MĀORI TRADES AND TRAINING FUND EVALUATION

Final report
31 January 2025

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A REPORT PREPARED FOR THE MINISTRY OF SOCIAL DEVELOPMENT

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Disclaimer:
The views and interpretations in this report are those of the evaluators.

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Glossary

Term	Definition
Awhi	To care for, to help or support others
Caveats	Limitations
Charitable Trust	Type of Māori entity where the assets of the Trust are managed by the trust deed and agreed set of rules
Culturally specific delivery	Where programmes are designed to meet the needs of service users based on values, beliefs and practice of their culture. In the case of the MTTF, kaupapa Māori service delivery
Entity	A generic term used to refer to any organisation that receives funding from the MTTF to deliver an employment-based training programme. All entities that deliver MTTF programmes are Māori.[1]
Evaluation participant	A participant of a MTTF programme who was interviewed as part of the evaluation
EOI	Expression of Interest. A process where an entity expresses in interest in delivering a MTTF programme.
ITO	Industry Training Organisation
Kanohi ki te kanohi	Face to face, in person
Kaupapa Māori delivery model	Māori approach to programme delivery, incorporating the knowledge, skills, attitudes and value of Māori society
Kotahitanga	Collective action. In the context of the Ministry of Social Development's Māori action plan, emphasises partnering with Māori for greater impact.
Kōtātā Insight	Independent research group
Marae	Cultural place of significance for Māori
MTTF	Māori Trades and Training Fund
MTTF participants	A person who participated in a programme funded through the MTTF
Māori business	Type of Māori entity where the company prioritises the values of kaupapa Māori to operate their business
Māori entity	A provider of the MTTF programme who was interviewed as part of the evaluation
Mentor	A dedicated staffing resources whose role it is to support participants to succeed in MTTF programmes.

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[1] For the purpose of MTTF a Māori entity is defined as: a Māori authority registered by Inland Revenue (IR); a Māori business - where more than 50% is Māori owned; a registered charity or incorporated society, with a stated focus on improving outcomes for Māori; a statutory Māori Trust Board created by an Act of Parliament; a Post Settlement Governance Entity (PSGE); a commercial subsidiary wholly owned by a PSGE; a mandated iwi organisation under the Māori Fisheries Act 2004; a coalition of Māori collectives, or a coalition with a non-Māori entity led by one of the above (Work and Income, 2024a).

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Non-profit incorporated society	A of entity where the profits for the organisation are used to further the entities charitable aims
Not-for-profit company	A type of entity that is not profit driven and are driven by outcomes to measure their performance
Pastoral care	Support provided to participants to overcome issues that could create a barrier to their learning, training and employment
Intensive pastoral care	A dedicated human resource to provide comprehensive, wrap around care to participants
Programme	An initiative/service funded through the MTTF
Projects	A set on initiatives funded through the MTTF
Rangatahi	Māori youth
Rangatiratanga	Māori autonomy to exercise authority over their own lives and learning
Regional Advisor	MTTF Fund Advisor with regional responsibility
Registered incorporated company	Type of Māori entity that is registered as a company with the Companies Office where the business of the entity is separated from personal business
Relational commissioning	MSD's approach to commissioning for outcomes and services by partnering with Māori to lead, design, and deliver programmes for their communities
Senior Regional Advisor	MTTF Fund Advisor with senior and regional responsibility
SORT	Service Outcome Reporting Tool – the tool that is used to collect MTTF programme data
Sustainable employment	In the context of MTTF is defined as when a participant has been in employment for more than 6 months
Tangi	Shortened form of tangihanga; funeral, rites for the dead
Te Ao Māori	Māori worldview
Te Kotahitanga	A principle of the Te Pae Tata Strategy - To form genuine partnerships/ relationships with Māori
Te Pae Tata	Ministry of Social Development Māori Strategy and Action Plan
Team Lead	MTTF Fund Lead with overall responsibility for the Fund and its staff
Tikanga	The Maori customary system of values and practices that have developed over time and are deeply embedded in the social context including: custom, practice and protocol.
Value for money	A concept concerned with the relationship between the costs of a programme and the benefits of an intervention
Whakapapa	Personal history / genealogy
Whakawhanaungatanga	Process of establishing relationships, relating well to others
Wānanga	Open discussion

Executive summary

Purpose of the evaluation

This report presents findings from the evaluation of the Māori Trades and Training Fund (MTTF). The primary purpose of the evaluation was to consider the extent to which MTTF programmes delivered sustainable employment outcomes for participants (or made progress towards them).

