed to get his older brother a job as well. (Kaimahi),

### **Ngā reo o te rangatahi**

*I was expelled from school, I hung on the streets I didn't care I didn't care... hard to transfer what's in my head to my mouth... biggest fear is to open up, you don't know if people are trustworthy. But here [Pae Aronui] I have slowly.... slowly I opened up. Being open breaks barriers down. My barriers... break down my barriers. (Rangatahi).*

*Every day I turn up, it brought my spirit and hope back. I want to be a mechanic I know, no now I know what courses are out there. Now I know how to apply for a job and I'm doing work experience on the marae and the community... I got a CV now. (Rangatahi).*

*I was expelled from school....um 2018. All my whānau have gone through Youth Justice my brothers my sisters. I don't want that; I'm going to military prep school. January... yeah 2020 I've already enrolled. This whānau [Pae Aronui] they have open ear's without judgement, I talk about me, what's important to me cause I can cause they listen... something I needed. (Rangatahi).*

### **Rōpū 4: In-Work**

In-Work Limited worked proactively to bolster its engagement targets and broaden its original target area (Porirua) to include Lower Hutt. This approach resulted in the achievement of the contracted targets.

Table 9 shows the high-level outcomes achieved by rangatahi engaged in the In-Work programme as at June 2020.

| <b>Rangatahi engaged against target</b> | <b>Rangatahi completed</b> | <b>Employment outcomes</b> | <b>Education outcomes</b> |
|---|----------------------------|----------------------------|---------------------------|
| 23 (20)                                 | 20                         | 16                         | 4                         |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

Table 9. In-Work high level outcomes as at June 2020.

\*NB: Data limitations in regard to quality and representation.

Table 10 shows which industries eight rangatahi transitioned into as at December 2019. From January to June 2020, an additional seven rangatahi achieved employment outcomes, however it is unclear from the reporting which industries they moved into.

| Industry                      | Number of rangatahi | Position  |
|-------------------------------|---------------------|---|
| Social and community services | 1                   | Homecare medical carer  |
| Services and retail           | 7                   | Retail assistant<br>Security x 2<br>Café worker<br>Cleaner x 2<br>Ticket officer – Kiwirail |
| <b>Total</b>                  | <b>8</b>            |   |

Table 10: In-Work employment industries data as at December 2019.

\*NB: Data limitations in regard to quality and representation.

Project implementation highlights included:

- Most rangatahi were passionate about helping others in some way; a couple were interested in hands-on work
- All identified the need for some sort of qualification or licence as key to achieving their aspirations
- Coaching and mentorship around employability were identified as the main support needed
- Addressing confidence issues and skills for gaining employment were identified as main needs.

The challenges experienced by In-Work when engaging with rangatahi were:

- Homelessness – two rangatahi who were supported by In-Work staff.
- Serious mental health issues – depression and anxiety.
- Extreme lack of self confidence among the majority of rangatahi.
- Whānau issues – including whānau pressure to find employment to help with the whānau financial situation.

### **Key elements of innovation and success**

The data indicated this rōpū used a range of interventions to support rangatahi such as building individual development plans, one-on-one mentoring and coaching, attendance at self-confidence courses, referrals to specialist support (counselling), creating resume and SMART goal setting. Staff went over and above the call of duty to support rangatahi to find suitable and affordable housing and provide transport work sites, job interviews, medical appointments and check-ins with other government agencies like Corrections and Oranga Tamariki. This ethic of care and way of working was business as usual for rōpū staff.

