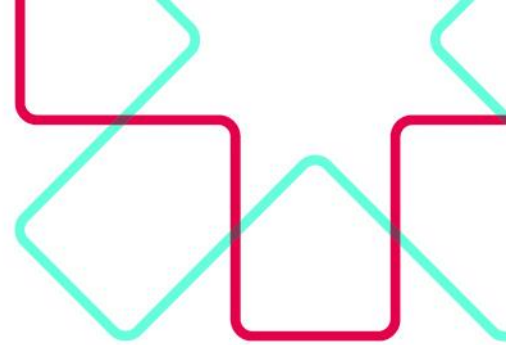


MPTT EVALUATION FINDINGS

Final Report

October 2017





CONTENTS

Executive Summary	1
Introduction	6
About MPTT	6
The evaluation	8
Methodology	9
Structure of the report	11
How well implemented is MPTT overall?	12
Recruiting the right learners	13
Appropriateness of support	15
Using funding to remove barriers for learners	21
Aligning courses to the needs of employers	23
MPTT operation — differences for iwi-led consortia	24
How well are the consortia operating?	25
Involving and connecting key local stakeholders	26
Consortia understanding of the needs of local employers and learners	28
Use of a partnership model	29
Funding and systems to support consortia delivery of the initiative	30
Consortia operation — differences for iwi-led consortia	31
What are the short and medium term outcomes?	32
Defining outcomes	33
Learners gaining work specific and relevant skills	33
Employer access to skills	35
Progress to 'successful' outcomes	36
Securing sustainable employment	39
Outcomes — differences for iwi-led consortia	40
Defining success — much broader than achievement of apprenticeships	41
Feedback from learners	43
Lessons from the evaluation	46
MPTT is seen as a positive initiative and has strong sector support	46



APPENDICES

Appendix 1 : Intervention logic for MPTT	50
Appendix 2 : Consortia details	51
Appendix 3 : MPTT learner and course details	53

TABLES

Table 1: Total MPTT learners and funding 2014-2017	8
Table 2: Evaluation questions - success criteria and dimensions taken into consideration	9
Table 3: Use of tools subsidies 2015-2017	22
Table 4: Key characteristics of consortia, 2016	51
Table 5: Numbers of MPTT learners and EFTS by year	53
Table 6: Percentage of learners completing MPTT qualifications, by year of commencement	58

FIGURES

Figure 1: How well does your consortium recruit learners who would not have otherwise participated/succeeded in pre-trades training or progressed to sustainable trade-related employment?	13
Figure 2: Consortia feedback on support for learners	15
Figure 3: Completion rate of MPTT courses and qualifications, by commencing year	16
Figure 4: Consortia feedback on focus on finding jobs, and suitability of networks	19
Figure 5: Effectiveness of funding for removing barriers for learners	21
Figure 6: How well does your consortia involve key local stakeholder groups?	26
Figure 7: How well do you think your consortium understands the needs of local employers?	28
Figure 8: Feedback on operation of consortia as partnerships	29
Figure 9: MPTT graduate work readiness	34
Figure 10: How successful has your consortium been in reducing skill shortages in your local labour market?	35



Figure 11: Comparison of outcomes for MPTT with non-MPTT learners first enrolled in 2014 – as at August 2017	37
Figure 12: Comparison of outcomes for MPTT with non-MPTT learners first enrolled in 2015 – as at August 2017	38
Figure 13: Consortia feedback on transition to apprenticeships	39
Figure 14: Consortia feedback on sustainable employment	40
Figure 15: Factors associated with positive consortia performance and outcomes for Māori and Pasifika learners	48
Figure 16: Number of MPTT learners by year	54
Figure 17: Number of MPTT learners by ethnicity, by year	54
Figure 18: Proportion of MPTT learners by highest previous qualification level	55
Figure 19: Proportion of new MPTT enrolments at levels 3 & 4 in 2017 with prior qualifications below Level 4	56
Figure 20: Number of female MPTT learners by area of study, by year	57
Figure 21: Number of male MPTT learners by area of study and year	57



PREFACE

This report has been prepared for the Tertiary Education Commission by Donella Bellett from MartinJenkins (Martin, Jenkins & Associates Limited). Hanna Tevita (contractor), Bryan Field and Matthew Fanselow (from MartinJenkins) all provided significant input to the evaluation and final report.

MartinJenkins advises clients in the public, private and not-for-profit sectors, providing services in these areas:

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EXECUTIVE SUMMARY

The Māori and Pasifika Trades Training (MPTT) programme is delivered via an innovative consortia approach, which involves partnerships between tertiary education organisations (TEOs),¹ local employers, and communities including Māori and Pasifika groups. The consortia aim to improve outcomes for Māori and Pasifika learners by developing new pathways to training and, ultimately, sustainable employment.

MPTT has been operating since 2014. In 2017 there are 16 consortia in New Zealand offering training to approximately 3,000 Māori and Pasifika learners. The consortia range in maturity (from fledgling to well established) and size, and use a range of different governance models.

This report presents the findings of an evaluation of the MPTT model. The evaluation was conducted by MartinJenkins for the Tertiary Education Commission (TEC) and focusses on the operation and outcomes of the 16 consortia operating in 2017.

The evaluation answers four high level questions.

- 1 How well implemented is MPTT overall?
- 2 How well are the consortia operating?
- 3 What are the short and medium term outcomes for Learners? Communities? Employers? TEOs?
- 4 What are the lessons that we can learn from MPTT to improve ongoing implementation and achievement of outcomes?

The evaluation used mixed-methods (including site visits, interviews and a survey) to ensure the evaluation was informed by as wide a range of data and perspectives as possible.

The main evaluation report includes differences in survey responses for iwi-led consortia — due to the small number of survey responses (overall and from iwi-led consortia) these differences are indicative only. Differences indicate that on the whole, iwi-led consortia have a more positive perception of their performance than other consortia.

The main report also includes feedback on the value of MPTT from learners. The feedback is shared to show the range of experiences and motivations in learners' own voices.

¹ For the purposes of this report everyone who provides MPTT courses is referred to as a TEO. This includes Private Training Establishments, Institutes of Technology and Polytechnics, and Wānanga.



How well implemented is MPTT overall?





KEY SUCCESS CRITERIA

Consortia enable and support TEOs to operate innovatively, aiming to better meet the needs of learners and employers

✓ Performance is mostly good, but there is room for improvement

Key points:

- Consortia have a strong focus on meeting the needs of Māori and Pasifika learners
- Strong, culturally appropriate supports are wrapped around learners while they are studying
- TEO dominance of the model impacts course delivery — not all courses are innovative and the focus remains fairly narrow (mostly on training). Support for transition to work needs to increase.

TEOs recruit the right learners		Good mix of learners including those who wouldn't have upskilled otherwise
Learners receive appropriate support		In-course support is tailored and appropriate though there are some gaps Transition support is not consistently provided or always of high quality
Funding is used to remove barriers		Barriers to participation and completion are being removed But use of funding to support transitions could be improved (tools subsidy and in-work support)
TEOs offer courses aligned to needs of local employers		Course content is generally good but could be better informed by employers and ITOs Some TEOs are responsive and innovative, others' courses are unchanged

How well are the consortia operating?





KEY SUCCESS CRITERIA

Consortia understand the intentions and opportunities that MPTT provides and are able to deliver programmes as intended

✓ Overall performance is OK, but funding and systems cause significant issues

Key points:

- Consortia with strong, diverse governance have a higher focus on innovation than TEO dominated consortia
- Because MPTT is small, it can get 'lost' in a large TEO
- All consortia are committed to MPTT but aspirations are sometimes disconnected from delivery
- Funding and systems are a significant constraint to delivery

Consortia involve and connect key local stakeholders		Good mix of stakeholders involved But local Government, ITO and EDA involvement could be improved
Consortia understand needs of local employers and learners		Across their members, consortia are able to draw on a wide range of information and perspectives about local needs and learners Some consortia do this better than others
Consortia operate using a partnership model		Consortia relationships are positive But TEOs tend to dominate relationships and decision making
Funding and systems support consortia to deliver programmes		Consortia feel constrained by the TEC funding model and accountability requirements



What are the short and medium term outcomes?

KEY SUCCESS CRITERIA

Better labour market outcomes for Māori and Pasifika are achieved

✓ Good outcomes are being achieved, but not usually through entry to apprenticeships

Key points:

- MPTT is producing a wide range of positive outcomes for learners — course completion, further (relevant) study, work experience and sustainable employment
- Apprenticeships should not be the sole indicator of success — the availability of apprenticeships varies regionally, and MPTT's design does not always support this outcome
- MPTT has a strong focus on work readiness, employers see MPTT learners positively
- The small size of MPTT means it has only a limited impact on employers' access to skills

Learners gain job-specific skills that are relevant to employers' needs



MPTT courses have a strong focus on work readiness and meeting employer needs
Consortia actively share ideas with each other on how to achieve this

Employers have better access to the skills they need



Employers who are linked to consortia have improved access to skilled workers, through work experience, employment and apprenticeships

Learners progress to apprenticeships at higher rates and are actively matched to the right apprenticeships



Overall numbers progressing to apprenticeships are low, but MPTT learners progress to apprenticeships at higher rates than learners from non-MPTT courses
Job brokerage focuses on finding work experience and sustainable employment, as well as apprenticeships

Learners obtain sustainable employment in high priority trades



Quality data are not available on employment
But feedback indicates learners are achieving a wide range of positive employment outcomes within trades

Lessons from the evaluation

MPTT is seen as a positive initiative and has strong sector support

While the evaluation has identified a number of areas that are not operating as well as they could, the sector expressed very strong support for the programme. All types of stakeholders emphasised their commitment to the programme, and that they are keen to work with TEC to improve the programme.

The sector strongly supports the programme's policy intention of providing additional, end-to-end support for Māori and Pasifika learners, with the aim of improving their aspirations and career options.

Key areas for operational change and improvement

Some immediate operational changes can be made to improve MPTT:

- all learners funded by MPTT should be aware of the supports available to them from the beginning of their course; support should be proactively offered to each learner and any access barriers removed



- the timing of TEC funding agreements needs to be aligned to TEO operational requirements (agreed well in advance of enrolment, lasting longer than a year to allow continuity)
- TEC accountability requirements could be reduced (frequency and amount of information that is collected); current requirements imply distrust of consortia and their ability to manage funding
- consortia should be supported to strengthen governance and separate it from MPTT operation
- capture of better data on employment outcomes to more fully understand programme successes
- providing a forum or mechanism for consortia to learn from each other and share best practice (the annual hui does not currently meet this need).

Policy changes to be considered

More significant changes that may require changes to policy should also be considered:

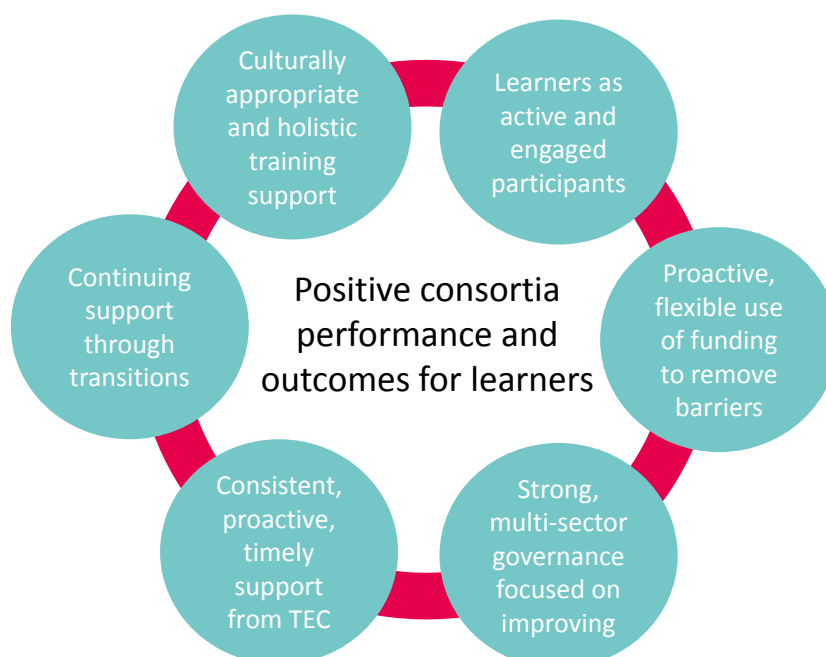
- change to the types of consortia models that are acceptable, away from TEO-led consortia:
 - single TEO-led consortia do not align with the policy intent, too much power rests with the TEO in these consortia and there is little incentive for TEOs to innovate and move from business-as-usual
 - iwi- and community-led consortia align with the policy intent; the operation of some of these types of consortia is currently constrained by still being tied to a single TEO for course delivery; they should be able to contract course provision to the TEO(s) who can best meet their learners' and employers' needs
- changes to the way consortia are funded to remove barriers:
 - iwi- and community-led consortia models have only limited control over operations as the majority of funding is still provided to TEOs; moving more funding away from TEOs should be considered
 - allowing increased flexibility for the use of funding to remove barriers would enable consortia to better respond to learner needs and region-specific barriers; barriers vary from learner to learner, as well as by region — for example in some regions fees-free training may be less important than the need for transport and tools to be provided up-front
- aggregating consortia into regionally led bodies (or similar) to increase efficiency, facilitate innovation and share best practice
 - MPTT is a small initiative and only ever represents a very small percentage of any TEO's EFTS, many small consortia are having to develop their own systems to cater for very small numbers of learners; bringing consortia together would help them achieve critical mass
- optimising levers for achieving successful transitions:
 - brokerage needs to include an explicit expectation for ongoing support for learners and employers (with sufficient funding to achieve this)
 - changing the incentives and timing for brokerage fees — the small amount that is withheld and the length of time it is withheld is not a sufficiently strong incentive to ensure a strong focus on supporting learners into work



- specialist skill sets and networks are required to achieve successful transitions; most TEOs are not well placed to support transitions, they do not have the right capability or networks, and funding incentivises TEOs to focus on course completions and retention of learners for further study
- changing the timing and requirements of tools grants — learners need tools to be provided well in advance of achieving an apprenticeship
- if apprenticeships remain a key focus of the initiative, consider increasing flexibility so that funding can be used to incentivise employers to take on MPTT learners as apprentices or to off-set apprenticeship costs for learners
- broadening the definition of success:
 - the current definitions of successful outcomes do not capture all the positive outcomes that are being achieved; there is potential for positive impact on communities — there is currently no way to measure this
 - apprenticeships are not a realistic outcomes for some of the labour markets that MPTT is currently operating in.

Factors associated with positive performance and outcomes

MPTT is designed to provide end-to-end support for Māori and Pasifika learners with the aim of improving outcomes and movement in to sustainable trades careers. Looking across the data and evaluation as a whole, we have identified six inter-related factors consistently associated with positive consortia performance and outcomes for Māori and Pasifika learners. Moving forward we recommend that these six factors be focused on/enabled.



INTRODUCTION

This report presents the findings of an evaluation of the Māori and Pasifika Trades Training (MPTT) model. The evaluation was conducted by Martin Jenkins for the Tertiary Education Commission (TEC) and focusses on the operation and outcomes of the 16 consortia operating in 2017.

About MPTT

The MPTT initiative is an amalgamation and extension of two previous pilot initiatives (He Toki ki te Rika and the Pasifika Trades Training pilots). It is delivered via an innovative consortia approach, which involves partnerships between tertiary education organisations (TEOs),² local employers, and communities including Māori and Pasifika groups. The consortia aim to improve outcomes for Māori and Pasifika learners by developing new pathways to training and, ultimately, sustainable employment. Appendix 1 contains an intervention logic for MPTT showing inputs, outputs and expected outcomes.

MPTT has been operating since 2014. In 2017 there are 16 consortia in New Zealand offering training to approximately 3,000 Māori and Pasifika learners.³ The consortia range in maturity (from fledgling to well established) and size, and use a range of different governance models. Of the 16 consortia:

- the majority (11) are **TEO-led** — all the funding is provided to a TEO and operation is overseen by a governance or leadership group that includes the TEO; courses are generally provided by the lead TEO but in some cases courses are provided by a number of TEOs
- two are **community-led** — part of the funding is provided to a council organisation who convenes a governance or leadership group; the majority of the funding is provided directly to the TEO(s) who provide courses
- three are **iwi-led** — part of the funding is provided to an iwi organisation who convenes a governance or leadership group; the majority of the funding is provided directly to the TEO(s) who provide courses.

Objectives of MPTT

The policy objectives of the MPTT initiative are to:

- bring iwi, community groups, employers and Tertiary Education Organisations (TEOs) together to:
 - recruit Māori and Pasifika learners (who either would not have chosen this as a career pathway, or who would have chosen this career pathway but faced difficulty passing such a course) and set them on a pathway to sustainable employment in a relevant trade

² For the purposes of this report everyone who provides MPTT courses is referred to as a TEO. This includes Private Training Establishments, Institutes of Technology and Polytechnics, and Wānanga.