The evaluation also sought to: identify the training outcomes achieved through MTTF programmes; explore how well MSD partnered with Māori entities to improve Māori training and employment outcomes; and canvass stakeholder perspectives relating to the funding of MTTF and opportunities to improve Māori employment outcomes in the future.

Background to the Māori Trades and Training Fund (MTTF)

Established in 2020/21, the purpose of the MTTF is to enable Māori entities to provide training and employment opportunities to support sustainable and paid employment outcomes for Māori. The target group for MTTF programmes is Māori job seekers or employees wanting to upskill. Māori entities (entities) design programmes tailored to meet the needs of their communities and provide extensive wrap around support for participants.The programmes are based on a kaupapa Māori model of design and delivery.

Since its inception $104m has been committed to the MTTF through to 30 June 2025. Initially administered by the Ministry of Business, Innovation and Enterprise (MBIE), responsibility for the MTTF was transferred to the Ministry for Social Development (MSD) in 2021/22. The MTTF is contestable and grant-based. As at 4 September 2024, 2,978 participants had enrolled in MTTF training and employment programmes and a further 890 places have been funded up to 30 June 2025. To date, MTTF has supported 65 programmes of which 54 are still active.

Findings

The report findings are based on an analysis of administrative data, qualitative interviews with MTTF stakeholders (including MSD officials, representatives of Māori entities who delivered the programmes and programme participants) and a survey of participants.

Prior to joining MTTF programmes participants tended to be either seeking work or in low-skilled employment

Māori accounted for 92 percent of MTTF participants. MTTF programmes cater to a broad age and gender demographic. One third of participants were wāhine and almost half of participants were over the age of 25 years. Programmes in Bay of Plenty or Waikato catered to almost one-third of all programme participants.

As a cohort of participants, the educational attainment of MTTF participants was low. Almost two-thirds (62 percent) of participants had either no qualifications or had attained only NCEA Level 1 or 2 qualifications. Further, participants had limited skilled work experience, with almost one third not in any form of employment, education or training prior to enrolling in an MTTF progamme. Those who were employed were likely to be in low skilled occupations and often employed on a

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casual/seasonal basis. Participants were motivated to join an MTTF programme by the opportunity to upskill, gain work experience and qualifications and move into secure employment. **It is concluded that MTTF programmes have catered to the intended target group for the MTTF.**

MTTF participants achieved strong and sustained employment outcomes

MTTF programmes have been effective in:

- supporting jobseekers into employment-based training
- enabling those who were previously employed in low-skilled and/or casual employment to transition into more permanent and skilled employment
- supporting participants to remain in employment
- engaging participants in a wide range of work-based training and supporting them to work towards the achievement of industry-based qualifications.

Of the 2,978 participants to date, 72 percent (2,144) were in employment at 4 September 2024. Of those in employment, 1,555 (73 percent) were employed on a permanent basis and 73 percent had sustained employment for 6 months. Fifty one percent (1,504)had achieved a training outcome.

As at 4 September 2024, 326 participants had completed an MTTF programme. Of theses completed participants:

– 81 percent were in employment

– 76 percent had achieved a training outcome.

The employment and training outcomes achieved by participants align strongly with the policy intent of the MTTF. It is concluded that the MTTF has met or exceeded expectations in relation to the intended employment and training outcomes. The evidence against agreed performance standards are set out in the concluding section of the report (section 8).

MTTF participants' confidence and self-belief in their employability grew

In addition to securing employment, participants' confidence and self-belief that they could secure a job, retain a job and progress within the workplace grew as a result of their experience on an MTTF programme. Participants also felt better equipped to manage their own health and well-being and contribute to the well-being of their whānau as result of their MTTF experience.

The withdrawal rate for MTTF programmes was low

The participant retention rate for MTTF programmes (92%) exceeded expectations with 2,728 participants remaining in programmes. Only 250 participants (8 percent) withdrew early. Of this group, 56 percent had achieved an employment outcome and 42 percent had achieved a training outcome. Reasons for participants withdrawing early included: participants moving away from the region, participants deciding they are not suited to the type of employment or businesses closing down or downsizing.