## **Case study – Rangatahi 5**

*Rangatahi 5 was living with his sister and her partner but had to find somewhere else to live as his sister was moving to Masterton because her partner secured full-time employment. Meihana only had a couple of weeks to find new accommodation which had to be suitable for his two-year old daughter who stays with him intermittently.*

*Within the timeframe, we [Inwork] provided the following support:*

- *Searched flatmate listings on Trademe and contacted listings.*
- *Contacted estate agents and arranged viewings.*
- *Contacted listing contacts for more information on flatting situation and if they would accept a two-year-old child for overnight stays.*
- *Visited all of the available boarding facilities in Wellington.*
- *Contacted network to see if they know of anyone looking for a flatmate or with a house to rent.*

*As a result, we discovered:*

- *There is a major shortage of housing, especially for young single males.*
- *The boarding houses we visited were either full or there was a very long wait list for a room to become available.*
- *A lot of suitable boarding situations didn't want a child staying overnight.*
- *Real estate agents were picky when it came to rangatahi viewing and applying for a rental.*
- *A couple of great prospective boarding situations came through from staff whānau/social networks.*

*We took Rangatahi 5 to look at a house in Johnsonville, the flatmate didn't mind his daughter staying overnight because he also had a two-year old daughter. Meihana liked the place and the people and moved into the new house. Meihana has settled well into his new home alongside his daughter who stays overnight when possible. (Kaimahi).*

## **Rōpū 5: NUMA**

NUMA successfully engaged 71 rangatahi in Tāmaki Makaurau and Lower Hutt, Wellington. The original Tāmaki Makaurau programme, Rangatahi Maia was renamed Wai Angitu. The programme is comprised of three phases: whanaungatanga, whakarite, whakamahia. While the timely submission of monitoring and reporting data varied, qualitative reporting indicated the achievement of positive outcomes in each cohort.

Table 11 outlines the high-level outcomes achieved across the two providers that make up NUMA.

| NUMA            | Rangatahi engaged against target | Rangatahi completed | Employment outcomes | Education outcomes |
|-----------------|----------------------------------|---------------------|---------------------|--------------------|
| Tāmaki Makaurau | 50 (50)                          |                     |                     |                    |
| Lower Hutt      | 21 (20)                          |                     |                     |                    |
|                 | <b>71 (70)</b>                   | <b>51</b>           | <b>24</b>           | <b>27</b>          |

Table 11. NUMA high level outcomes as at June 2020.

\*NB: Data limitations in regard to quality and representation.

The Tāmaki cohort faced challenges in terms of engaging with the Ministry of Education and disability sectors to access supports for young rangatahi (aged 15 & 16 years) with disabilities. The rangatahi navigator worked proactively to develop relationships with local organisations to access the required support. Moreover, accessing NZQA learning records proved challenging because most rangatahi and whānau either didn't know their student number or had forgotten login details for the NZQA portal. As a result, the information was accessed via an administrator with approved access.

The Lower Hutt programme experienced high volumes as a result of proactive and in-depth engagement with local organisations. The employment and training outcomes achieved included:

- A total of 3 rangatahi completed the Limited Service Volunteer (LSV) course.
- 1 rangatahi enrolled in an Alternative Education Course and was making good progress.
- 16 rangatahi identified their interests and potential jobs and employment pathways.

### **Key elements of innovation and success**

Building trust with rangatahi took time and was identified as an important first step which led to increased confidence and self-esteem among this cohort. The two providers have a long history of Whānau Ora delivery and used their extensive networks and relationships to wrap support around rangatahi using a kaupapa Māori approach.

## Rōpū 6: Vertical Horizonz

Vertical Horizonz supported a total of 50 rangatahi across three rangatahi cohorts located in Whanganui-a-Tara, Waikato and Tāmaki Makaurau to engage and complete the Pae Aronui programme.

During phase one and two, rangatahi completed fifteen days of wānanga in their own rohe. The cohorts joined together for phase three, the final five-day wānanga from 8-13 September at Pārawera marae in Kihikihi, Waikato. The Associate Minister for Māori Development, the Hon. Willie Jackson attended the graduation and was welcomed by the rangatahi who led the pōwhiri process.