³ Appendix 2 gives details for each of the 16 consortia by region, main areas of provision, EFTS and learners, and funding.



- ensure that pre-trades training gives learners the skills they will need to progress to an apprenticeship (or other sustainable employment)
- ensure that pre-trades training is delivered in a way that meets their cultural needs, and supports them from recruitment through to gaining an apprenticeship (or other sustainable employment)
- increase the numbers of Māori and Pasifika learners actually progressing through to New Zealand Apprenticeships, or to managed apprenticeships, industry training, or further vocational training in relevant trades, creating pathways to sustainable employment
- enable TEOs to become more innovative, better connected to employers and Industry Training Organisations (ITOs), better connected to community groups, and therefore more responsive to the needs of these groups in their provision of trades training.

Funding and operation of MPTT

Funding for MPTT has evolved over time, currently all funding is administered by TEC. Funding sits across four streams.

- **Fees top ups** for learners studying at level 3 or 4.
 - \$4,000 per EFTS.
- **Brokerage fees** to support learners to achieve successful outcomes.
 - \$575 per learner, with an additional \$575 paid per learner if a successful outcome is achieved within 18 months of enrolment.
- **Consortium fees** to remove barriers for learners; this is a flexible fund that consortia bid for. Barriers that the fees may address include transport, childcare and equipment — barriers (and therefore consortium fees) vary by region. The fees can also be used to cover salaries and administration costs — again these costs vary by consortium and depend on the size of the consortium.
 - The overall pool for consortium fees is calculated based on a ratio of \$1,100 per learner; the amount paid to each consortium varies.
- **Tools subsidy** to reimburse the costs of tools when a successful outcome is achieved.
 - \$1,000 per learner.

Two of the funding streams (part of the brokerage fee and the tools subsidy) are dependent on a successful outcome. For the purposes of the brokerage fees and the tools subsidy, success is one of the following three outcomes:

- a New Zealand apprenticeship
- a managed apprenticeship
- enrolment in industry training provided by an ITO at Level 3 or 4.



In evaluating performance and considering future funding, TEC also considers other outcomes as successful, such as vocational training in relevant trades that create pathways to sustainable employment.

The total funding pool was underspent in the first two years of operation, and overspent in 2016. The underspend was likely related to start-up issues, with consortia still establishing processes and structures in the first two years leading to lower numbers of learners than was originally anticipated.

Table 1: Total MPTT learners and funding 2014-2017

	2014	2015	2016	2017
Total learners	1,189	1,748	2,586	2,493 *
Total funding	\$5.64m	\$6.70m	\$11.77m	\$13.24m
	Underspent by \$1.90m (34%)	Underspent by \$0.81m (12%)	Overspent by \$0.27m (7%)	Final figures not yet available

Source: TEC Funding data

* Note: 2017 learner numbers are as at August 2017 and are expected to increase by year end.

The evaluation

TEC contracted MartinJenkins to evaluate the Māori and Pasifika Trades Training (MPTT) model, to gain a clear view of its performance. MPTT uses an innovative delivery model and TEC want to know which elements of the model are successful to inform the development of future innovative delivery models.

- In scope: implementation and early outcomes of MPTT.
- Out of scope: performance of individual consortia; in-depth examination of the operational processes and funding.

Evaluation questions

The evaluation answers four high level questions.

- 1 How well implemented is MPTT overall?
- 2 How well are the consortia operating?
- 3 What are the short and medium term outcomes for Learners? Communities? Employers? TEOs?
- 4 What are the lessons that we can learn from MPTT to improve ongoing implementation and achievement of outcomes?



Key success criteria were developed for the first three questions based on what the initiative is meant to achieve.⁴

Table 2: Evaluation questions - success criteria and dimensions taken into consideration

Evaluation questions	Success criteria — what we expect to see if it's successful	Dimensions taken into consideration when determining success
1 How well implemented is MPTT overall?	Consortia understand intentions and opportunities that MPTT provides	<ul style="list-style-type: none"> • Consortia involve and connect key local stakeholders (community groups, TEOs, employers and ITOs) as appropriate to the local context • Consortia understand the needs of local employers and learners • Consortia operate using a partnership model, drawing on the diverse perspectives and strengths of members • Consortia have a positive relationship with TEC and actively comply with TEC reporting requirements.
2 How well are the consortia operating?	Consortia enable and support TEOs to operate innovatively, aiming to better meet the needs of learners and employers	<ul style="list-style-type: none"> • TEOs recruit the right learners: Māori and Pasifika who may not have chosen a trade career, or who may have chosen such a career but had difficulty achieving • Learners receive appropriate pastoral care; support, course delivery and communications are designed to meet the cultural needs of learners • TEOs offer courses in the right trades, aligned to the needs of local employers and the wider labour market • Funding is used to support Māori and Pasifika learners by removing barriers to participation and success (through fees-free training, job-brokering and tools grants)
3 What are the short and medium term outcomes for Learners? Communities? Employers? TEOs?	Better labour market outcomes for Māori and Pasifika workers are achieved	<ul style="list-style-type: none"> • Learners gain job-specific skills that are relevant to local employers' needs • Employers have better access to the skilled labour that they need • Learners progress through to apprenticeships at higher rates than their peers and are actively matched to the right apprenticeships (through job brokering) • Learners obtain sustainable employment in "high-priority" trades

Methodology

The evaluation methodology was refined in consultation with TEC and other government stakeholders, with the success criteria being developed during an initial planning phase.

We used mixed-methods to ensure the evaluation was informed by as wide a range of data and perspectives as possible. Methods included:

- review of the initiative's policy, operational and funding documents
- review of administrative data
- interviews with government and external stakeholders

⁴ The programme's intentions are depicted in the intervention logic in Appendix 1.



- visits to seven consortia
- a survey of consortia
 - 107 responses were received
 - responses were received from each consortium — ranging from 19 responses from one consortium to 2 responses from each of four consortia
 - the small number of responses from some consortia has limited the survey analysis
 - the only sub-group for which responses can be compared is for iwi-led consortia — 24 responses were received from iwi-led consortia; this is still a small number meaning that any conclusions from the survey relating to iwi-led consortia are indicative only
- workshops with government stakeholders.

Following initial planning the evaluation was conducted in two stages:

- development of a broad view
 - interviews with a range of government officials representing policy and operational perspectives, interviews with external stakeholders (providing an ITO, an iwi and an employer perspective)
 - visits to two established consortia — one TEO led and one community led — to interview the contract holders, consortia members, and learners
 - an open survey sent by TEC’s relationship managers to each consortium for distribution to people involved in their consortium
 - update of administrative data analysis compiled by TEC
- development of a detailed view
 - feedback from an MPTT hui with consortia
 - visits to five consortia — three TEO led and one iwi led: interviews were held with a wide range of stakeholders depending on who the consortium brought together, including contract holders, consortium members, employers, tutors, TEO management and learners.

The evaluation findings were tested and refined in a workshop with TEC and the Ministry of Education.



Structure of the report

The report is structured around the evaluation questions. Each section begins with a summary table which includes:

- overall feedback against the success criteria for the evaluation question
 - ✓ indicates a positive assessment — a brief explanatory statement is also given
- feedback against key dimensions that were taken into consideration; positive and negative feedback is shown visually so that performance can be seen at a glance
 - shows performance was good against this dimension
 - shows performance was mixed, and/or that there is room for improvement
 - shows performance was poor.

Each section then goes on to detail the evidence used to make evaluative judgements. The final section of the report identifies factors associated with positive performance and outcomes, discusses lessons that can be learned.

Use of quotes

Quotes in the report are from visits to consortia or open-ended survey responses.

Reporting different responses for iwi-led consortia

The relatively low number of survey responses (107) means it is not possible to compare responses for different types of respondents with the exception of responses from the three iwi-led consortia (24 responses were received from this group).

Any notable differences in survey responses from iwi-led consortia are reported at the end of each section followed by a brief discussion. Please note that due to the small number of survey responses ***all reported differences for iwi-led consortia are indicative only.***

- Responses to survey questions from the three iwi-led consortia (n = 24) were compared with all other responses (n = 83).
 - For each group we calculated the percentage who responded positively (agreed or strongly agreed) and negatively (disagreed or strongly disagreed) to a question or statement.
- Any differences between the two groups of 10% or more are reported.
 - As an example, if 38% of responses from iwi-led consortia (9 out of the 24 responses) agreed or strongly agreed with a question, compared to only 20% of all other responses (17 out of the 83 other responses), we would report that iwi-led consortia were 18% more positive.



HOW WELL IMPLEMENTED IS MPTT OVERALL?





KEY SUCCESS CRITERIA

Consortia enable and support TEOs to operate innovatively, aiming to better meet the needs of learners and employers

✓ Performance is mostly good, but there is room for improvement

Key points:

- Consortia have a strong focus on meeting the needs of Māori and Pasifika learners
- Strong, culturally appropriate supports are wrapped around learners while they are studying
TEO dominance of the model impacts course delivery — not all courses are innovative and the focus remains fairly narrow (mostly on training). Support for transition to work needs to increase.

TEOs recruit the right learners		Good mix of learners including those who wouldn't have upskilled otherwise
Learners receive appropriate support		In-course support is tailored and appropriate though there are some gaps Transition support is not consistently provided or always of high quality
Funding is used to remove barriers		Barriers to participation and completion are being removed But use of funding to support transitions could be improved (tools subsidy and in-work support)
TEOs offer courses aligned to needs of local employers		Course content is generally good but could be better informed by employers and ITOs Some TEOs are responsive and innovative, others' courses are unchanged

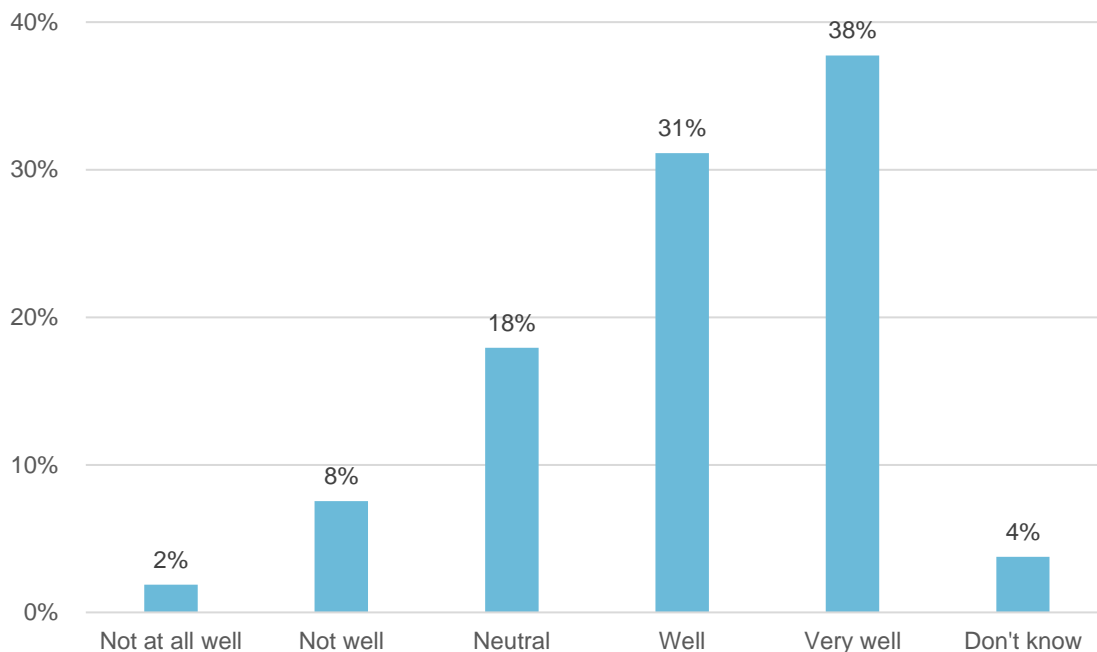


Recruiting the right learners

Overall, the right learners are being recruited — there is a good mix of learners⁵ including those who wouldn't have upskilled otherwise

Survey feedback from consortia shows they are positive about recruiting learners who will benefit from MPTT — 31% feel they are doing this well, and 38% feel they are doing this very well.

Figure 1: How well does your consortium recruit learners who would not have otherwise participated/succeeded in pre-trades training or progressed to sustainable trade-related employment?



Source: MartinJenkins survey of consortia, 2017

Learner interviews generally supported this view, with most learners talking about the change in direction or assistance that MPTT has given them.

⁵ Learner demographics are shown in Appendix 3.



[Question to learners:] What would you be doing if you weren't doing this course?

I'd be at home doing nothing. I tried to find work for three months. [Learner]

I'd be in jail or at home fried. [Learner]

I would have found a job, I tried to finish school... I'd be driving trucks or labouring. [Learner]

I'd still be at home looking for a job. [Learner]

It's stopped me just being at home and doing nothing. [Learner]

A number of learners also said that MPTT had changed their aspirations or was helping them achieve goals.

I didn't want to do a trade but my parents said it would be good for me and the family. [Learner]

This got me out of the house — it's a big deal for me, my family is really proud, I've always wanted to do something like this. [Learner]

I left school at 14, I've just been in the bush and out of work for two years, on the dole. I'd definitely do this over forestry any day. [Learner]

I'm hoping this gets my life back on track, for my kids. [Learner]

Before this I didn't know how to get into a trade. [Learner]

As with any initiative that pays for learners' fees, there is some 'dead-weight', but it doesn't appear to be a large amount. The figure above shows that 10% don't think their consortia are getting the right learners into courses.⁶

Discussion with learners identified a number of learners who would have taken the same course regardless of whether or not they were supported by MPTT.

- In one learner discussion⁷, seven out of 12 said they would have taken the course anyway and paid the fees.
- In other discussions learners said they weren't aware that they were an MPTT learner until at least halfway through the year, and that they had taken the course unaware they would receive any special support at all.
 - When these learners were offered support and told they didn't have to pay fees, they were pleased and appreciative.

⁶ It is not possible to quantify the actual number of learners who would have done a course even if they hadn't received MPTT support.

⁷ This only came up in the one discussion (out of seven), note that the question wasn't always explicitly asked.



Appropriateness of support

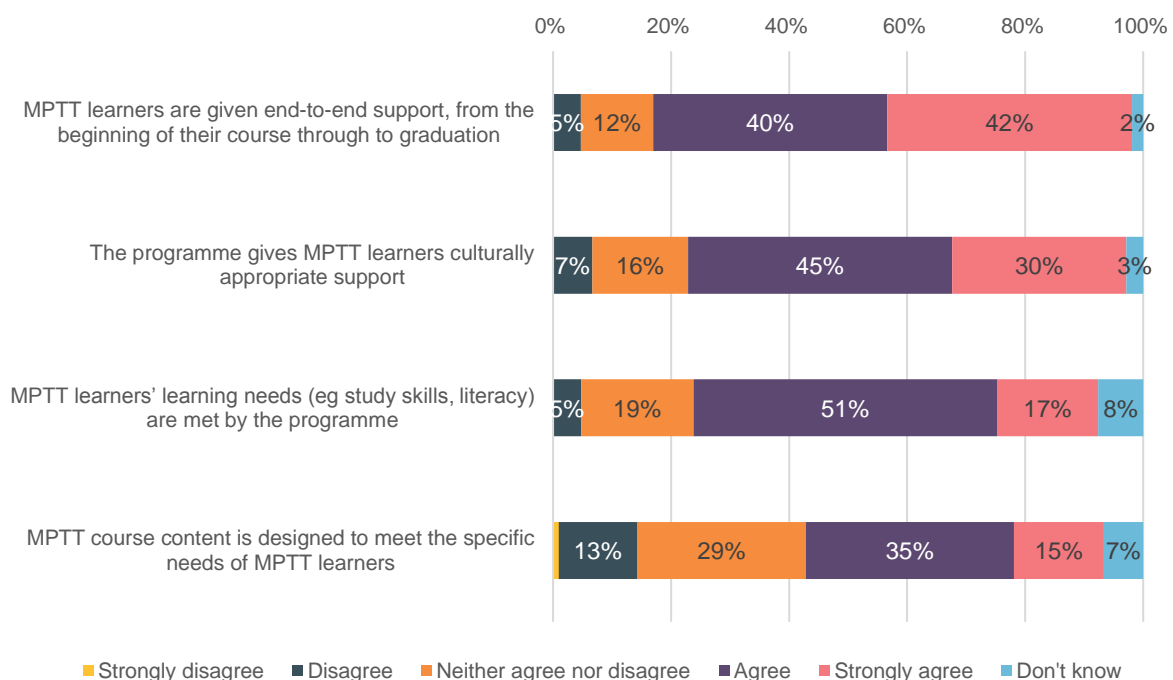
In-course support is tailored and appropriate, though there are some gaps. Transition support is not consistently provided or always of high quality

Overall, consortia rate the quality of the support they provide to learners as high quality (42%) or very high quality (30%).