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The kaupapa Māori model of programme design and delivery reasonated strongly with participants

A key design feature of MTTF programmes is that they are based on a kaupapa Māori design and delivery model. The programmes are delivered within a Te Ao Māori context where participants are immersed in Māori values and culture. In addition, many entities sought to place participants with Māori employers. This culturally specific delivery model resonated strongly with participants who felt comfortable and culturally safe within the programme contexts. It was evident that these conditions fostered participants' connection to Te Ao Māori, a key intended outcome of the MTTF.

Active mentoring and intensive pastoral care supported the success of participants

MTTF participants were assigned a mentor who were tasked with providing the necessary support required to ensure that participants succeed in training and employment. Mentors were flexible and agile in the way that they provided support to participants. The nature of pastoral care was 'intensive' in that it was tailored to the individual needs of participants and it was often provided face-to-face. The support was comprehensive for example: helping to resolve issues outside the workplace that could impede participant success (such as housing and transport issues); fostering positive employment traits (such as timeliness, reliability and work ethic); supporting participants to apply for jobs (and following up on the outcome); monitoring participant progress in the workplace and, at times, supporting employers and participants to resolve workplace issues (such as attendance or behaviours) before they escalate.

Mentors also actively monitored participants' progress with course work. If required, they either provided direct support to participants or engaged third party learning support for them. For participants in need, the mentors assisted them to access financial support for course and employment related costs. Many participants identified the mentoring, pastoral care, study and financial support they received as key enablers of their success on MTTF programmes. Over 90% of survey participants, both current and completed, indicated that they were either satisfied or highly satisfied with their MTTF experience.

It is evident that the culturally specific (kaupapa Māori) design and delivery of MTTF programmes combined with active mentoring and intensive pastoral care support have been key to the retention, employment and training outcomes achieved by participants. **It is concluded that the MTTF exceeded expectations in relation to the design and delivery of MTTF programmes.**

MSD has made considerable progress towards its aspiration to partner with Māori for greater impact

The MTTF was established with the intent that MBIE, and in turn MSD, would take a partnership approach to commissioning employment based training programmes from Māori entities. The report considers the extent to which the MTTF commissioning approach aligns with the expectations set out in Te Pae Tata, MSD's Māori Strategy and Action Plan, (MSD, 2019) and its Relational Commissioning Strategy (MSD, 2020).

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It is concuded that the way in which MSD has procured Māori-led proposals, and trusted Māori entities to co-design and deliver employment-based training programmes according to the needs of their communities, is strongly aligned with the principles set out in Te Pae Tata and relational commissioning. Also strongly aligned to a partnership approach was the way in which the delivery team engaged with, and managed relationships, with entities.

From the perspective of entities however, at a strategic level, their vision of a genuine partnership approach was one where they and MSD could agree on the employment needs and aspirations of their communities and partner to provide enduring solutions (as opposed to time bound funds and programmes) to ensure those needs are met.

In terms of the funding and administration of contracts, entities valued being able to negotiate funding that best enabled their proposals (as opposed to having their funding determined by funding formula). Feedback from entities was that further improvements are needed to streamline procurement and contracting processes.

Stakeholders perceived that the employment and other outcomes achieved by participants represent value for money

The average investment per MTTF particpant has declined over the four years of operation of the MTTF from $19,116 (excluding wage subsidies) in 2020/21 to $10,510 in 2023/24 When asked about their perceptions of the Value for Money (VFM) of MTTF programmes, key informants identified four key considerations: the relatively low education attainment and limited skilled work experience of the target group; the challenging and complex social and personal circumstances of many participants; the complex circumstances faced by some communities (such as high levels of deprivation, high inter-generational unemployment and limited training and employment opportunities); the low withdrawal rate from MTTF programmes, the high employment rates and the high levels of retention within employment. Taking account of these considerations, key informants perceived that the investment made through the MTTF that resulted in the employment, training and other outcomes achieved, represented value for money.