Table 12 shows the Vertical Horizonz number of rangatahi who started, withdrew and completed Pae Aronui, as well as the number of unit standards and NZQA standards completed.

| Vertical Horizonz | # Started | # Withdrew | # Completed | Unit Standards Completed            | NZQA Standards Completed               |
|-------------------|-----------|------------|-------------|-------------------------------------|--|
| Tāmaki Makaurau   | 21        | 1<br>3     | 17          | 248                                 | 833                                    |
| Waikato           | 21        | 2<br>3     | 15          | 284                                 | 945                                    |
| Whanganui a Tara  | 18        | 2<br>1     | 15          | 255                                 | 850                                    |
|                   | <b>60</b> | <b>12</b>  | <b>47</b>   | <b>787</b><br>(max units<br>18 pp). | <b>2628</b><br>(max credits<br>57 pp). |

Table 12. Vertical Horizonz engagement targets, actual numbers achieved, unit standards and NZQA standards completed.

\*NB: Data limitations in regard to quality and representation.

The qualitative data provided examples of the complex needs and challenges faced by the rangatahi. For example, four young men were unable to attend the final wānanga despite having made positive progress in the previous wānanga.

*It was with great disappointment to learn two days before the programme was to commence, [Rangatahi 6] was arrested for assaulting whanau members. He is currently at Springhill prison. We will continue to work with him when he is released as he is currently in remand. He completed the first two phases and was proud of his accomplishments. [Kaimahi - in relation to Rangatahi 6].*

*We could not encourage [Rangatahi 7] to attend the Whakarite phase. Having conducted a meeting with Oranga Tamariki, NZ Police Māori Liaison, Youth Justice it was acknowledged the current home situation is a huge barrier. As a result, he continued to turn to alcohol and drugs to escape his home life. He spoke of his aspirations and dreams; however, home struggles will continue to stop him achieving his goals. He completed the first two phases of the programme. We will continue to reach out. [Kaimahi in relation to rangatahi 7].*

*Kaimahi have had to hui with two rangatahi [Rangatahi 8 and 9] and their whanau with government agencies to identify what specific needs and support will be provided, although they were absent during this phase VHNZ continues to monitor and support their progress. [Kaimahi in relation to rangatahi 8 & 9].*

Conversely, one rangatahi could not attend because he had secured employment and was unable to take leave to attend. Although securing employment was a positive outcome, the rangatahi was disappointed he could not attend.

### **Key elements of innovation and success**

The learning content of the programme was set through consultation with future employers, Rangatahi, MSD, TPK and Iwi. The programme included completion of relevant NZQA unit standards, soft skills through three non-unit standard based modules (Site Safe Passport, Life skills, and Leadership), and tikanga Māori.

The employment focused content of the programme could not sit within qualifications listed on the National Qualifications Framework so rangatahi completed a VHNZ certificate. However, the use of NZQA Unit Standards meant that most of the learning was recorded in the NZQA Records of Learning for each rangatahi.

In addition, VHNZ offered rangatahi three months free access to VHNZ's open courses to complete formal National Qualifications such as the New Zealand Certificate in Workplace Health and Safety (Level 3), and also provided drivers licence training to rangatahi for three months.

## **Discussion of Key Findings**

Pae Aronui exceeded its target of 254 rangatahi recruited and engaged and achieved a total of 302 rangatahi. Of the 302 rangatahi engaged, 235 rangatahi completed the programme. These results are positive and significant within the context of the NEET cohort and the complex challenges they experience.

Moreover, the data highlighted that employment and training outcomes were achieved for all of the 235 rangatahi that completed Pae Aronui. Implementation and reporting challenges aside, the data showed how each rōpū worked proactively to mitigate the challenges they encountered. As recruitment numbers slowly climbed, the momentum of each programme kicked into action.

What stands out most, is the extent to which all rangatahi were supported to build trust, relationships, confidence, self-esteem, and connects to their cultural identity. These are fundamental components of rangatahi capital and provide a strong foundation for the achievement of longer-term outcomes.