When asked about different aspects of support, consortia responded that they have a good understanding of the needs of Māori learners (87% agreed) and Pasifika learners (75% agreed) and that the programmes they offer under MPTT are specifically designed to meet the needs of learners, and.

- end-to-end support is seen as a particular feature of MPTT courses (82% agree this happens)
- 68% agree that learners' learning needs are met by the initiative
- a smaller proportion agreed that the course content is designed specifically for MPTT learners (50% agreed).

Figure 2: Consortia feedback on support for learners



Source: MartinJenkins survey of consortia, 2017

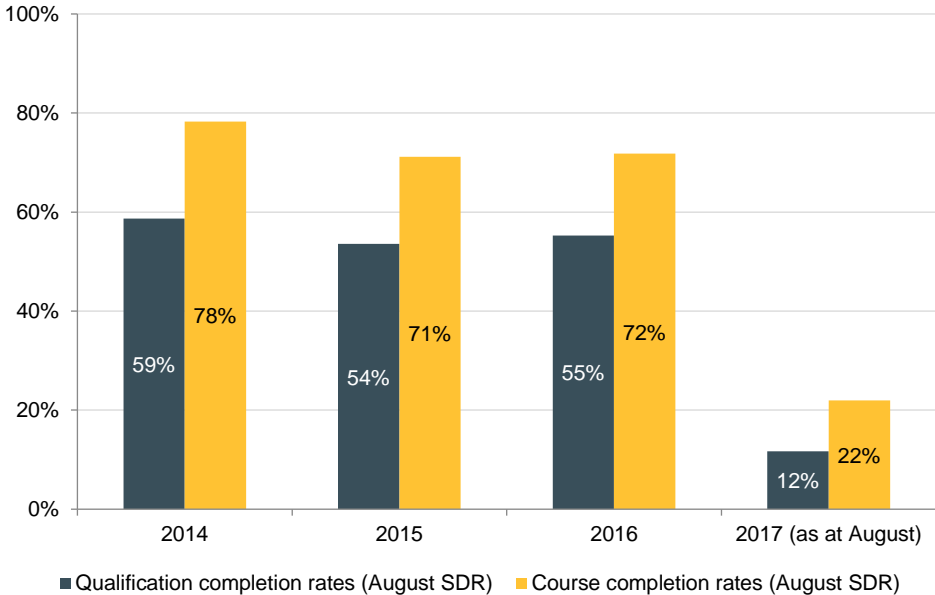


Course and qualification completion

A key aim of the support provided to MPTT learners is to ensure training is completed. Data supplied by TEC indicates that course completions for MPTT learners are consistent with expected performance (ie compared to other learners).

The below figure shows that the rate of qualification and course completion has remained fairly steady from 2014 to 2016. 2017 data shows completions as at August, completions are expected to rise considerably by year end.

Figure 3: Completion rate of MPTT courses and qualifications, by commencing year



Source: TEC, Single Data Return, August 2017.



Some consortia are not providing adequate support

Range of support models in MPTT — different consortia support learners in different ways

- MPTT learners are either mixed in to 'main stream' classes or they are in an MPTT-only cohort
 - students in MPTT-only cohort have a strong sense of whānau
 - students in mainstream classes are not always aware they are a part of MPTT
- Some consortium have support staff who work closely with all MPTT learners, others provide support as required, and some rely on high quality course tutors
 - some support staff are specifically employed as part of the MPTT initiative
 - some support staff are employed by the TEO in a general support role for all Māori and/or Pasifika enrolled in the TEO
 - where a general support role is used the support offered to MPTT learners may be the same as what is offered to all Māori and Pasifika learners enrolled in the TEO

Different delivery models are acceptable as long as learners are aware they are part of MPTT and that appropriate support is provided. A number of the learners we talked with were not aware they were part of MPTT, or had not been able to access support. For these learners MPTT has essentially been reduced to a fees-free initiative with inadequate support.

In most cases the consortia were aware of the short-comings and were actively working to address them. Reasons included:

- lack of resource within the consortium — where this was the case the consortia had recently appointed staff to address this and were working hard to fill the gap
- separation of course delivery from delivery of support, and TEOs not providing timely information to those delivering support about which learners needed support, leaving learners unaware of support options
- timetabling challenges — this appears to be a particular problem for learners on short courses not being able to attend group support/seminars or whakawhangaungatanga activities; attendance is made more difficult when group support is provided in a central location that differs from the campus or location attended by some of the MPTT learners.

Culturally appropriate support and course delivery

In survey feedback from consortia, 75% agreed that the support provided to MPTT learners is culturally appropriate (see figure above, previous page).

Looking across both qualitative and survey feedback, support is successful and appropriate when it is:

- integral to the design of the course and holistic (covering learning needs, health and mental health needs, and financial needs as appropriate)



- culturally specific and acknowledges the learner's history and whānau.

Pastoral care is critical and that's what makes [MPTT] different. We have one-on-ones and acknowledge that all students are different and cater to their needs [Tutor]

MPTT highlights their identity as Māori and Pasifika and who they are as individuals and this is a good thing, as it gives them pride... We have created a pedagogy specifically for Māori and Pasifika. [Tutor]

Pastoral care is very important, we focus on what's in people's hearts just as much as what is in their heads. It's about connecting people. [Governance]

We are hapū and iwi driven so we have a practice of whanaungatanga, we have these connections naturally. [Governance]

Course tutors were also identified as important. Ideally course delivery should be by quality staff with an understanding of culture and the needs of Māori and Pasifika learners.

Māori success requires significant shifts in teaching and learning practices which have greater impact than pastoral care wrapped around [Business-As-Usual]. [Our consortium] needs more leverage over providers to get these shifts. [Governance]

[The TEO has a] limited number of tutors with sound understanding of things Māori (and Pasifika) to deliver training in a language and form that aids / accelerates learning by Māori (and Pasifika). [ITO]

In some consortia support is provided by an iwi partner. This is seen as a successful way to support Māori to build their identity and knowledge of iwitanga. Iwi providers have an advantage in being able to leverage local relationships and networks.

Our hapū and iwi partners all provide localised pastoral support to their learners this is our point of difference. [TEO employee]

In some cases where the support is provided by the iwi rather than the TEO, there are issues with communication and efficiency with the TEO not providing information in a timely way to the iwi.

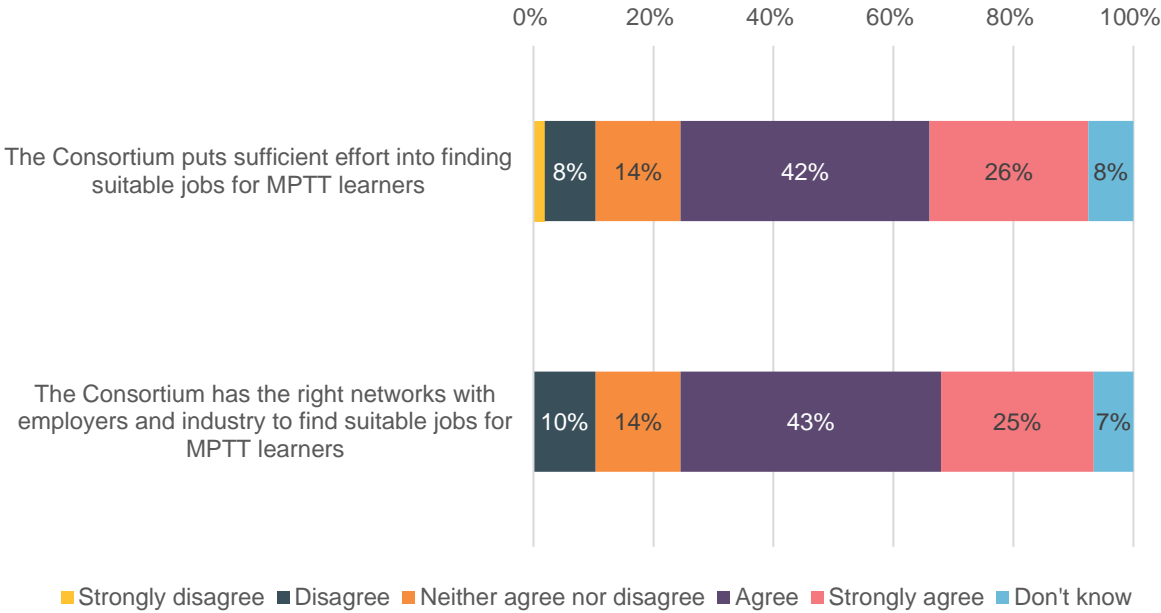
[We, the iwi organisation] provide excellent pastoral care to learners. We are hindered by the control [the TEO] has over which learners we provide pastoral care for. They don't provide student information in a timely manner. [Iwi partner]

Transition to work support

Survey responses show that consortia feel they put a good amount of effort into finding suitable jobs for learners (68% agree) and that they have the right networks to do this (68% agree).



Figure 4: Consortia feedback on focus on finding jobs, and suitability of networks



Source: MartinJenkins survey of consortia, 2017

Despite the positive survey feedback, qualitative feedback revealed that transition to work support is much less consistent than the support for learners while they are studying.

- Transition to work support (job brokerage) is uneven — some consortium have a high focus on this and employ people to work closely with learners to ensure they are work ready, and to facilitate work experience and employment opportunities; other consortia rely on tutors to support learners to make transitions to work (using a business-as-usual approach).
- Diverging feedback was given about on-going support for learners who've secured employment or who have work experience — some consortia see this as an important part of MPTT, while others think it is either out of scope, or that they don't have sufficiently resource for it.

See below for using funding to remove barriers (tools subsidy & brokerage fee)

Consortia consistently told us that to secure a 'successful outcome' they needed to support learners in-work but that the funding levels and incentives did not allow them to do this well or consistently (the amount is too low and withholding a proportion of the brokerage fees until the learner enters formal workplace-based training means incentives are low).

The funding doesn't work, because in their three month [work] trial anything can happen, and the stats show that it actually takes 13 months of pastoral care before any success can be seen.
 [Consortia leadership]

Multiple interviewees told us that transitions to work/job brokerage and employer networks are not core business for TEOs. In Consortia where all the MPTT funding and staffing is held within a TEO, transition to work support and in-work support was generally not seen as a strength.



The TEO can only be one part of that relationship [with employers] because the TEO relationship with the learner stops after graduation. We think [having the TEO providing this support] is a dumb approach. We need to evolve to those seamless transitions and maintain those relationships. It's the six to 12 months from graduation to work where the support is needed. [Iwi representative]

[Transitions] is a hard space for us to be honest. We don't have a history in it, we are focused on completions so this is strange for us. And it's only for the MPTT students. [TEO management]

We haven't seen ongoing support from [the TEO] once we hire them... The pastoral care people need to be working closely with the student who has an apprenticeship or even if they're on trial. [Employer]

There was consistent agreement that in-work support was essential to ensure sustainability of employment and that it is an essential value-add of MPTT, even when it is not being done well by that particular consortium.

People go through the training but the biggest issues is keeping on the waka once they've finished the training — I think it's the transitions phase that is the hardest. [Employer]

Our area for improvement is connecting the learners with employment. [Tutor]

The ongoing support for students [who get work] isn't there. [TEO management]

We have worked hard on improving the brokerage services this year, as they are critical to the success of the programme. [ITO]

We didn't know if [work brokerage] was a part of the contract or if it was in the budget, so some learners would get it and some wouldn't... we all have different models, some pastoral carers follow their learners for a year, some don't. It's not consistent. [Pastoral care provider]

A number of interviewees also commented on the need to educate and support employers, so that they can understand the needs of Māori and Pasifika learners and build a culturally appropriate work culture.

We need to make changes in work places so that they're more culturally aware to support Māori and Pasifika. [Employer]

They need to be incentivized even MORE to give Māori a chance. There is a perception in our community that two equal candidates, the Pakeha employer employs what they are familiar with, and that is Pakeha. [Governance]

We have problems post-graduation, site supervisors are too rough and culturally unaware. They make Pasifika especially uncomfortable. [Iwi representative]

Pastoral care shouldn't just be for learners, but for employers too. Ultimately it is the employers who decide whether they will take on learners. [Consortia leadership]

The level of pastoral care that is needed post completion of MPTT can last up to 9-13 months ... The worst thing for trainees is being placed into employment for the sake of ticking a box and meeting TEC contractual obligations ... We have noticed that employers are more willing to work with us if they too are supported - this support can last up to a year in some cases. [TEO]

We have noticed that employers are more willing to work with us if they too are supported - this support can last up to a year in some cases. [TEO employee]



Using funding to remove barriers for learners

Barriers to participation and completion are being removed

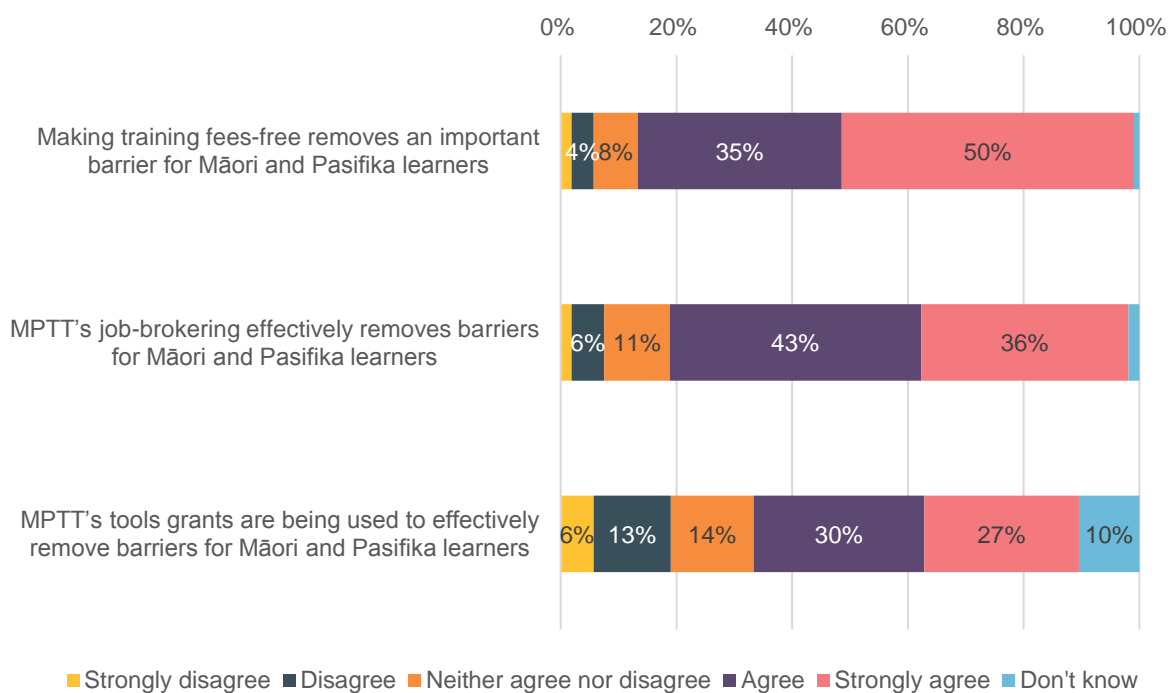
But the use of funding to support transitions could be improved (tools subsidy and in-work support)

Feedback was positive about the use of funding to remove barriers for learners:

- 85% agreed that funding to provide fees-free training is important
- 79% agreed that funding for job-brokering is effective at removing barriers
- however agreement was much lower for the tools subsidy being effective — 57% agreed it was effective, with 19% disagreeing and 10% not knowing.



Figure 5: Effectiveness of funding for removing barriers for learners



Source: MartinJenkins survey of consortia, 2017

Positive feedback on funding for removal of barriers

Feedback was generally positive on fees-free training and work brokerage:

- most were positive about fees-free training, but some questioned whether it was the best use of funding



- some consortia do not think fees-free is important as there are a range of other ways that learners can study without having to pay fees
- some individuals believe fees-free devalues MPTT as learners don't have to make any commitment to participate.

Fees free is not an incentive when you don't have to work for it! [TEO, survey]

- the funding for work brokerage is seen as an important feature by everyone but many think the rate is too low and the incentives are wrong
 - work brokerage is a specialist skill that requires excellent networks with employers, understanding of learners, and understanding of local labour markets
 - not all consortia feel they have sufficient resources or experience to do this successfully, but all are working to improve the quality of their work brokering
 - funding incentives need to change to better support transition to work; consortia feel that the second part of the brokerage fee should be released when learners are successfully placed into any quality trades-related job rather than being withheld until an apprenticeship is gained.