Māori communities have the capacity to deliver additional employment-based training programmes should funding become available

At the time the MTTF closed, officials estimated that they were in receipt of 10-15 proposals, that could have been readily implemented. This indicates that capacity exists amongst Māori entities who are not current MTTF providers to offer work-based training opportunities to the target cohort for the MTTF. In addition, some (but not all) entities who currently provide MTTF programmes are well placed to scale up their programmes to provide additional participant places.

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Recommendations

Based on the findings of the evaluation, the following recommendations are offered for consideration by MSD. The rationale for the recommendations are set out in the concluding section of the report.

Strategic design recommendations

It is recommended that MSD:

a) review and update the MTTF intervention logic and disseminate widely to MTTF stakeholders including to policy and operational staff and entities

b) engages with Māori entities and communities to identify unmet Māori employment needs and future investment opportunities

c) targets regions with high employment needs where there is currently limited or no MTTF provision

d) monitors the impact of the reduction in the duration of wage subsidies available to MTTF employers

e) seeks the views of Māori entities on potential impacts of changes to policy settings.

Operational recommendations

It is recommended that MSD:

f) retains the kaupapa Māori design and delivery approach to MTTF programmes as well as the provision for active mentoring and intensive pastoral care for all participants

g) compiles and reports on more in-depth data on training outcomes

h) requires entities to record reasons for early withdrawal of participants

i) facilitates opportunities for entities to share MTTF insights and learnings.

1 Introduction

Overview

The Māori Trades and Training Fund (MTTF) was established to encourage Māori entities to try different approaches to engaging and keeping Māori in employment-focused training opportunities (Ministry for Social Development, 2024b). The MTTF supports Māori entities to design kaupapa Māori programmes, which are tailored for the needs of their communities (including support services and pastoral care). The target group for MTTF programmes is Māori job seekers and low-skilled workers. (Ministry for Social Development, 2022)

Established in 2020, the MTTF was part of the COVID-19 Response and Recovery Fund (CRRF). It is contestable and grant based. The MTTF was initially allocated $50m over two years and was administered by the Ministry of Business, Innovation and Employment (MBIE). On 1 July 2021, it was transferred to the Ministry for Social Development (MSD) to administer with an additional $60 million,[2] through to 30 June 2025. (New Zealand Government, 2022)

To date, the MTTF has supported 65 projects of which 54 are still active. As of 4 September 2024, 2,978 participants had enrolled in MTFF programmes. A further 890 places have been funded up to 30 June 2025.

Purpose of the evaluation

The primary purpose of the evaluation was to:

- consider the extent to which MTTF programmes have delivered sustainable employment outcomes for participants (or made progress towards them).

 In addition, MSD was seeking to:

- identify the training outcomes achieved through MTTF programmes
- gather insights into how well MSD partnered with Māori entities to improve training and employment outcomes for Māori
- understand stakeholders' perceptions about financial considerations including: how well entities used the funding provided through the MTTF; the potential for improving value for money; and if additional funding would create opportunities to improve employment outcomes.

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[2]   Exclusive of operational costs.

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Background to the MTTF and policy settings

Prior to COVID, Māori experienced disproportionately poor labour market outcomes but signs of improvement were emerging

Evidence shows that Māori experience disproportionately poorer labour market outcomes than other groups.[3] This has led to a lack of adequate financial resources and opportunities for Māori. For many years these disparities have been recognised by Government as complex and multi-faceted. Further, Government initiatives have met with limited success in eliminating these disparities. Prior to COVID-19, there had been positive signs of improvements for Māori including: relative improvements in NEET rates for Māori, a greater number of rangatahi achieving NCEA level 2 qualifications and a sharp increase in the number of Māori apprentices.

Concerns that employment opportunities could decline post COVID-19, led to the establishment of the MTTF

In anticipation of a likely economic downturn post COVID-19, officials identified a risk that recent gains Māori had made in labour market outcomes (pre COVID-19) could be lost. Government recognised that trades and apprenticeship qualifications were strongly associated with better employment and wage outcomes over a person's life course. However, it held concerns that post COVID-19, there would be fewer opportunities for rangatahi to gain these types of qualifications. This is because the costs of retaining or taking on an apprentice could become prohibitive for employers, as they would be less able to absorb the lower productivity of apprentices in an economic downturn. Consideration of these risks led to the establishment of the MTTF. (Cabinet Social Well-being Committee, 2020)

Policy settings emphasised culturally specific delivery and employment and training outcomes

On 1 July 2020, the Cabinet Social Wellbeing Committee (SWC) agreed to the policy settings for MTTF. The overall policy objectives were to:

i. support tailored, community-led initiatives through partnership between Māori and the Crown that empower by Māori, for-Māori employment and training solutions

ii. place an emphasis on paid employment-focused training opportunities, but also consider support services, such as pastoral care, to overcome barriers to participating in training or apprenticeships

iii. have a focus on group-based initiatives that connect multiple employers to offer work experience and training opportunities.