The extent of the innovation was at first difficult to discern because each rōpū reported on their 'business as usual practice', which was their norm and therefore they did not recognise nor describe this practice as being particularly innovative. However, from an evaluative perspective, the ways of working were wholly innovative because they

deviate from mainstream practice and are rangatahi and whānau centred and embedded in te ao Māori. The innovations included going the extra mile by picking up and dropping off rangatahi to attend programmes, noho marae, wānanga, medical appointments, court and agency appointments, and job interviews; advocating for rangatahi with other agencies; searching for and providing safe and secure housing; dropping off food parcels to rangatahi and their whānau; keeping in touch with rangatahi during lockdown via text and social media.

In year two, it would be useful to find out more details about what kaupapa Māori innovations mean in practice and how this type of innovation motivates rangatahi to stay and complete the programmes and achieve sustainable employment and training outcomes.

The evidence showed that the Pae Aronui programme is positively supporting rangatahi progress towards the achievement of the intended Pae Aronui outcomes. Improved reporting (completion of survey 1, 2 and 3) and timely submission will provide a more accurate picture and enable robust tracking of progress against intended outcomes. It is worth exploring the extent to which the current monitoring and reporting regime could be tailored to better meet the needs of all rōpū. A standardised template may support rōpū to provide meaningful and purposeful data that can be more easily analysed and aggregated to show trends and outcomes across the project as a whole. This will require a delicate balance to ensure monitoring and reporting does not hinder or work as a barrier to rōpū innovation, but also provides the funder with sufficient quality data to tell the story of the programme and measure impact and success.

## Te Puni Kōkiri Implementation Learnings

The implementation and reporting challenges experienced by the six rōpū during year one highlight important learnings for Te Puni Kōkiri to consider in order to support improved performance in year two.

Key questions that emerge are:

- What kinds of support do rōpū need to effectively recruit, engage and deliver to rangatahi in a rapidly changing COVID-19 environment?
- What support do relationship managers need to build effective working relationships with each rōpū?
- What does each rōpū need to ensure success in year two?
- How will Te Puni Kōkiri support each rōpū to build a sustainability plan beyond the Pae Aronui contract end date?
- To what extent can Te Puni Kōkiri work with rōpū to re-design and/or seek feedback on the current monitoring and reporting framework (tools, and measures of success) to ensure these are 'fit for purpose' and derive mutual benefits that 'enable' and not hinder innovation?

## Conclusions

Overall, the data showed within a short space of time, rōpū have facilitated and enabled behavioural and attitudinal shifts through the delivery of innovative and culturally

grounded approaches. Each rōpū met or exceeded their contracted engagement, completion, training and employment targets which is a remarkable achievement. Pae Aronui has achieved its intended year one outcomes.

The innovation demonstrated by each rōpū in order to achieve the intended outcomes was exemplary. Rōpū went the extra mile by providing full wrap around support to rangatahi. Improved and timely monitoring and reporting is needed from most rōpū to enhance the quality of both quantitative and qualitative data so that progress against intended outcomes can be accurately assessed in year two.

It is important that Te Puni Kōkiri continues to collect routine monitoring data and augment this data set by engaging in semi-structured interviews and/or in-depth case studies to capture the user voice (i.e. rangatahi and their whānau) and user experience in more detail. Tracking the year one cohort to assess the extent to which employment and training outcomes were sustained will also be an important outcome measure.

The ongoing impacts of Covid-19 on programme delivery and the flow on mental health, wellbeing and socio-economic effects on rangatahi is cause for concern. Te Puni Kōkiri will need to work closely alongside each rōpū to engage in robust scenario planning to ensure sustained delivery and achievement of Pae Aronui outcomes.

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## Appendix 1. Description of Pae Aronui Evaluation

### Methodology

The following section describes the overall Pae Aronui evaluation methodology, data collection and analysis procedures and ethical/privacy protocols. A key intention of the evaluation is to identify the innovative aspects of each rōpū initiative, and the specific rangatahi outcomes achieved. The overall purpose of the Pae Aronui evaluation is to:

- assess the impact of innovation approaches on targeted rangatahi employment, education or training outcomes including broader wellbeing outcomes
- identify factors contributing to the achievement of those outcomes as well as barriers and inhibitors.