Tools subsidies are not being used to maximum effect

Only a small number of tools subsidies are being distributed annually.

Table 3: Use of tools subsidies 2015-2017

	2015	2016	2017
Number of tools subsidies	20	85	130
% of MPTT learners receiving a tools subsidy	1.1%	3.3%	7.1% (based on interim enrolment numbers)
Number of consortia who distributed a tools subsidy	5	10	11

Source: TEC funding data

Across all consortia the funding for tools subsidies only accounted for 1% of allocated funding in 2016 and 2017.

The tools subsidy was commonly described as part of the funding that is not being used effectively. There is lack of clarity on how it is used and should be used, but most understand it can be accessed when learners gain an apprenticeship. A number of survey respondents identified tools subsidies as 'the one thing that should be changed about MPTT', and issues with the tools subsidies were raised throughout the survey.

- Timing is an issue.
 - Feedback was clear and consistent that the point a learner gains an apprenticeship is not the point at which barriers need to be removed. Providing tools to learners is important but they are needed from the beginning of training — to get around this, TEOs commonly provide



access to class sets or give learners their own tools, funded out of another budget. Having their own tools is also important for securing employment, prior to gaining an apprenticeship.

Trainees need to access the Tools Grants during the first few weeks of employment not 9 months down the track when the apprenticeship contract has been signed off by the ITO, employer and trainee... Access to these funds should be made more easily assessable. [Consortium employee]

The tools grant has no trust in the way it is administered - different learners need it at different times. If it is a trusted provider, let them decide! [Governance]

- Access is an issue.
 - For learners who do gain an apprenticeship, not everyone appears to be receiving their tools subsidy, or the funding is delayed as the learners are no longer in contact with their TEO.

MPTT apprentices have become frustrated due to the delay in receiving their grants - they generally have to wait up to 3 months before they receive their tool grant, another challenging process from TEC. [Consortium member]

Aligning courses to the needs of employers

Course content is generally good but could be better informed by employers and ITOs
Some TEOs are responsive and innovative, others' courses are unchanged

Consortia survey responses are mixed on the degree to which TEOs' MPTT courses are aligned to the needs of local employers:

- Most are positive about course alignment and openness to change
 - 73% think courses are well or very well aligned to the needs of local employers/industry
 - 72% think TEOs are open or very open to change and innovation.
- Despite this, courses haven't changed a huge amount and external input to course design is limited:
 - 27% think courses have changed 'a lot' and '36%' have changed 'some' in response to MPTT; while 13% think courses haven't changed at all, or 'not much'
 - Almost a fifth (18%) think employers have had very little or not much input to course design
 - Almost a quarter (24%) think ITOs have had very little or not much input to course design.

See next section for more on consortia understanding needs of employers



MPTT operation — differences for iwi-led consortia

Note: these findings relate to survey responses, and are indicative only due to the small numbers of responses.

Where there were differences in the survey feedback from iwi-led consortia, they were *more* positive than the other consortia.⁸ Iwi-led consortia were:

- 19% more positive about recruiting the right learners
- 28% more positive about tools grants being used to effectively remove barriers
- 18% more positive about course content being designed to meet the specific needs of MPTT learners
- 15% more positive about employer/industry input to the design of courses
- transition to work support: iwi-led consortia were more positive about putting sufficient effort into finding jobs (15% more positive) and having the right networks with employers and industry (13% more positive).

The only area where they were less positive than other consortia was on their understanding of local Pasifika learners (10% *less* positive), a result that is not surprising given their focus.

The differences in survey feedback between the two groups is supported by qualitative feedback from iwi and those who worked closely with iwi. Iwi have a strong focus on support, frequently describing the learners they work with as 'our people' (learners didn't necessarily have to be from their iwi), and therefore wanting to ensure support is as good as possible.

The positive flavour of iwi-led consortia feedback related to course design and finding work was also supported by qualitative feedback. Iwi representatives expressed a strong focus on building and maintaining networks with employers, with a view to changing perceptions about the quality and worth of Māori learners.

Despite the strong focus on support, comparison of course completions across providers show that iwi-led consortias' course completions are slightly below the consortia average (69-67% in 2016, compared to 72% across the consortia). Later in the report we discuss iwi-led consortia's stronger focus on progression to apprenticeships and sustainable employment (see 'Outcomes — differences for iwi-led consortia'). This may be having an impact on the slightly lower completion rates of iwi-led consortia.


⁸ There are three iwi-led consortia – we grouped responses from all three of these consortia and compared them to all other responses (ie the other 13 consortia). We compared all responses from iwi-led consortia as a single group) Survey responses were compared for two groups: one group was made up of all responses from iwi-led consortia



HOW WELL ARE THE CONSORTIA OPERATING?

KEY SUCCESS CRITERIA

Consortia understand the intentions and opportunities that MPTT provides and are able to deliver the initiative as intended

 Overall performance is OK, but funding and systems cause significant issues

Key points:

- Consortia with strong, diverse governance have a higher focus on innovation than TEO dominated consortia
- Because MPTT is small, it can get 'lost' in a large TEO
- All consortia are committed to MPTT but aspirations are sometimes disconnected from delivery
- Funding and systems are a significant constraint to delivery

Consortia involve and connect key local stakeholders		Good mix of stakeholders involved But — local Government, ITO and EDA involvement could be improved
Consortia understand the needs of local employers and learners		Across their members, consortia are able to draw on a wide range of information and perspectives about local needs and learners Some consortia do this better than others
Consortia operate using a partnership model, drawing on diverse perspectives and strengths		Consortia relationships are positive But TEOs tend to dominate relationships and decision making
Funding and systems support consortia to deliver the initiative		Consortia feel constrained by the TEC funding model and accountability requirements



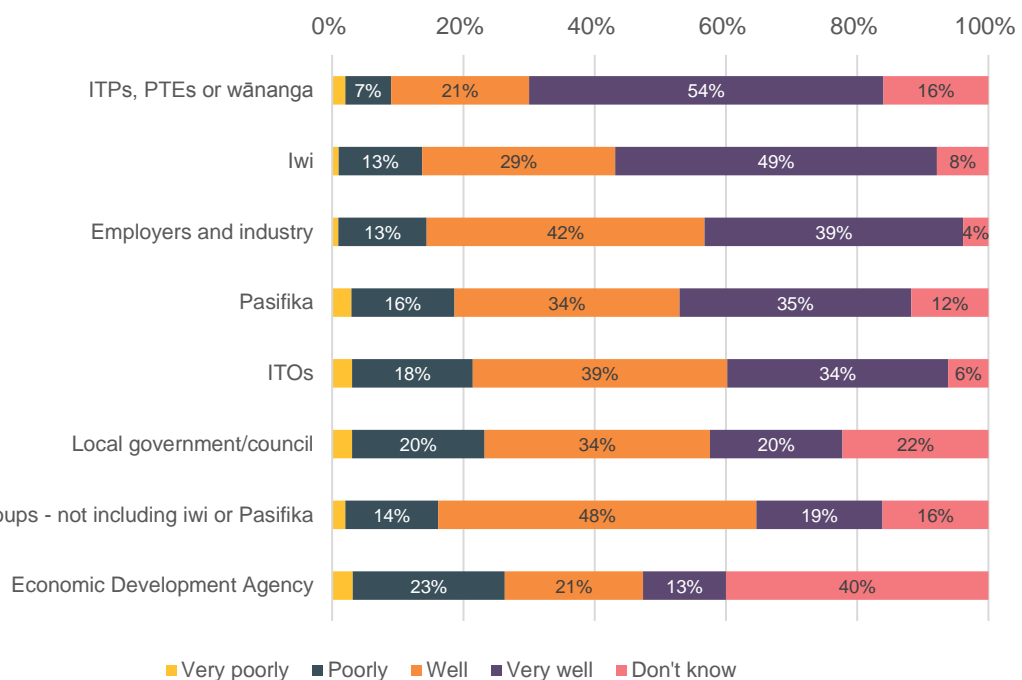
Involving and connecting key local stakeholders

Good mix of stakeholders involved, but local Government, ITO and EDA involvement could be improved

Consortia feel they are doing this well or very well for key groups

- agreement was good for involvement of TEOs (75%), iwi (77%), employers and industry (81%), and ITOs (73%)
- agreement was lower for Pasifika (69%), community groups (67%) and local government (54%)
- agreement was particularly low for Economic Development Agencies — with a large proportion of respondents not knowing (40%) whether they were involved or not.

Figure 6: How well does your consortia involve key local stakeholder groups?



Source: MartinJenkins survey of consortia, 2017

The breadth of involvement of different types of stakeholders was to some extent driven by the model, whether they were TEO led or not, and the networks of the contract holder.

- Some consortia don't feel they are involving iwi or Pasifika perspectives particularly well.

A genuine partnership with iwi and Pasifika has not been achieved. [TEO management]



- Many interview and survey comments identified less than optimum involvement of ITOs. TEOs and ITOs are, to some extent, in competition for learners. MPTT's focus on apprenticeships is understood to mean learners need to move to ITOs, away from TEOs.
 - Some consortia involve ITOs as governance group members, though the perceived value of this varies.

ITO's are more open to engaging with trainees at the provider levels which is adding value to programmes. This is enhancing the MPTT programme delivery and trainees are benefiting significantly from these engagements. [ITO]

ITOs are represented and attend meetings but operationally they have not been as involved as we would have liked. [TEO staff on governance]

Relationships with industry are developing alongside the regional economic strategy engagements. Engagements with a broader sector of ITOs and other tertiary providers is a work in progress. [Iwi perspective]

The consortia has had to buy what's on offer from the ITP and has only recently been able to engage directly with an ITO. [Governance]

- Others don't involve ITOs as they are unsure how to do this, while others don't involve them as they see ITOs as competitors.

TEC needs to acknowledge and provide help for the transition between ITOs and PTEs where they compete on some Trades. [ITO]

Within our ITP, the relationship with ITOs has been non-existent as we run managed apprenticeships. As the Consortium becomes less ITP dependent [ie competition is reducing], the relationship with ITOs is getting stronger. [TEO employee]

The development of new MPTT programmes should be in consultation with the ITO and employers to ensure that the learning outcomes and curriculum aligns that is employer responsive and industry led. [Consortium employee]

- Not all consortia involve employers at the governance level, across the country there are a couple of large employers who are involved in more than one consortium. In most cases, but not all, employers are seen to add value to consortia governance.

I think employers attend our consortia meetings due to being good corporate citizens. Big companies add value but overall employers add little value. [TEO management]

For a consortium to be successful they need engaged employers, [large employer] is the perfect example. [Governance] conversations needs to be community led and employer led — we need to move away from operational discussions and educational jargon. [ITO]

MPTT has little incentive for TEOs to engage with industries. [Employer]

I still see the power sitting within TEOs when it should be more shared. [Employer]



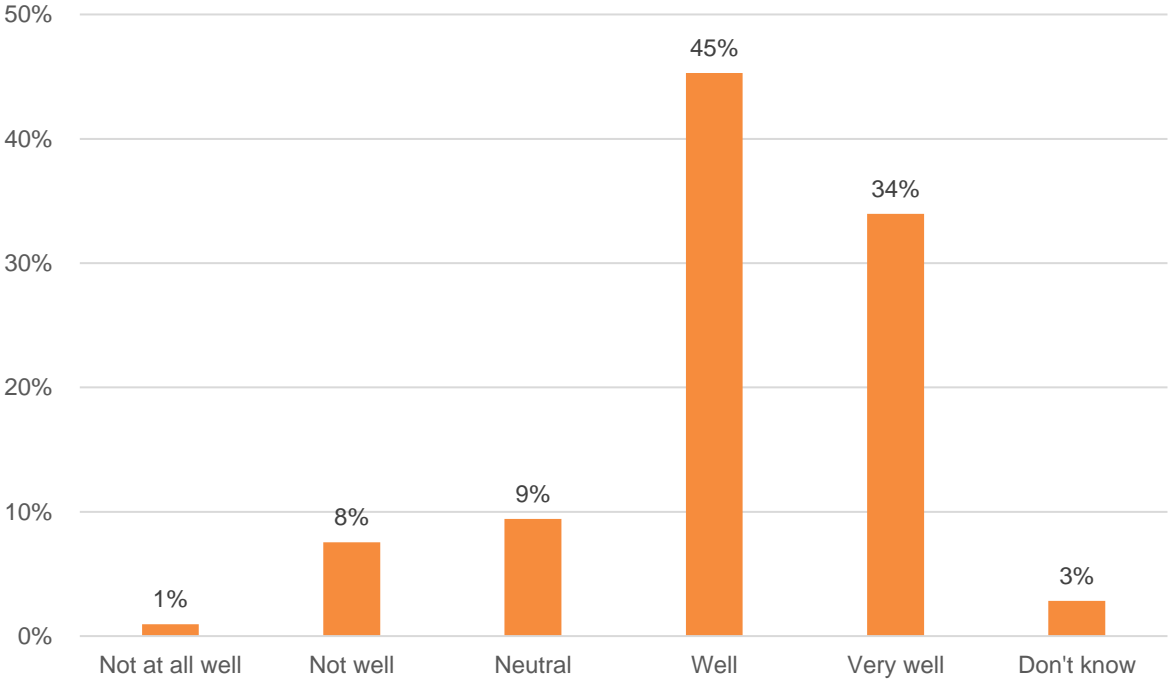
Consortia understanding of the needs of local employers and learners

Across their members, consortia are able to draw on a wide range of information and perspectives about local needs and learners
 Some consortia do this better than others



Consortia feel they have a good understanding of the needs of employers — 79% feel they understand employer needs well or very well.

Figure 7: How well do you think your consortium understands the needs of local employers?



Source: MartinJenkins survey of consortia, 2017

All consortia have some form of leadership or governance group that is used to inform operation and implementation. The broad membership of these groups mean that local knowledge is brought to these discussions.

Some consortia have made a clear effort to develop a value proposition in response to the needs of local employers and learners. Other consortia (TEO-led) have made few changes to the courses they offer and leverage existing support staff and tutors for their implementation.

Our model uses shared governance and was formed after the work and needs were identified, which means we are evidence based and know there is strength and growth in this area. [Consortium leadership]



We have the data, we know where the jobs are going to be in three to five years time, and getting our people ready for that is what we need to do, rather than reacting after the boom has happened. [Iwi perspective in governance group]

I am unsure how much involvement (communication) there is between ITO's, PTE's, Wānanga and ITP's. I do know that there needs to be more discussion and collaboration in this space. We need to see who is doing well in certain areas and allows those to focus on their strengths removing the silos. [Iwi perspective]

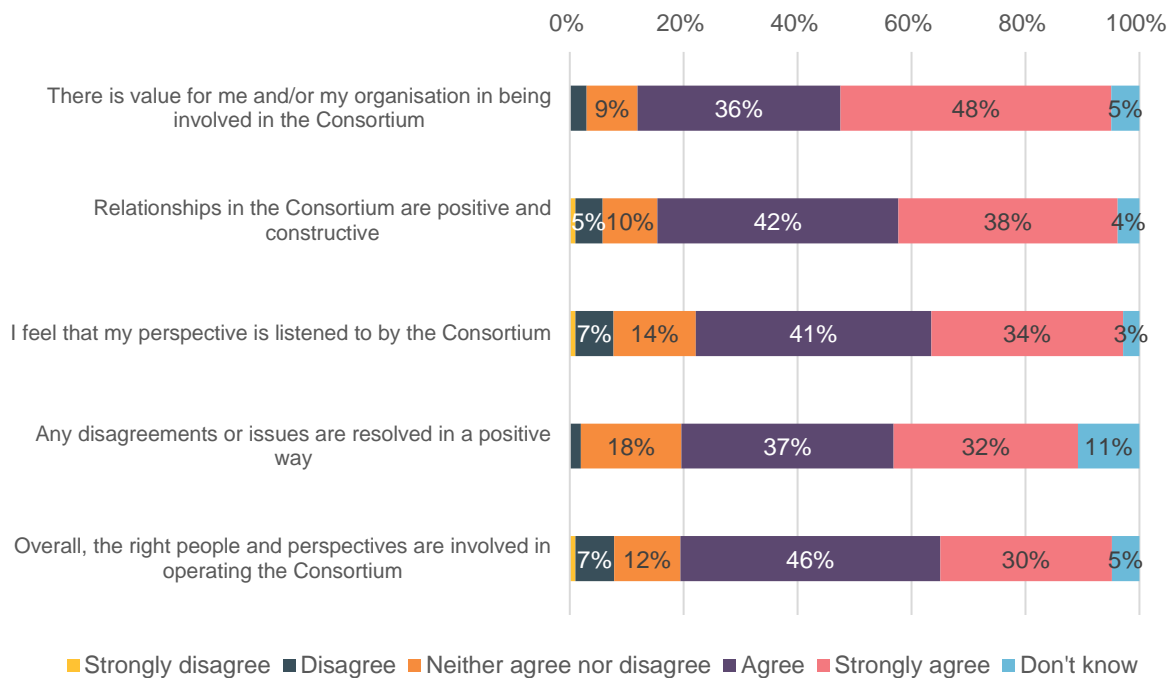
I have only attended one consortium meeting but it didn't offer any solutions about how ITO's might work more cohesively with PTE's - at the moment there is no incentive other than good will. [ITO]

Use of a partnership model

Consortia relationships are positive but TEOs tend to dominate relationships and decision making

On the whole consortia feel the model supports a partnership approach, and positive feedback was given to a range of statements about the value of involvement and the quality of relationships.