More detail about the key features of the MTTF is set out in Table 1.

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[3] The MTTF's intervention logic sets out the following problem definition: Māori are disadvantaged in the labour market and experience poor employment outcomes; Māori face known barriers to appropriate training and employment; Māori are less likely to get high level qualifications and more likely to be in low skilled work; many Māori are not in employment, education, or training; and current approaches to training and employment do not work for Māori.

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Table 1- Key policy settings for the MTTF

Purpose of the funding	To support Māori entities to design and deliver employment and training programmes; to cover the costs of training and pastoral care support and to help Māori overcome barriers to participating in training and employment. (New Zealand Government, 2022)
Target group	The MTTF intervention logic identifies the target group as jobseekers and low-skilled workers. (Ministry for Social Development, 2022a)
Commissioning approach	The commissioning approach was intended to closely align with the principles for improved Social Sector Commissioning[4] (Social Wellbeing Committee, 2020b).This included taking a partnership approach where the commissioning agency supports Māori to lead the design and delivery of services for Māori.
Fund criteria	The following assessment criteria are applied to MTTF proposals: Māori led, in-demand skills, co-investment, meaningful opportunities, addresses disadvantage, provides pathways and measures outcomes. (Ministry for Social Development, 2021)
Definition of employment-focused training opportunities	For MTTF, was defined as both formal apprenticeships and less formal training opportunities (such as work experience or work-based training with an employer). It was anticipated that less formal opportunities would benefit firstly, employers who needed trained workers, but who had less developed formal training pathways. Secondly, it would benefit potential participants who were unsure about undertaking a formal apprenticeship. The assessment of proposals was to take into account the extent to which the proposed opportunities would create a pathway to more formal training/employment outcomes.
Duration of programmes	Subject to contract negotiations, MTTF funding was able to be delivered over multiple years. The rationale was that this would enable a more sustained partnership between the Crown and Māori - allowing entities to build their capacity prior to delivering programmes.

Agencies were expected to take a partnership approach to MTTF commissioning

The policy settings for the MTTF (Social Wellbeing Committee, 2020a) noted an opportunity for agencies to:

- partner with Māori entities to assist their communities through the recovery of COVID-19
- try new and different ways of working in partnership with Māori
- 'scale up' and 'lean into' meaningful and genuine partnerships with Māori on the design and delivery of initiatives.

This partnership approach coupled Government investment with the community knowledge and connections of Māori entities, to deliver improved employment outcomes for Māori. It was recognised that Māori entities had strong connections with employers and potential participants within their communities. Therefore, they could enrol participants and provide them with employment opportunities, with the support of their communities.

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[4] The principles of Social Sector Commissioning include: Individuals, families, whānau and communities exercise choice, Māori-Crown partnerships are at the heart of effective commissioning, the sector works together locally, regionally, and nationally, the sector is sustainable, decisions and actions are taken transparently, the sector is always learning and improving. (Social Wellbeing Committee, 2020b))

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In addition to building partnerships between Māori and the Crown, this approach was seen to offer a range of benefits including the opportunity to:

- identify and capitalise on Māori economic and social strengths, and to help support Māori aspirations for labour market outcomes
- unlock investment (both through private sector capital and through post settlement iwi entities making decisions about their capital) to empower Māori entities to deliver tailored, community-based support to Māori workers and trainees
- tap into Māori entities' knowledge of what works to achieve positive Māori employment and training outcomes and their ability to deliver these services. (Ministry for Social Development, 2022)

This partnership approach aligned with the all of government Employment Strategy, and the Māori Employment Action Plan (Te Whai Mahi Māori), both of which sought an improved Māori-Crown partnership to deliver more equitable labour market outcomes for Māori.