A formative or implementation evaluation was not used for Pae Aronui. Rather Te Puni Kōkiri focused on gathering and analysing relevant baseline data with a summative evaluation designed to track outcomes and improvements over time.

The overarching questions of the Pae Aronui evaluation are:

- What's innovative about each Pae Aronui programme?
- How well do the rōpū innovations reach and engage with targeted rangatahi?
- How well do rōpū innovations enable rangatahi to move toward their aspirations?
- What factors of the Pae Aronui innovations are contributing to the positive outcomes for rangatahi?
- How does te ao Māori contribute to achieving positive outcomes for targeted rangatahi?

The final approach and timing of evaluation activities will be co-constructed with contracted rōpū and Te Puni Kōkiri Regional Relationships Managers (RRMs). Analysis of all data will be provided back to rōpū. The monitoring and evaluation approach will be assessed by rōpū and Te Puni Kōkiri at quarterly hui.

### **Kaupapa Māori mixed method approaches**

The Pae Aronui evaluation is underpinned by Kaupapa Māori research principles. The Te Puni Kōkiri evaluation team has followed the guiding principles for working respectfully with indigenous peoples nationally and internationally. These are articulated by Kennedy and Wehipeihana (2006, p. 1-2).

**Self-determination** - including the right to make decisions about all aspects of their lives. Clear benefits to those being researched.

**Acknowledgement and awareness** - refers to respect and due recognition and appreciation for indigenous culture, values, customs, beliefs and rights, including an acceptance of a worldview that may not be consistent with Western ideologies.

**Cultural integrity** - relates to the validity of indigenous knowledge and ways of being, and that cultural knowledge must be protected from misuse, misappropriation and must be preserved for future generations.

**Capacity building** - enabling indigenous peoples to participate actively in the research, with the aim to ultimately drive their own research.

The Pae Aronui evaluation utilises a mixed-method approach, employing quantitative monitoring data and qualitative/narrative data and analyses. Quantitative and qualitative data will be analysed to understand the reach, engagement, incremental progress and successful rangatahi outcomes across the 6 innovations.

### Privacy and ethical considerations

Privacy and ethical protocols followed best practice to ensure that all evaluation activities protected the privacy and ethical rights of rangatahi and others who contributed to the evaluation. Privacy and ethical statements and protocols are included in Appendix 3.

### Survey Monkey electronic surveys

As it is critical that the same rangatahi monitoring data is collected consistently across all rōpū, a process for monitoring was developed by the Te Puni Kōkiri evaluation team. Baseline monitoring data will record the starting points and relevant characteristics/histories/ experiences of rangatahi as they engage in rōpū innovations. This monitoring data will be updated through follow-up electronic surveys in order to track impact and outcomes over time.

Quantitative monitoring data will be collected via three survey monkey. These include a demographic survey, a needs analysis survey and an exit survey. Data collected will focus on:

- demographic information
- supporting documents that rangatahi currently have
- education, training and employment history
- education status
- NEET status
- rangatahi aspirations and needs
- rangatahi engagement in education and/or training over the past 12 months
- rangatahi employment and work status (paid and unpaid)
- pastoral support provided
- educational, employment and well-being outcomes (including a description of rangatahi progress).

### Qualitative/Narrative data

Qualitative data or narrative will include:

- Kōrero with rangatahi, their whānau and/or key supporters to identify what, how and why the innovative approach contributes to meeting rangatahi needs in supporting their potential and achieving their aspirations.

- Kōrero with rōpū to provide in-depth understandings of their innovative approaches including what's working and new learnings.
- Quarterly Narrative Reports submitted by rōpū as part of their contracting requirements, to identify key trends and themes including issues and solutions in 'real time'.

Case studies or case narratives of impact will be drawn from both qualitative and quantitative data and will be included in the Pae Aronui Evaluation Final Report (July 2020).