Figure 8: Feedback on operation of consortia as partnerships



Source: MartinJenkins survey of consortia, 2017

Survey respondents also gave very positive feedback about the effect of MPTT on their own relationships: 95% said they had strengthened or made new partnerships as part of MPTT.



Power still sits disproportionately with TEOs

Across all consortia, regardless of model (including for iwi- and community-led), the majority of funding goes through TEOs. Across consortia TEOs drive decision making for course provision, and in many cases are the only party with full visibility of reporting, requirements and funding use. As a result governance groups or leadership groups have limited power compared to the TEO. This was identified by many as a significant problem, and is seen as limiting the innovation and change that is likely to be achieved.

[The TEO we work with is] very resistant to change, unwilling to innovate and moans about money. (Iwi perspective)

Funding and systems to support consortia delivery of the initiative

Consortia feel constrained by the TEC funding model and accountability requirements

The funding is difficult to understand and use

Consortia consistently reported significant issues with the funding of MPTT — over half of the comments in response to ‘what is one thing that should be changed?’ related to funding.

Funding issues have been frequently raised by consortia when talking to TEC, and TEC are aware of funding challenges. Key points made by the consortia are:

- the multiple funding ‘pots’ make MPTT confusing and difficult to administer
- rules about what is funded (or not funded) change frequently, for example the level of course that is funded changes, as does course content that will be funded (for example health and nursing is sometimes funded and sometimes not)
- withholding of half of the brokerage fees and the tools subsidy until ‘successful outcomes’ are achieved causes unnecessary operational challenges and inefficiencies
 - the small amounts that are withheld as part of the brokerage fee (\$575), and the length of time they are withheld (up to 18 months) does not incentivise positive behaviours.

Funding challenges are one of the biggest issues with MPTT:

- 32% of survey respondents say funding allocation causes significant operational difficulties
- 29% disagree that the funding is sufficient to allow them to operate well.

The majority of funding is provided to consortia through the TEO, this doesn’t encourage power sharing and innovation and is a particular problem for iwi and community led consortia.

We are the most complex consortia with [multiple TEOs] involved. It is difficult to get real innovation/change in programmes when it is part of their wider programme offering. There are no dedicated MPTT programmes. I believe we could be more innovative if the funding wasn’t tied to an



ITP but rather contracted out by the project office to those who could provide the solutions needed. [ITO]

The funding mechanism restricts the drivers for change. There is willingness from ITPs but the model incentivises inertia. The reality is that most ITPs make a net loss as a result of their involvement with MPTT We need to rethink how we drive changes in thinking and behaviour with TEOs ie fund a consortium partner who procure the services the consortium needs. [Consortium employee]

Systems and processes are difficult

In addition to other funding difficulties we repeatedly heard:

- annual funding agreements are too short to support ongoing improvement and innovation, having annual agreements means that the focus remains on securing and agreeing the contract
- compliance costs are too high for such a small initiative and are much higher than for other types of funding
- funding agreements are not finalised until the end of the calendar year (or later), much too late for TEO business planning.

Consortia operation — differences for iwi-led consortia

Note: these findings relate to survey responses, and are only indicative due to the small numbers of responses.

Areas where responses from iwi-led consortia were more or less positive than other consortia were:

- involving and connecting key local stakeholders: iwi-led consortia were more positive about their ability to do this
 - iwi (17% *more* positive than other consortia), community groups (11% *more* positive) and ITOs (12% *more* positive)
- use of a partnership model: feedback from iwi-led consortia was mixed
 - feedback on relationships being constructive and positive was 14% *less* positive
 - feedback on the value of being in the consortium was 15% *more* positive
- funding and support: iwi-led consortia were less positive than other consortia about TEC support
 - adequacy of support from TEC (24% *less* positive).

These survey findings align with qualitative feedback from a range of stakeholders that iwi representatives generally have strong networks and are more easily able to connect with communities than TEOs.

Less positive feedback on the adequacy of TEC support is also supported by qualitative feedback that iwi groups find it difficult to participate and effect change with the majority of MPTT funding being channelled through TEOs (even when they are iwi-led they only receive a proportion of the total funding, with the majority still going to a TEO).



WHAT ARE THE SHORT AND MEDIUM TERM OUTCOMES?

KEY SUCCESS CRITERIA

Better labour market outcomes for Māori and Pasifika are achieved

✓ Good outcomes are being achieved, but not usually through entry to apprenticeships

Key points:

- MPTT is producing a wide range of positive outcomes for learners — course completion, further (relevant) study, work experience and sustainable employment
- Apprenticeships should not be the sole indicator of success — the availability of apprenticeships varies regionally, and MPTT’s design does not always support this outcome
- MPTT has a strong focus on work readiness, employers see MPTT learners positively
- The small size of MPTT means it has only a limited impact on employers’ access to skills

Learners gain job-specific skills that are relevant to employers’ needs



MPTT courses have a strong focus on work readiness and meeting employer needs
Consortia actively share ideas with each other on how to achieve this

Employers have better access to the skills they need



Employers who are linked to consortia have improved access to skilled workers, through work experience, employment and apprenticeships

Learners progress to apprenticeships at higher rates and are actively matched to the right apprenticeships



Overall numbers progressing to apprenticeships are low, but MPTT learners progress to apprenticeships at higher rates than learners from non-MPTT courses
Job brokerage focuses on finding work experience and sustainable employment, as well as apprenticeships

Learners obtain sustainable employment in high priority trades



Quality data are not available on employment
But feedback indicates learners are achieving a wide range of positive employment outcomes within trades



Defining outcomes

The broad policy objective of MPTT is to support learners to get the skills they need to progress to an apprenticeship or other sustainable employment.

In addition to this overarching objective, two of the funding streams (the brokerage fee and the tools subsidy) are dependent on learners achieving a particular outcome:

- a New Zealand apprenticeship
- a managed apprenticeship
- enrolment in industry training provided by an ITO at Level 3 or 4.

In evaluating performance and considering future funding, TEC also considers other outcomes as successful, such as vocational training in relevant trades that create pathways to sustainable employment.

This section discusses the achievement of these successful outcomes, as well as the precursors to their success (gaining the right skills and being work ready), and employment outcomes.

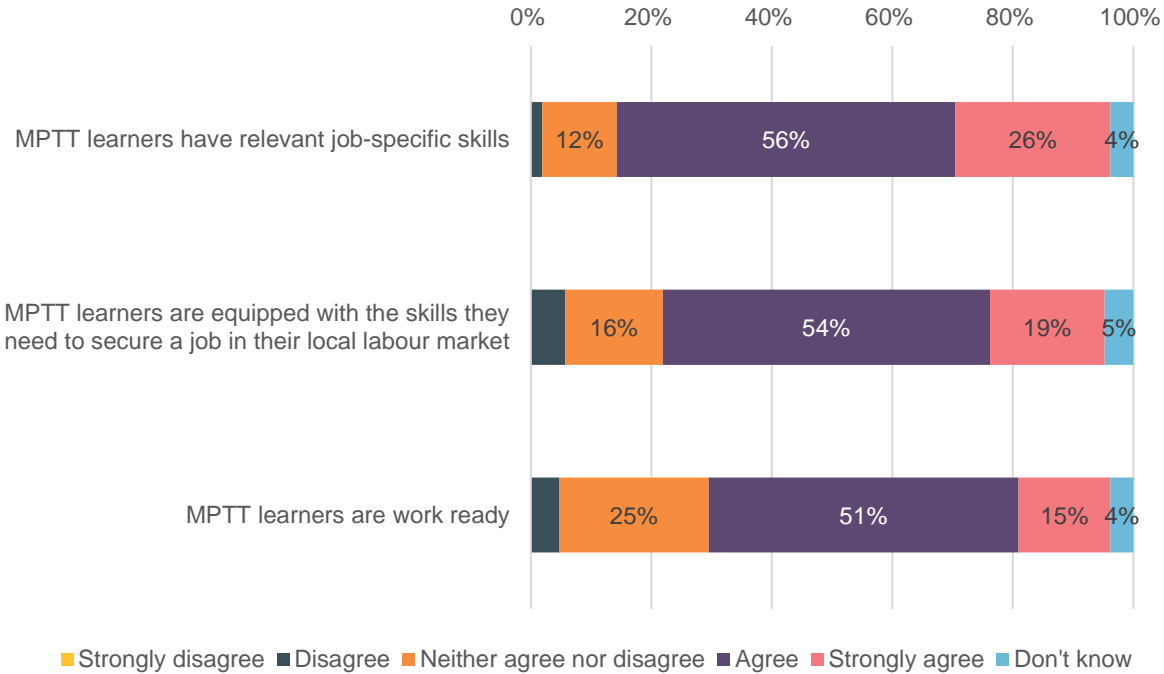
Learners gaining work specific and relevant skills

MPTT courses have a strong focus on work readiness and meeting employer needs
Consortia actively share ideas with each other on how to achieve this

Survey feedback shows that consortia are confident that learners are gaining the right skills, including job-specific skills, skills to secure a local job, and being work ready.



Figure 9: MPTT graduate work readiness



Source: MartinJenkins survey of consortia, 2017

They do show up with the basics — they have the skills they need when they arrive. [Employer]

[The consortia] asked us what we wanted — drug-free, Site-Safe, Drivers’ Licences. This was really helpful. [Employer]

They also learn outside of the course doing Work Readiness — [MPTT learners] get a whole lot of life-skills the mainstream don’t get. [Tutor]

A small number of stakeholders disagreed however (including an employer and two ITO representatives), feeling that the focus of MPTT is too low (ie on pre-trades) to adequately prepare learners for the labour market and apprenticeships.

There’s a disconnect when they show up for work experience — they’re not work ready, this should be part of what they learn. We end up doing this. [Employer]

MPTT is just one point in the pipeline, it’s not designed for apprenticeships — it’s designed to give pre-trades training. [Governance]

The funding is heavily weighted towards pre-trades training; there needs to be an opportunity to provide some of the funding to partially fund apprenticeship training. [ITO]

I don’t see enough being done to lift the capability. The courses are mainly generic pre-trades courses with the addition of the navigator services for employability. I don’t think we have done enough to lift literacy and numeracy issues with our learners previously [ITO]



Employer access to skills

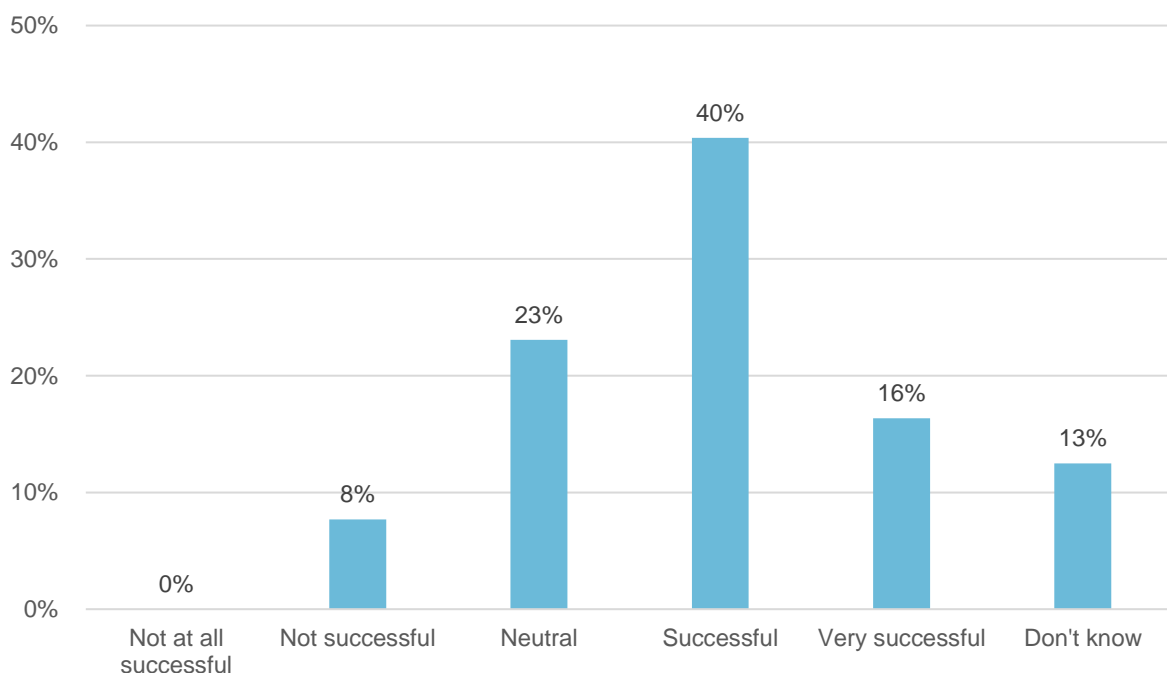
Employers who are linked to consortia have improved access to skilled workers, through work experience, employment and apprenticeships

With MPTT's focus on linking to local employers, the initiative is generally perceived to be successful at improving employer access to the skills they need if the timing is right.

It's been great for us — I'm an advocate now, procurement is easier as they're on our list, and it's even easier for our sub-contractors to get workers. [Employer]

Timing of courses is a problem — November isn't when the industry is looking for workers, courses finishing in June would be better. [ITO]

Figure 10: How successful has your consortium been in reducing skill shortages in your local labour market?



Source: MartinJenkins survey of consortia, 2017

It was clear that MPTT is only a small part of the picture for employers however, with workers and apprentices sourced from a wide range of sources. Proactive contact from MPTT brokers or involvement in governance groups was generally needed for MPTT learners to be visible to employers.

We're happy to take on more MPTT students, we need good workers — but we don't have the contact from work brokers and we're not going to wait. [Employer]



According to MPTT brokers, it is important that they empower learners to be making their own contacts with employers, and they work hard to give them the skills and encourage them to do so.

Progress to 'successful' outcomes

Overall numbers progressing to apprenticeships are low, but MPTT learners progress to apprenticeships at higher rates than learners from non-MPTT courses

Job brokerage focuses on finding work experience and sustainable employment, in addition to apprenticeships

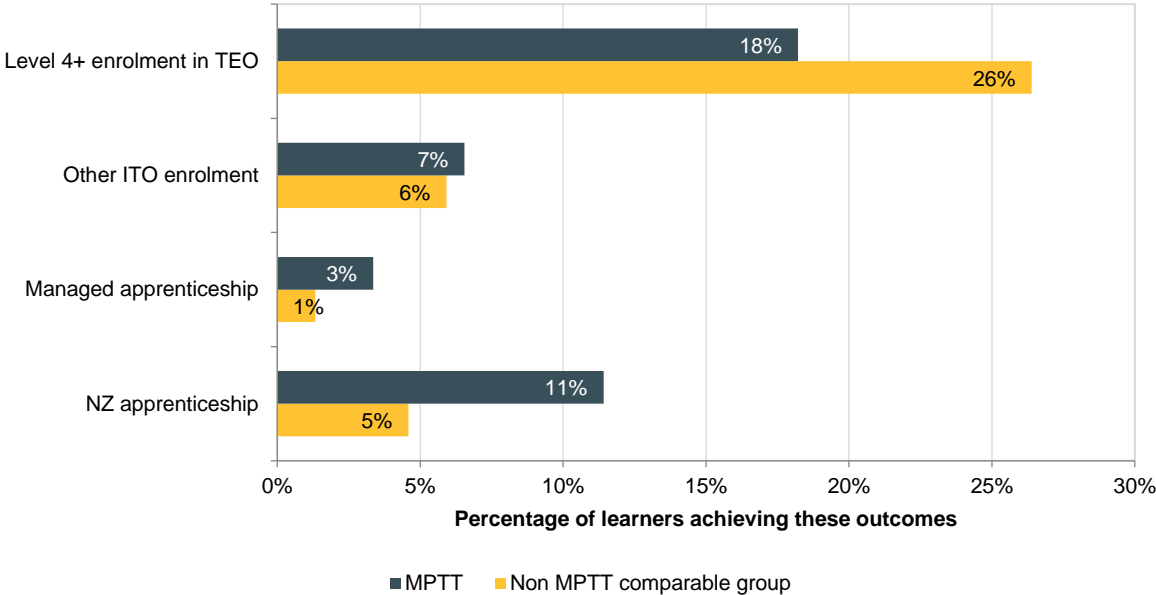
With particular outcomes (apprenticeships or enrolment in industry training) being sought and reported to release brokerage fees and the tools subsidy, these outcomes are generally perceived to indicate 'success'. TEC data shows that while only low numbers of MPTT learners are achieving these outcomes, on the whole they are being achieved at a higher rather than for non-MPTT learners. More MPTT learners gain apprenticeships than non-MPTT learners:

- 10% of MPTT learners who first enrolled in 2014 (and 9% who first enrolled in 2015) have an apprenticeship, compared with 6% of non-MPTT learners
- 3% of MPTT learners who first enrolled in 2014 (and 2% who first enrolled in 2015) have a managed apprenticeship, compared with 1% of non-MPTT learners
- progression to other ITO enrolment is the same for both groups for 2014 enrolments (6%), with 2015 non-MPTT learners having a stronger outcome (8%) than MPTT learners (4%).