## Appendix 2. Copy of the three Pae Aronui Electronic Surveys

### Survey 1: Pae Aronui Registration/Demographic survey

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This first survey captures demographic information about rangatahi taking part in Pae Aronui. This information helps to paint a picture about the range and characteristics of rangatahi involved in your programme. If you have any questions about anything in this survey, please contact your relationship advisor.

1. Rangatahi code (e.g. initial letter(s) of your organisation, followed by a letter(s) for the rohe the rangatahi is in, followed by the first and last initials of the rangatahi. A number can be added if multiple rangatahi have the same initials.)
2. Has the rangatahi signed the Pae Aronui Survey Monkey consent form provided by Te Puni Kōkiri?
3. Rangatahi start date in Pae Aronui  
Date
4. Gender  
Female  
Male  
Gender diverse (e.g. gender fluid, transgender, takatāpui, etc.)
5. Date of birth  
Date
6. Who is the primary supporter of the rangatahi (e.g. whānau, friends, teacher, etc.)?
7. Does the rangatahi identify as Māori?  
Yes  
No
8. Does the rangatahi know their iwi or hapū?  
Yes  
No  
Don't know
9. Which of the following does the rangatahi currently have?  
Birth certificate  
Passport  
Driver's licence (learners)  
Driver's licence (restricted)  
Driver's licence (full)  
IRD number  
Bank account

10. How did the rangatahi find out about Pae Aronui (e.g. word of mouth, whānau, friend, etc.)?

## **Survey 2: Pae Aronui needs, aspirations, education, employment and training**

**This second survey captures further baseline information about the rangatahi. Collecting this information is important for understanding the point rangatahi are starting at as well as their needs and aspirations.**

1. Rangatahi code (Please ensure that you use the same code that you assigned to this rangatahi in Survey 1)
2. Was a needs assessment undertaken?  
Yes  
No
3. What did the rangatahi identify as their priority goals to address their needs?
4. Please explain why a needs assessment for this rangatahi was not undertaken.
5. What is the rangatahi passionate about?
6. What steps does the rangatahi need to take to achieve their passion?
7. What might stop them from achieving their passion?
8. How is the rangatahi planning to overcome this?
9. What support will they need along the way to achieve their passion?
10. Is the rangatahi currently in education, training or employment?  
Education  
Training  
Employment  
None
11. When did the rangatahi last participate in education or training? Please provide the month and year (if known).
12. Where was their last place of education or training?  
Secondary school  
Alternative education  
Polytech  
Private training provider  
University/Wānanga  
Other (please specify)

13. When was the rangatahi last in paid work? If never employed, please select N/A.  
Ongoing  
N/A  
Date
14. What type of paid work did the rangatahi do (e.g. hairdresser, labourer, salesperson, etc.)? If never employed, please put N/A.
15. Which of the following best describes their paid work?  
Full-time (30+ hours)  
Part-time (less than 30 hours)  
Casual  
Not applicable
16. When did the rangatahi last take part in unpaid work (e.g. looking after siblings, volunteer work at marae, kōhanga, etc.)? If never, please select N/A.  
Ongoing  
N/A  
Date
17. What type of unpaid work did the rangatahi do?

### **Educational status**

To complete this section of the survey, rangatahi will need to access their New Zealand Record of Achievement (NZROA) and vocational pathways information and share this with you. These can be accessed by rangatahi logging into the NZQA “learner login” at: <https://www.nzqa.govt.nz/login/>

Rangatahi will need their Username (or NSN) and password to log in. If they have forgotten this information, they can contact the NZQA Call Centre on 0800 697 296 between 8am and 5pm Monday to Friday.

When logged in to the “learner login” page, you will be able to access the NZROA and vocational pathways information we require by clicking on the relevant link at the top left of the page.

Because you will need to access this information again to complete Survey 3, we recommend that you ensure the login information for each rangatahi is stored together with other important information such as their rangatahi code.

1. What is the highest NCEA qualification achieved by the rangatahi?  
NCEA level one  
NCEA level two  
NCEA level three  
Don't know/rangatahi unable to access  
Other (please specify)

2. Does the rangatahi have NCEA literacy and numeracy?  
Literacy and numeracy  
Literacy only  
Numeracy only  
Neither  
Don't know
3. How many NCEA level one credits does the rangatahi have? If achieved, please enter "achieved".
4. How many NCEA level two credits does the rangatahi have? If achieved, please enter "achieved".
5. How many NCEA level three credits does the rangatahi have? If achieved, please enter "achieved".
6. How many credits does the rangatahi have towards each of the vocational pathways? Please enter a numerical value for each pathway.  
Construction and infrastructure  
Manufacturing and technology  
Primary industries  
Service industries  
Social and community services  
Creative industries

**Barriers to accessing information**

7. Please describe why it was not possible to access rangatahi information.
8. What actions did you take to help rangatahi access their information?
9. Is there anything else you would like to add about the needs, aspirations, and educational and employment background of this rangatahi?

### **Survey 3: Pae Aronui Exit Survey**

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This is the final Pae Aronui survey. Your responses to these questions will help us to understand the support being provided to rangatahi and outcomes being achieved. Your responses will also provide an indication about whether rangatahi are progressing towards achieving their aspirations.

1. Rangatahi code (please ensure that you use the same code that you assigned to this rangatahi in Surveys 1 and 2)

#### **Completion**

2. How long (in months) did the rangatahi participate in Pae Aronui? If less than 1, please put <1.
3. Did the rangatahi complete Pae Aronui?  
Yes  
No  
Actively in progress
4. Why did the rangatahi not continue with Pae Aronui?  
Rangatahi did not turn up for one-on-one hui  
Rangatahi did not turn up for external appointments  
Rangatahi was not contactable/did not respond to contacts  
Rangatahi no longer wanted support  
Other (please specify)
5. What actions did you take to support the rangatahi (e.g. rides to appointments)?
6. What were your key learnings (i.e. would you have done something differently)?
7. Did Pae Aronui support rangatahi to address their needs?  
Yes  
No  
Actively in progress
8. Please describe what needs were met
9. Please describe why needs were not met
10. Please provide a short description of progress being made.
11. Did the rangatahi achieve their passions/aspirations because of their enrolment in Pae Aronui?  
Yes  
No  
Actively in progress
12. Please describe the passions/aspirations achieved.

13. Please describe why their passions/aspirations were not achieved.

14. Please provide a brief description of the progress being made.

### **Supporting documents**

15. Which of the following, if any, did the rangatahi obtain through Pae Aronui?

- Birth certificate
- Passport
- Driver's licence (leaners)
- Driver's licence (restricted)
- Driver's licence (full)
- IRD number
- Bank account

### **NEET Status**

16. Is the rangatahi currently in education, training or employment?

- Education
- Training
- Employment
- None

### **Engagement in education and training**

To complete this section of the survey, rangatahi will need to access their New Zealand Record of Achievement (NZROA) and vocational pathways information and share this with you. These can be accessed by rangatahi logging into the NZQA "learner login" at: <https://www.nzqa.govt.nz/login/>

Rangatahi will need their Username (or NSN) and password to log in. If they have forgotten this information, they can contact the NZQA Call Centre on 0800 697 296 between 8am and 5pm Monday to Friday.

When logged in to the "learner login" page, you will be able to access the NZROA and vocational pathways information we require by clicking on the relevant link at the top left of the page.

17. Where did the rangatahi education or training take place during Pae Aronui?

- Secondary school
- Alternative education
- Polytech
- Private training provider
- University/Wānanga
- Other (please specify)

18. Please provide a description of the education or training program (e.g. NCEA, art, IT, building apprenticeship etc.).

19. How long was the program? If the rangatahi did not complete the program or is actively in it, please state how long they have been in the program.