TEC data also identifies learners who have progressed to further study within a TEO (at Level 4 and above). Progression to higher learning in a TEO is higher for both groups (MPTT and non-MPTT learners) than it is to apprenticeships and ITO enrolment.



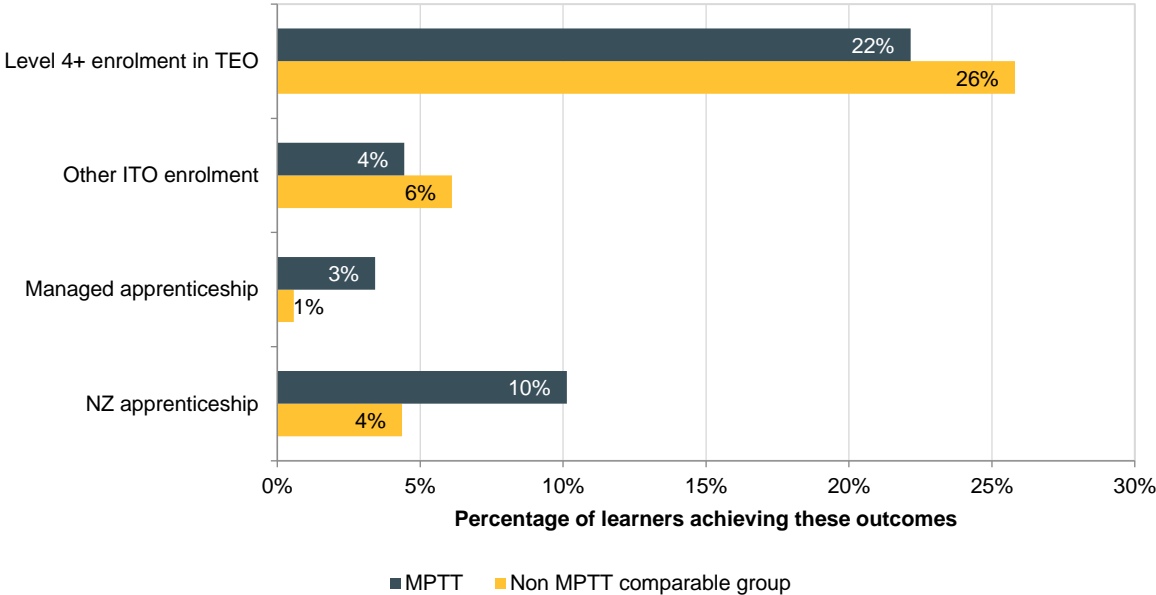
Figure 11: Comparison of outcomes for MPTT with non-MPTT learners first enrolled in 2014 – as at August 2017



Source: TEC, Single Data Return and Industry Training Register, August 2017.



Figure 12: Comparison of outcomes for MPTT with non-MPTT learners first enrolled in 2015 – as at August 2017

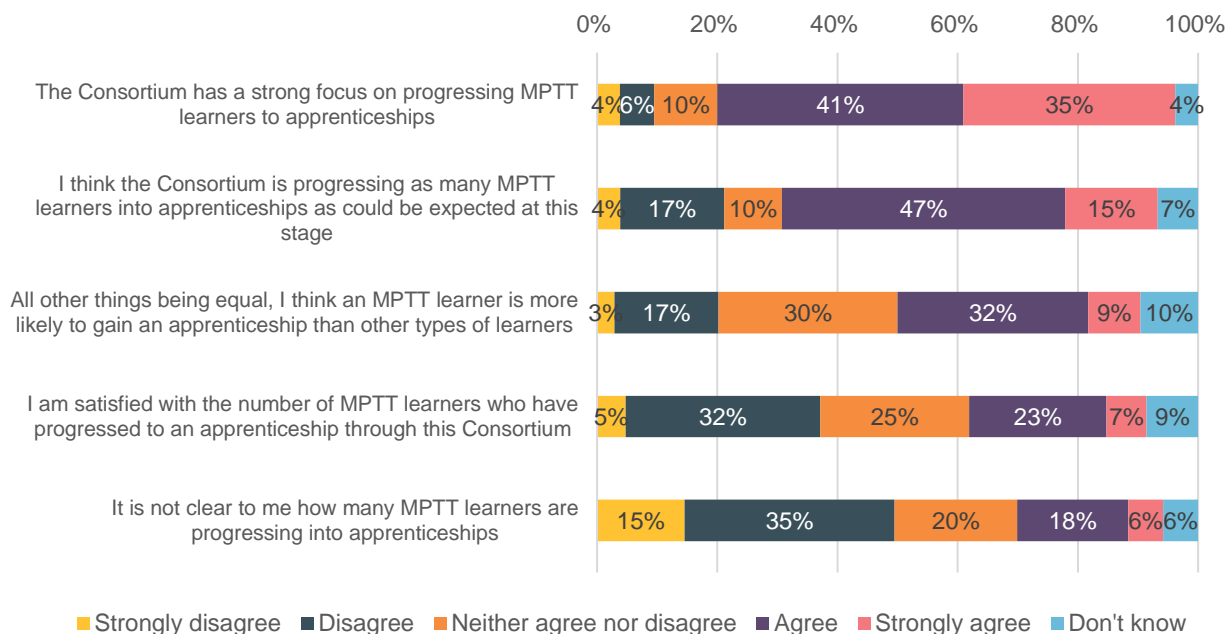


Source: TEC, Single Data Return and Industry Training Register, August 2017.

Survey feedback show consortia have a strong focus on progressing learners to apprenticeships (76% agree) but only 30% were satisfied with the number of learners who progressed.



Figure 13: Consortia feedback on transition to apprenticeships



Source: MartinJenkins survey of consortia, 2017

Extensive feedback was given that the design of MPTT is not well aligned to apprenticeship pathways:

- the majority of MPTT funding is provided to TEOs and is driven by training and course completion, effectively discouraging a focus on apprenticeships
- ITOs are not sufficiently involved in the design and implementation of MPTT leading to a disconnect between MPTT and the official successful outcomes, most of which are enabled by ITO involvement
- there is typically a time-lag between study and achievement of apprenticeship (which is usually secured following an initial employment period), this gives TEOs and other consortia members little leverage or visibility over apprenticeship pathways.

Securing sustainable employment

Quality data is not available on employment. Feedback indicates learners are achieving a wide range of positive employment outcomes within trades

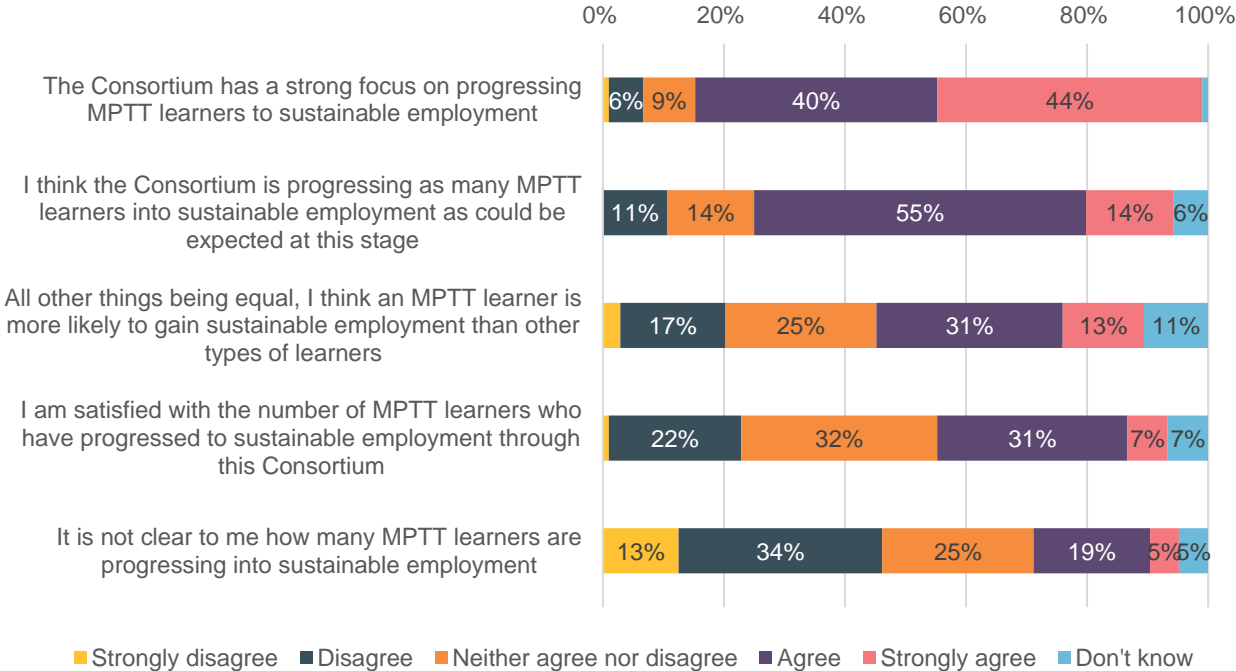
Employment outcomes for MPTT are difficult to collect. The TEC monitors learner progression but there is no consistency in how consortia collect employment outcomes. Some data is provided by consortia to TEC in their Actuals reporting, in addition there is ample anecdotal evidence that learners are securing a wide range of employment outcomes. People holding MPTT broker roles (and some tutors) have a good idea of outcomes achieved for some learners and some have a feel for the success of a cohort as a whole. A wide range of employment outcomes were identified anecdotally as



part of the evaluation, including many jobs labouring within the trades sector. Employment was generally seen as sustainable once the 90 day trial period was complete.⁹

Survey feedback show consortia are more positive about their successes around sustainable employment, than they are for apprenticeships. They have a strong focus on progressing learners to sustainable employment (84% agree, compared with the 76% who agree there is a strong focus on apprenticeships), the number satisfied with actual progression to sustainable employment was 38% (compared with the 30% satisfied with progression to apprenticeships).

Figure 14: Consortia feedback on sustainable employment



Source: MartinJenkins survey of consortia, 2017

Outcomes — differences for iwi-led consortia

Note: these findings relate to survey responses, and are only indicative due to the small numbers of responses.

Responses from iwi-led consortia were *more* positive than other consortia across a range of questions:

- gaining work specific skills:

⁹ Note that data related to employment for MPTT learners can be accessed through the Integrated Data Infrastructure. This has been done previously, in May 2016.



- MPTT learners are work ready (15% more positive) and are equipped with the skills they need to secure a job in their local labour market (17% more positive)
- progress to apprenticeships:
 - consortium having a strong focus on progress to apprenticeships (20% more positive)
 - progressing as many learners as could be expected (20% more positive)
- securing sustainable employment:
 - satisfaction with the numbers progressing to sustainable employment (10% more positive)
 - thinking an MPTT learner is more likely to gain sustainable employment than other learners (24% more positive)

Data sets are too small to draw any inferences on whether the iwi-led consortia are more or less successful at achieving positive outcomes for their learners.

Defining success — much broader than achievement of apprenticeships

While stakeholders understand the overarching policy objective of MPTT — that learners get the skills they need to progress to an apprenticeship or other sustainable employment — there is confusion about what can and should be identified as a successful outcome. There is a perception that definitions have changed over time from a tight definition that only recognises apprenticeships as success, to broader definitions that also recognise a range of different types of training. Linking some of the funding (brokerage fees) to specific outcomes (apprenticeships and industry training) reinforces this. Many feel that these outcomes are too narrow and this fails to recognise wider positive outcomes of the initiative.

Stakeholders would like to see success broadened to include positive outcomes related to individual learners and their needs, and related to the labour market and opportunities that exist in a region.

Sustainable work and further study were both identified as positive outcomes that should be more explicitly recognised.

My issue is the apprenticeship requirement and the narrowness of success... we believe just turning up can be success... there's also meaningful work that relates to their study, plus students going on to further study. We try and capture these outcomes because we find it valuable. [TEO management].

The goal should be sustainable employment, whether it is an apprenticeship or not. [TEO management]

Apprenticeships aren't a good measure — older taura can't live off that income and there aren't enough to go around. Success should be a three-month [work] trial. [Iwi]

Access to education and improved quality of life were also commonly identified as positive outcomes.

For us it's access to education that is important. [TEO operations]

A lot of our students are just aiming to get skills so they can live sustainably and give back to their hapū and iwi. [Iwi, governance]



Success to us is raising income for Māori and Pasifika to lessen the income gap that currently exists, plus bringing cultural awareness to employment. [Consortia leadership]

Our challenge is just getting students interested and enrolled, and then keeping them in [training] once they're here. Getting a job and apprenticeships come second. [TEO tutors]

The current focus on apprenticeships and the incentives for TEOs to maximise course completions often leads to tension and difficult decisions having to be made — weighing up the immediate value of an employment outcome for the learner and their whānau, compared to the value of course completion (which is likely to lead to better learner outcomes over the long term, as well as ensuring TEOs receive full funding).

The tension for us is always whether we let them go for work or get them to complete courses. It comes down to what's best for them. [TEO management]



FEEDBACK FROM LEARNERS

This section presents feedback on the value of MPTT from learners. The feedback is taken from group interviews conducted with learners as part of the evaluation. Each box represents a composite learner (with feedback drawn from more than one learner) rather than any one individual to ensure confidentiality is maintained. The feedback is shared to show the range of experiences and motivations in learners' own voices.

All names have been changed.

My tutor is hands on — always checking in with us and giving us one-on-one time. He does his best for us.

SIONE
25 years
Pasifika
male

I've just moved back from Australia and didn't know how to get into a trade so this is perfect. I grew up on a farm and have really good family support — I like being outside and I'm not afraid of hard work. My ultimate goal is to have my own business and be an example for my people and my family. Family is really important to me.

Our tutor is Samoan and talks about his culture all the time. Because we all share our values he understands us and can give us the support we need. The others are great too — Jan is like a mum to us and Hannah helps by telling us about jobs.

No fees is good, and the tools when we start. And we all wear the same t-shirt, it helps us feel like we're in the same family. I was always confident but now I'm even more confident.

I've just finished my course and I'm looking for an apprenticeship. MPTT has given me help and opportunities. I know I need more experience before I'll get a job. I'll probably have to move to Australia to make decent money.

Whānau is important for me, I've felt a real sense of family and feel really welcome here, so I've really enjoyed it.

I signed up for the course and didn't know I was going to get support till I'd been on it for a while. I feel really lucky that I was picked. I didn't really know what I was getting in to but then it was explained I could see it was a good opportunity — I think it gives me a higher chance of getting a job.

I didn't know I was on MPTT until Janet came to class and introduced herself. She's kept in touch with us ever since, she encouraged me to keep going to class and said we'd get a free toolkit — we never did though. Now we know you've got to get a job first. She's still emailing me with job opportunities.

I finished about three months ago and I'm still looking for work. I don't really think I'm ready for a job, but I've definitely got better skills than I did before.

RACHEL
39 years
Māori
female



I'm doing a trade because there's good money in it, especially in power line trades. It's better than being at school, I like to get outside.

My tutor can pronounce my name right — that makes a change, it's good. The tutors, they 'get' us. My tutor is constantly pushing me and checking up on me. He's a major support for me — he asks if I need anything. He's helping me get my driver's licence.

We're all from different cultures, I like that. We all look after each other.

My parents want me to do well. I want to make them proud. I'm lucky, I've got lots of support at home but this means I can't waste the opportunity and I need to succeed. I'd like to get an apprenticeship, but I need to get more work experience first.

TASI
20 years
Pasifika
male

I'm learning heaps more than if I'd gone labouring. I've also met some builders. So yeah, I'm glad I'm here.

My tutor is hands on — always checking in with us and giving us one-on-one time. He does his best for us.

I'm here because I wanted to challenge myself. I left school at 14, since then I've just been mucking around but I found I had a knack for building and making furniture. I need to get my life back on track for my kids. This feels like a good place to learn.