20. What level of qualification was achieved or is in progress?

- NZQF Certificate level 1
- NZQF Certificate level 2
- NZQF Certificate level 3
- NZQF Certificate level 4
- NZQF Certificate level 5
- Other (please specify)
- Diploma level 5
- NZQF Certificate level 6
- Diploma level 6
- Diploma level 7
- Bachelor's degree

21. What is their highest qualification?

- NCEA level one
- NCEA level two
- NCEA level three
- Other (please specify)

22. Does the rangatahi have NCEA literacy and numeracy?

- NCEA level one
- NCEA level two
- NCEA level three
- Neither
- Don't know

23. How many NCEA level one credits does the rangatahi have? If achieved, please enter "achieved".

24. How many NCEA level two credits does the rangatahi have? If achieved, please enter "achieved".

25. How many NCEA level three credits does the rangatahi have? If achieved, please enter "achieved".

26. How many credits does the rangatahi have towards each of the vocational pathways? Please enter a numerical value for each pathway.

- Construction and infrastructure
- Manufacturing and technology
- Primary industries
- Service industries
- Social and community services
- Creative industries

### **Engagement in employment**

27. Which of the following best describes the current employment status of the rangatahi?

Ongoing (paid)  
Ongoing (unpaid)  
Contract completed  
Rangatahi resigned for other reason (please specify)  
Not in paid or unpaid work during Pae Aronui  
Rangatahi resigned to start education or training

**Paid work**

28. Please describe the paid work that the rangatahi was/is engaged in (e.g. hairdresser, labourer, salesperson, etc.).
29. Which of the following best describes the paid work?  
Full-time (30+ hours)  
Part-time (less than 30 hours)  
Casual  
Not applicable
30. What is the intended length of work (e.g. three months, one year, permanent)?

**Unpaid work**

31. Please describe the unpaid work the rangatahi was/is engaged in (e.g. looking after siblings, volunteer work at marae, kōhanga, etc.).
32. Which of the following best describes the unpaid work?  
Fulltime (30+ hours)  
Part-time  
Casual

**Barriers to education, training, and employment**

33. Please describe why the rangatahi is not in education, training, or employment.
34. If relevant, please comment on any educational, employment, or wellbeing outcomes the rangatahi achieved through Pae Aronui that were not asked for in this survey (e.g. increased willingness to take leadership, improved confidence, greater connection to te ao Māori, etc.).
35. Do you have any other comments about this rangatahi?

## Appendix 3. Privacy and Ethics Statements and Protocols

### **Pae Aronui Evaluation: Rangatahi Consent Form for Survey Monkey**

Pae Aronui supports Māori 15-24-year olds that are not in education, employment or training (NEET) or are at risk of becoming NEET and who are living in West and South Auckland, Hamilton, Porirua and Lower Hutt to achieve enhanced education and/or employment outcomes.

Pae Aronui is funded by Te Puni Kōkiri, ('TPK') and delivered by various rōpū ('providers').

You are involved in the following programme: \_\_\_\_\_  
(name of programme).

In order to find out if this programme is effective for rangatahi Māori, TPK needs to collect some information about you via electronic surveys.

You should carefully read this form, which explains why TPK is collecting your personal information, what happens to this information once it is collected, and who you can contact if you have any questions about the Pae Aronui evaluation.

If you are under 16 years old, we suggest that you talk to your parents or guardian before signing this form.

### **Privacy**

1. For the survey we will not use your name, but you will be given a special identifier or code.
2. Your personal information will remain private and confidential between TPK and (name of rōpū) .....
3. Your personal information will be stored in secure databases managed by TPK and will be destroyed one year after the completion of the Final Report for Pae Aronui (July 2021). Your information will be held by TPK (Head Office, 143 Lambton Quay, Wellington).
4. If you have any questions about the Pae Aronui Evaluation, please feel free to contact Carra Hamon, Manager of Impact Analysis & Evaluation (hamoc@tpk.govt.nz).

**Consent**

5. If you agree to the collection, use and disclosure of your information by TPK for the purposes explained above please tick below and sign and date this form.

( ) I consent to the collection, use and disclosure of my information by TPK for the purposes explained above.

.....  
Signature

.....  
Date