Things are going ok on the course but they're getting harder — I thought I was smart until I got to Level 3. I've had some family issues and my attendance has been bad, now I've got to catch up.

Money is tight so fees-free is good. I've been hitchhiking to get here, I've had to get up at 7 to try and get a ride — it's not easy to get across town.

BEN
20 years
Pasifika
male

They just gave me a bus card though, so I'm wrapt. They also told me once I complete they'll help me with employment and tools. I'm thankful for this, the only hiccup was waiting — I started in February, got interviewed a month later but only found I was in two weeks ago. It's a huge uplift for me.

Five years on I want to have my own truck, be in a stable situation with my own whare. I think I'll get there. I'm hoping I'll get an apprenticeship. Building comes naturally to me. I just can't wait to build my own house.

I wanted to be in the navy but then I picked up building and haven't been able to put down a hammer since. I used to have my own painting business.

I'm doing the course so I'll be independent. It's hard having to survive off a student allowance though. I want to finish the course so I can get an apprenticeship. I was thinking about a loan but the tutors got in touch with me so now me and my brother are both on, it's made all the difference.

We all love the support — it's like a family with lots of aunties. It's whānau oriented, they look after us, like feeding us when we need it. The tutors are really good too — there's lots of different learning abilities in our class, the tutor has helped one guy really come out of his shell, that's cool.

HARRISON 25 years
Māori male

I wouldn't be training if it wasn't for MPTT, I don't want the debt.



I'm going to finish my apprenticeship then move to Australia and start my own company. I'm going to come back home with a team to build a papa kainga for my marae.

I was bored at home and was bought up dairy farming, so I'm ok with hard work and here I am. MPTT is a big help financially, I've always struggled — I've got nine siblings. The course is free — free! All we have to do is fork out for tools, then if we get a job they pay us back \$1,000. We get a tool list and get encouraged to buy one a week — they're really

encouraging us to keep on top of it, we know we have to get them if we want a job. It's hard though, and we heard the first course had their tools paid for.

We've got work experience next week and have to have a drug test. The tutor says the most important thing is to be reliable — I'm willing to give it a go but I'm nervous, I don't think I'll ever feel ready.

KAHU
18 years
Māori
male

I've nearly finished my course and the support has been really important for me. Jo followed me throughout my training, put photos in my portfolio, put me through Site Safe and got me my driver's licence. Jo is also telling me about opportunities with employers. I'm really excited to be part of MPTT — it's given me a real push.

The first step for me is to get an apprenticeship. I know I need to start at the bottom and move my way up to bigger buildings. I'd like to do architecture or surveying in future.

MPTT has really worked for me — I'm a solo mum with young kids and they've been really flexible. They're really whānau focused.

I've done training before and at the end of you'd just go home again and still not have a job. This feels different, it's really job focused.

MEREANA
29 years Māori female

Our class has got a good vibe, it feels like family. It's also good that it's free — I was going to do the course anyway and would have paid for it.

Being here has got me out of my comfort zone, and actually doing something. It's really hands on and the tutors keep us all in line. Respect is built from the tutors being real — it means we want to impress them because they've put effort in to us. They can only go so far as us — we have to do the rest. I feel really supported — they feed us, and take time to listen to us and understand us. They talk to us one-on-one and understand if we can't come because of family.

I want to be independent and have a home of my own. I might get an apprenticeship but I mainly just want a good job. It would be good if we could get the tools sooner.

I wouldn't be training if it wasn't for MPTT, I don't want the debt.

JACOB
21 years
Pasifika
male



LESSONS FROM THE EVALUATION

MPTT is seen as a positive initiative and has strong sector support

While the evaluation has identified a number of areas that are not operating as well as they could, the sector expressed very strong support for the initiative. All types of stakeholders emphasised their commitment to the initiative, and that they are keen to work with TEC to improve the initiative.

The sector strongly supports the initiative's policy intention of providing additional, end-to-end support for Māori and Pasifika learners, with the aim of improving their aspirations and career options.

Key areas for operational change and improvement

Some immediate operational changes can be made to improve MPTT:

- all learners funded by MPTT should be aware of the supports available to them from the beginning of their course; support should be proactively offered to each learner and any access barriers removed
- the timing of TEC funding agreements needs to be aligned to TEO operational requirements (agreed well in advance of enrolment, lasting longer than a year to allow continuity)
- TEC accountability requirements could be reduced (frequency and amount of information that is collected); current requirements imply distrust of consortia and their ability to manage funding
- consortia should be supported to strengthen governance and separate it from MPTT operation
- capture of better data on employment outcomes to more fully understand the initiative's successes; quality data needs to be captured by consortia and reported to TEC
- providing a forum or mechanism for consortia to learn from each other and share best practice (the annual hui does not currently meet this need).

Policy changes to be considered

More significant changes that may require changes to policy should also be considered:

- change to the types of consortia models that are acceptable, away from TEO-led consortia:
 - single TEO-led consortia do not align with the policy intent, too much power rests with the TEO in these consortia and there is little incentive for TEOs to innovate and move from business-as-usual
 - iwi- and community-led consortia align with the policy intent; the operation of some of these types of consortia is currently constrained by still being tied to a single TEO for course delivery; they should be able to contract course provision to the TEO(s) who can best meet their learners' and employers' needs



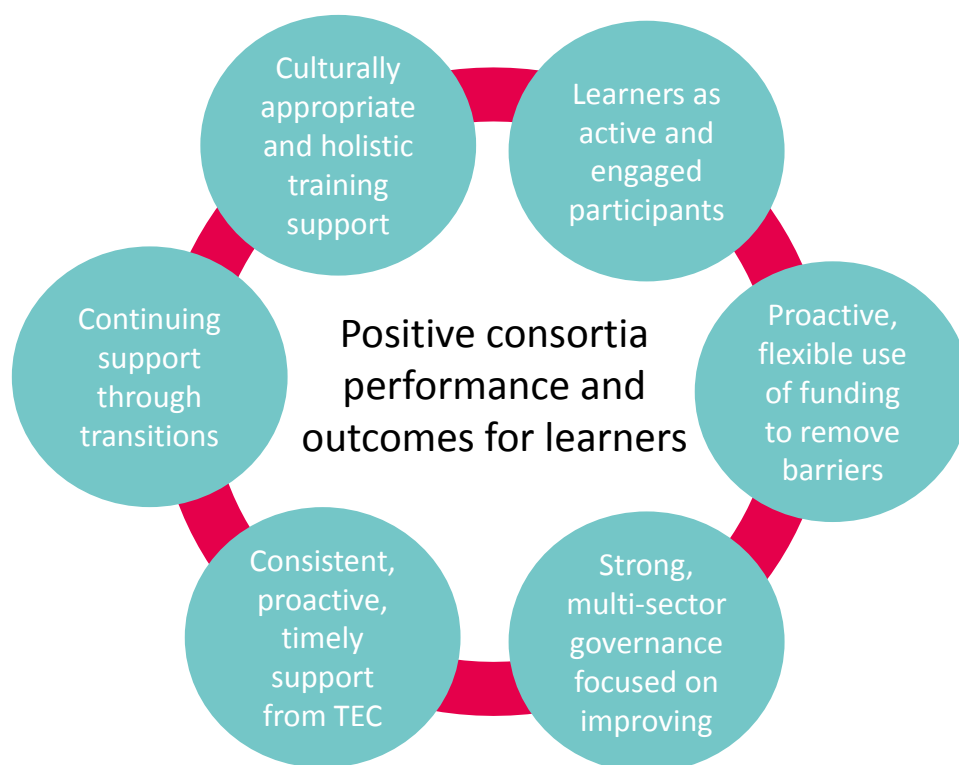
- changes to the way consortia are funded to remove barriers:
 - iwi- and community-led consortia models have only limited control over operations as the majority of funding is still provided to TEOs; moving more funding away from TEOs should be considered
 - allowing increased flexibility for the use of funding to remove barriers would enable consortia to better respond to learner needs and region-specific barriers; barriers vary from learner to learner, as well as by region — for example in some regions fees-free training may be less important than the need for transport and tools to be provided up-front
- aggregating consortia into regionally led bodies (or similar) to increase efficiency, facilitate innovation and share best practice
 - MPTT is a small initiative and only ever represents a very small percentage of any TEO's EFTS, many small consortia are having to develop their own systems to cater for very small numbers of learners; bringing consortia together would help them achieve critical mass
- optimising levers for achieving successful transitions:
 - brokerage needs to include an explicit expectation for ongoing support for learners and employers (with sufficient funding to achieve this)
 - changing the incentives and timing for brokerage fees — the small amount that is withheld and the length of time it is withheld is not a sufficiently strong incentive to ensure a strong focus on supporting learners into work
 - specialist skill sets and networks are required to achieve successful transitions; most TEOs are not well placed to support transitions, they do not have the right capability or networks, and funding incentivises TEOs to focus on course completions and retention of learners for further study
 - changing the timing and requirements of tools grants — learners need tools to be provided well in advance of achieving an apprenticeship
 - if apprenticeships remain a key focus of the initiative, consider increasing flexibility so that funding can be used to incentivise employers to take on MPTT learners as apprentices or to off-set apprenticeship costs for learners
- broadening the definition of success:
 - the current focus on apprenticeships and industry training do not capture all the positive outcomes that are being achieved
 - there is potential for positive impact on communities — there is currently no way to measure this
 - some consortia consider that apprenticeships are not a realistic outcomes for some of the labour markets that MPTT is currently operating in.



Factors associated with positive performance and outcomes

MPTT is designed to provide end-to-end support for Māori and Pasifika learners with the aim of improving outcomes and movement in to sustainable trades careers. Looking across the data and evaluation as a whole, we have identified six inter-related factors consistently associated with positive consortia performance and outcomes for Māori and Pasifika learners.

Figure 15: Factors associated with positive consortia performance and outcomes for Māori and Pasifika learners



Moving forward, we recommend that the following factors be focused on/enabled:

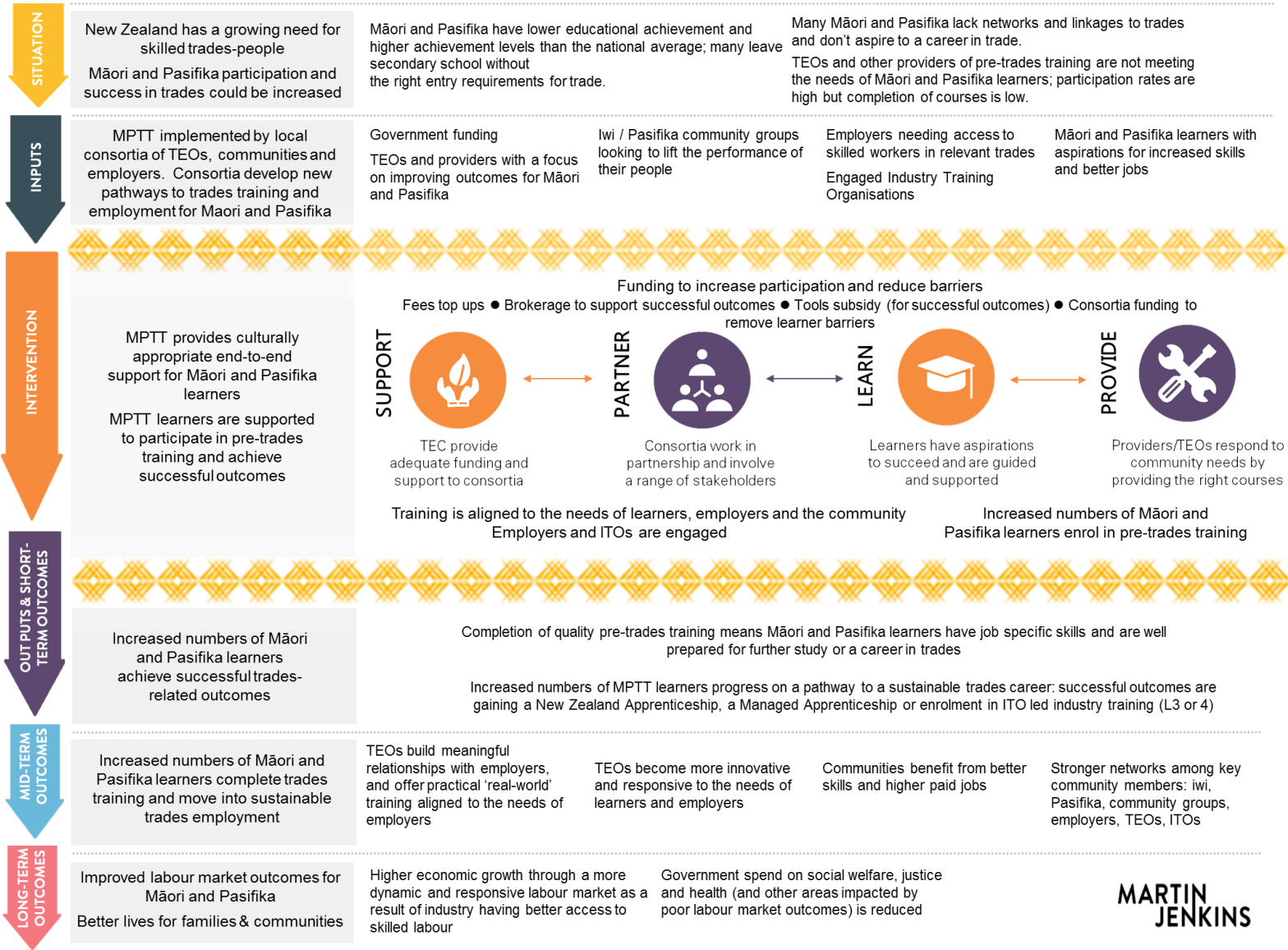
- ***culturally appropriate and holistic support while learners are in training*** — ensuring proactive support is integral to all MPTT courses (not optional), all learners should receive support tailored to their individual needs
 - to meet the needs of Māori and Pasifika learners support needs to be available for learning, health, mental health and financial needs
 - support should be culturally appropriate and take account of the learner’s preferences, history and whānau
- ***learners as active and engaged participants*** — ensuring learners are aware they are part of an important initiative and that their success is a priority; encouraging learners to make the most of the opportunity



- there are different ways to achieve this including: classes of exclusively MPTT learners; building a sense of whānau through ongoing interactions and events (pōwhiri, sports, kapa haka); building strong rapport between tutors, support staff and learners
- **proactive, flexible use of funding to remove barriers** — allowing consortia to use funding flexibly and proactively to remove barriers that exist for their learners
- **strong multi-sector governance focused on operational improvement** — ensuring consortia have strong governance in place, clearly separated from operations; strong, diverse governance should provide direction across training provided in multiple locations by multiple providers; governance needs to move the focus from business-as-usual to a strong focus on operational improvement
 - successful governance incorporates representatives from the Māori and Pasifika community they serve, employers, TEOs and ITOs to bring diverse networks and perspectives
 - scale is a challenge — MPTT is a small and complex initiative, reporting requirements, systems to support learners, and the complexity of funding means small consortia are likely to be less efficient than larger consortia providing for larger numbers of learners
 - governance and direction should not be dominated by TEOs
- **consistent, proactive, timely support from TEC** — direction, compliance requirements and funding agreements need to be consistent and timely, and designed to enable consortia operation
 - consortia operation is currently constrained by both funding and systems; requirements and constraints are seen as disproportionate to the size of the initiative
- **continuing support for learners as they transition to work or further study** — learner outcomes are strengthened and consolidated if they are supported through significant transitions
 - continuing support needs will vary by learner and will depend on the type of situation they move into — for example, an employer may also need support and education.



APPENDIX 1: INTERVENTION LOGIC FOR MPTT



MARTIN JENKINS

APPENDIX 2: CONSORTIA DETAILS

Table 4 shows a summary of the consortia within scope for the evaluation. The list is sorted by descending numbers of Effective Full Time Students (EFTS).

Table 4: Key characteristics of consortia, 2016

Consortia	Region	Main area(s) of provision	EFTS	Learners	Funding (\$m)
Auckland Māori and Pasifika Trades Training Initiative	Auckland	Building, Manufacturing, Food and Hospitality, Automotive Engineering	557	824	3.2
Waikato Māori and Pasifika Trades Training	Waikato	Building, Personal Services, Food and Hospitality, Horticulture and Viticulture	196	270	1.3
Te Ārā o Takitimu (Hawkes Bay Youth Futures Trust)	Hawkes Bay	Building, Agriculture	195	283	1.2
Wellington Māori and Pasifika Trades Training	Wellington	Building	174	208	1.1
Te Toka (Te Runanganui of Ngāti Porou)	Gisborne / East Coast	Food and Hospitality, Automotive Engineering and Technology, Building	113	150	0.7
The Southern Initiative	Auckland	Civil Engineering, Building	111	247	0.9
SkillMe Poutama	Bay of Plenty	Building, Automotive Engineering	111	136	0.9
Te Matarau Education Trust	Northland	Building	100	119	0.8
He Toki ki te Rika	Canterbury	Building	77	151	0.6
Canterbury Pasifika Trades Training	Canterbury	Building, Office Administration	35	75	0.3
Taranaki Futures Trust	Taranaki	Automotive Engineering, Building, Agriculture, Mechanical and Industrial Engineering and Technology	27	37	0.2
Whenua Kura	Canterbury	Agriculture	24	33	0.3



Consortia	Region	Main area(s) of provision	EFTS	Learners	Funding (\$m)
Te Puna Mātauranga o Whanganui	Whanganui	Building	18	35	0.2
Tairāwhiti Farm Cadetship Scheme (Turnaga Ararau)	Gisborne	Agriculture	16	17	0.1
Te Pu Wānanga o Anamata	Bay of Plenty	Building	10	10	0.1
Total			1,765	2,586	12.0

Source: Tertiary Education Commission



APPENDIX 3: MPTT LEARNER AND COURSE DETAILS

Table 5 shows that the number of MPTT students grew by 110% between 2014 and 2017, with the growth in EFTS over the same period being 154%. In 2017, a higher proportion of the student EFTS were female (29% compared with 21%) and a lower proportion were under 25 years old (67% compared with 73%). There was a higher percentage of Māori learners in 2017, and a lower percentage of Pasifika learners in 2017 compared with 2014.

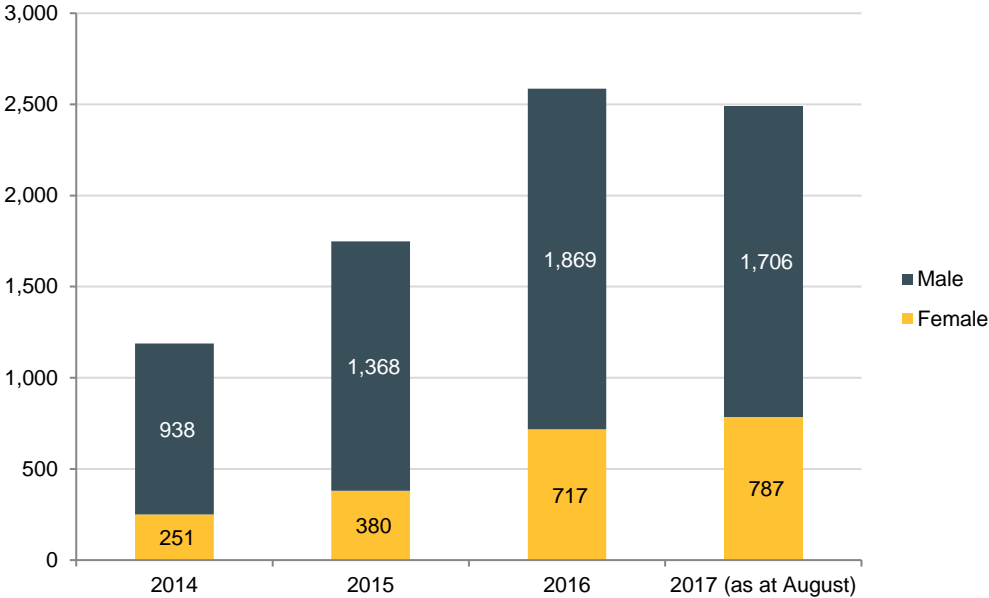
Table 5: Numbers of MPTT learners and EFTS by year

	Number of learners				Number of EFTS			
	2014	2015	2016	2017	2014	2015	2016	2017
Total	1,189	1,748	2,586	2,493	717	1,163	1,765	1,824
% female	21%	22%	28%	32%	21%	22%	27%	29%
% under 25 years	72%	65%	65%	65%	73%	66%	65%	67%
% Māori	68%	67%	67%	73%	68%	65%	68%	72%
% Pasifika	38%	39%	40%	33%	29%	33%	42%	43%

Source: Tertiary Education Commission

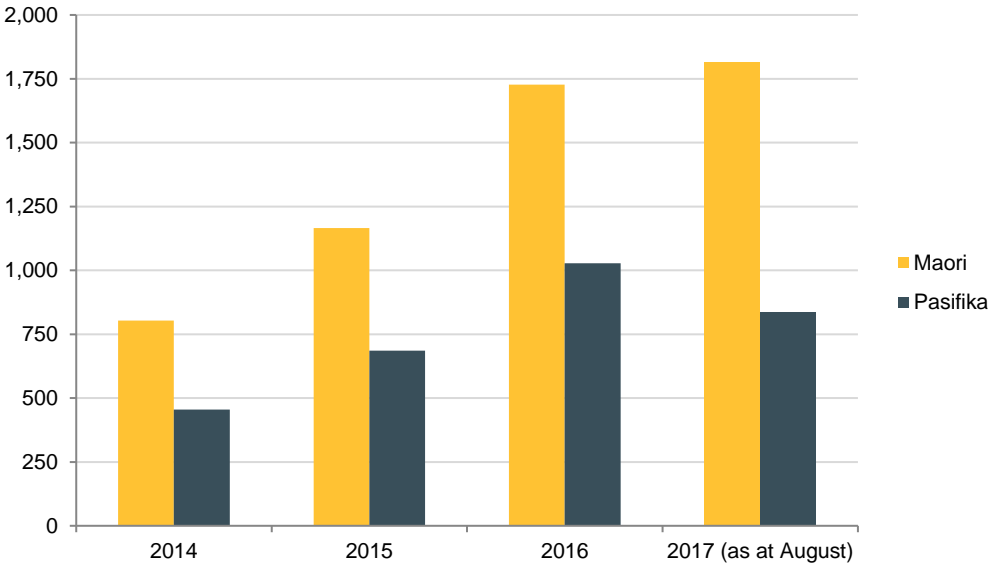


Figure 16: Number of MPTT learners by year



Source: TEC, Single Data Return, as at August 2017

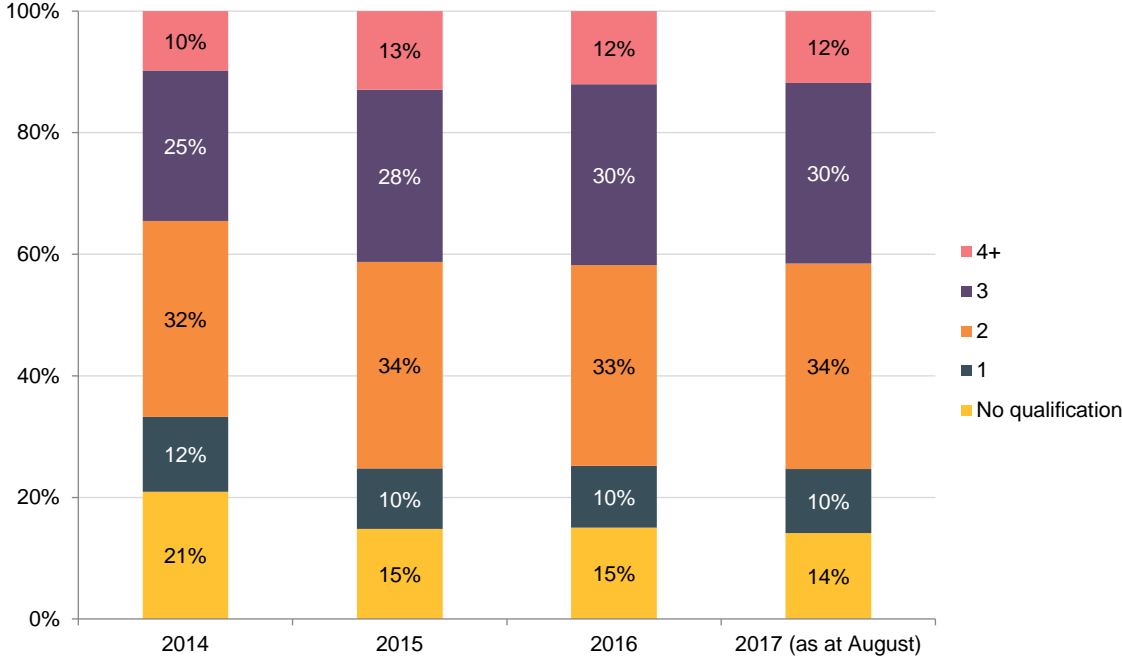
Figure 17: Number of MPTT learners by ethnicity, by year



Source: TEC, Single Data Return, as at August 2017.



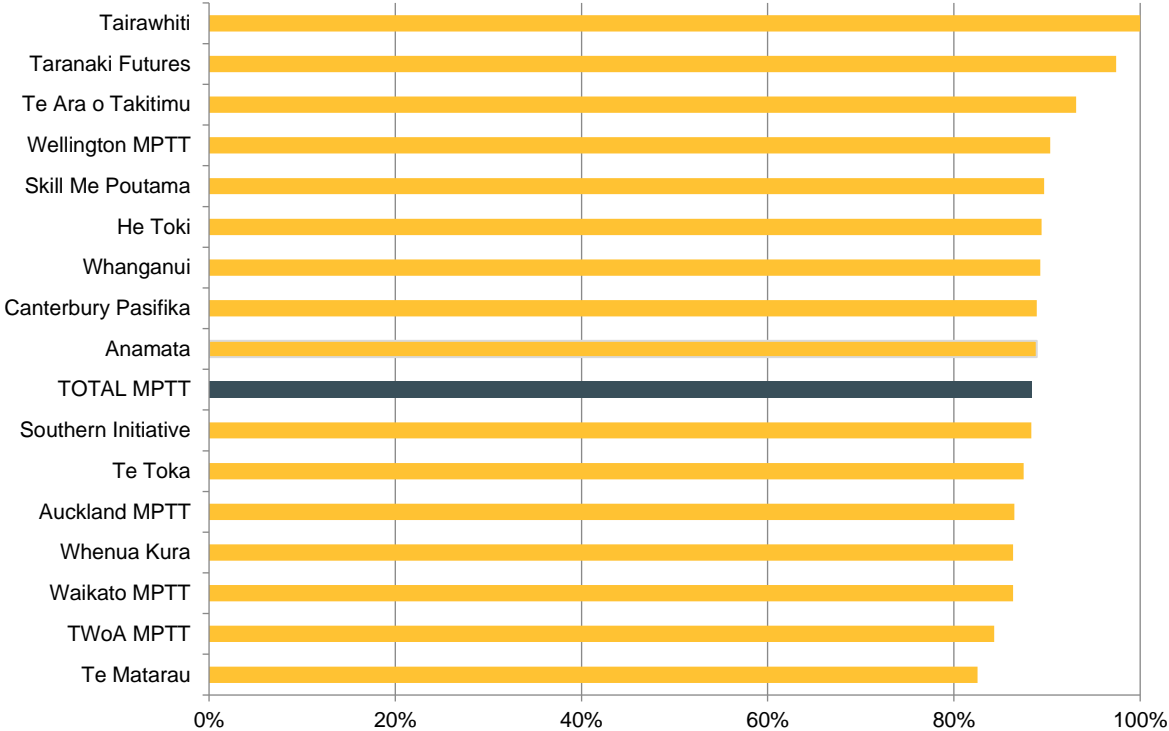
Figure 18: Proportion of MPTT learners by highest previous qualification level



Source: TEC, Single Data Return, as at August 2017
 Note: Learners only counted once at their first enrolment in MPTT



Figure 19: Proportion of new MPTT enrolments at levels 3 & 4 in 2017 with prior qualifications below Level 4

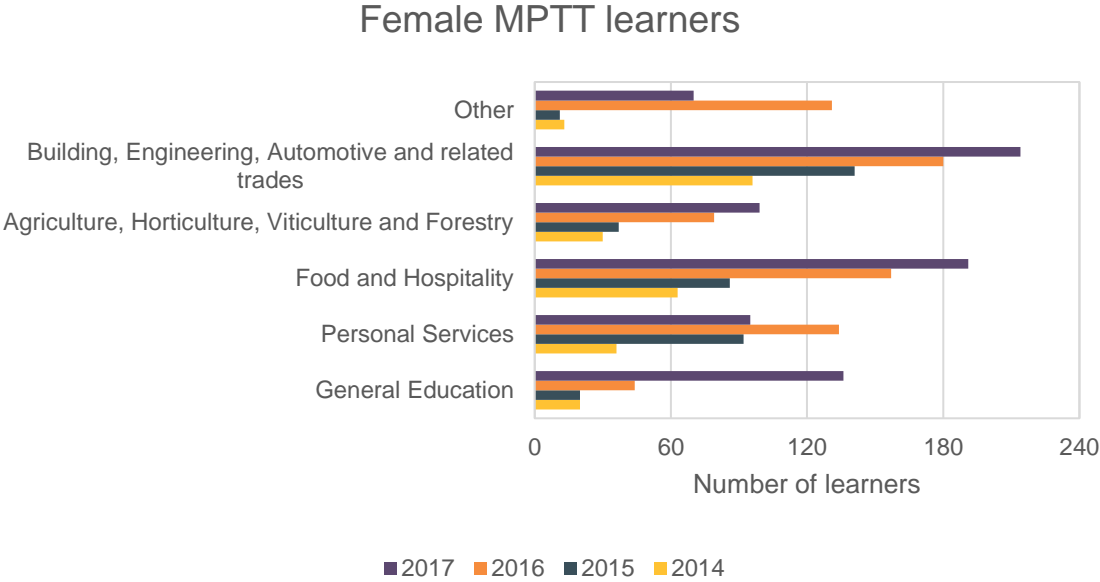


Source: TEC, Single Data Return, as at August 2017.

The figure below shows female learners by study area – it shows a large increase in females taking courses categorised as ‘other’ in 2016, this includes Human Welfare Studies and Services, and Office Administration.

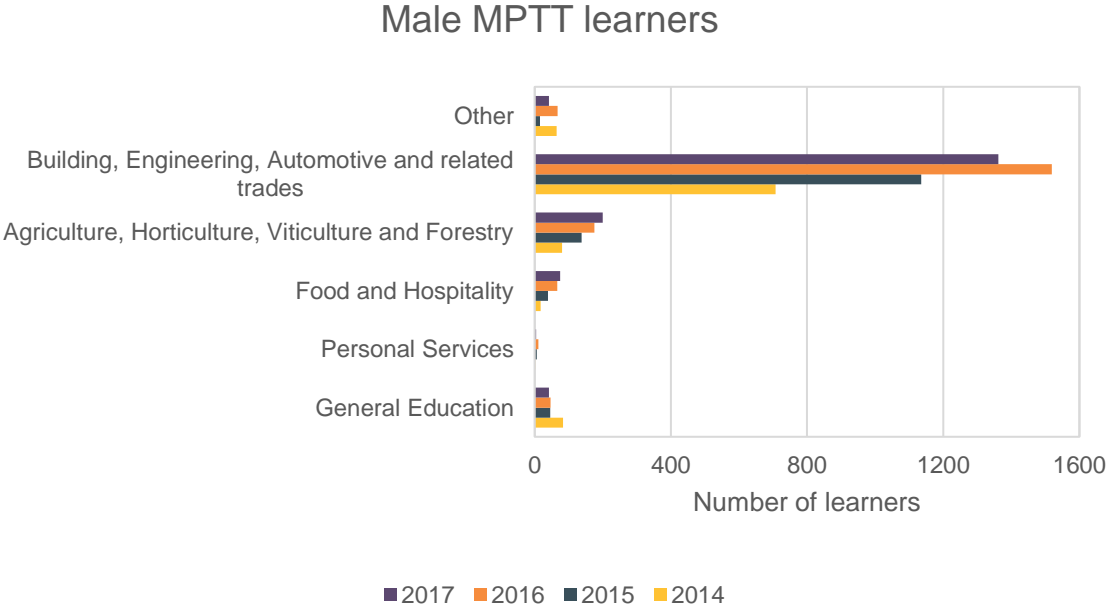


Figure 20: Number of female MPTT learners by area of study, by year



Source: TEC, Single Data Return, as at August 2017.

Figure 21: Number of male MPTT learners by area of study and year



Source: TEC, Single Data Return, as at August 2017.



Table 6 shows the percentage of learners starting MPTT in 2014–2017 that completed their qualification prior to August 2017. Note that TEC expect that the 2017 figures in particular should increase (due to learners that started part way through the year due to complete after August 2017). This table indicates that just over half of MPTT learners complete their qualification.

Table 6: Percentage of learners completing MPTT qualifications, by year of commencement

NZQF Level	2014	2015	2016	2017 ¹⁰
1	5%	43%	20%	0%
2	62%	51%	73%	34%
3	62%	55%	52%	9%
4	56%	51%	55%	13%
Total	59%	54%	55%	12%

Source: Tertiary Education Commission

¹⁰ Note: some students will still complete, 2017 figures particularly subject to change