Intended outcomes of the MTTF

In 2022, MSD developed an intervention logic to underpin the delivery of the MTTF (Appendix A). It states that the goal of the MTTF is to:

Support the provision of employment-based training services designed, developed and provided by Māori, to improve employment and well-being outcomes for Māori. (Ministry of Social Development, 2022a)

The intervention logic identifies three broad categories of outcomes – outcomes for MTTF participants, partnership outcomes, and outcomes for entities.

MTTF programme participants are expected to gain employment skills and knowledge, and make progress towards sustainable employment

In the short term, participants are expected to: gain employment-focused skills and knowledge; be on a pathway to sustainable employment or engaged in the steps towards that (with the support of the entity). In the medium-term participants are expected to obtain employment or move to a better paying job. Participants' connection to Te Ao Māori is expected to grow and their social participation is expected to improve. In the long-term it is expected that Māori achieve better employment outcomes (including higher employment rates, more representation in high-earning sectors and roles and greater resilience to market shocks).

MSD and Māori entities are expected to work in partnership to lift the employment status of the Māori workforce

MSD and Māori entities acting in accordance with the MTTF principles set out in the intervention logic is identified as a short to medium term outcome. The long-term outcome is that the Crown develops trusted, and on-going active relationships with Māori entities, to respond to Māori needs, aspirations, rights and interests.

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These intended outcomes are consistent with the vision set out in Te Pae Tata, MSD's Māori Strategy. [5] (Ministry for Social Development, 2019) In particular, they align with the second strategic shift identified in the strategy - Kotahitanga. Within this context, the intent behind Kotahitanga, is for MSD to form genuine partnerships with Māori and support Māori to lead the design and delivery of services for Māori.

> *Māori entities are expected, over time, to grow their capacity to design and deliver training and employment initiatives and to become self-sustaining*

The MTTF intervention logic (problem definition) identifies that, in the past, there have been a lack of resources available to Māori entities to allow them to scale effective employment initiatives. An assumption is that Māori entities will be provided with sufficient funding to support them to implement their interventions and achieve the desired outcomes for participants. In doing so, the intention is to support Māori entities to build their capability and become self-sustaining over time.

In the short-term, Māori entities who are new to employment and training are expected to develop employment-focused training for Māori and pathways to employment, based on a Te Ao Māori approach. Māori entities with existing employment-focused initiatives are expected to develop or expand their initiatives.

In the medium term, the capacity of Māori entities to deliver employment focused training and pathways to employment is expected to expand and improve. The long-term outcome envisaged for Māori entities is that they will become self-sustaining and that more Māori entities will be positioned to offer effective employment and training initiatives.

Administration of the MTTF

The MTTF is administered by a seven-person team within MSD comprising a Team Leader, three Senior Regional Advisors and three Regional Advisors. As part of the delivery model, MTTF staff are expected to work alongside entities to develop and refine their proposals. [6] In addition to supporting proposal development, regional advisors provide ongoing support to entities as they implement their programmes. Te Puni Kōkiri (through their national and regional offices) work with MSD to support meaningful engagement with applicants to the MTTF and to identify and resolve potential funding duplication.

Allocation and distribution of MTTF funding

Since its inception in 2020, $104m has been committed through the MTTF. The largest allocation of MTTF occurred in 2022/2023 where $66m was approved and distributed across multiple financial years. Figure 1 shows the distribution of funding across regions for the 52 MTTF programmes that are still active as of September 2024.

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[5]   Refer Appendix C for a summary of Te Pae Tata.
[6]   In September 2020, MBIE noted that "heavy engagement" was required to support applicants of varying capacity and capability to develop robust proposals and sought additional resource to support this process.

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Figure 1 - Allocation of MTTF funding to active entities by region as at September 2024

Auckland
5 active programmes
$12.46m funding committed

Northland
6 active programmes
$6.73m funding committed

Bay of Plenty
11 active programmes
$14.93m funding committed

Waikato
10 active programmes
$13.07m funding committed

East Coast
6 active programmes
$9.18m funding committed

Taranaki / Whanganui / King Country
3 active programmes
$3.03m funding committed

Central
3 active programmes
$4.76m funding committed

Nelson / Marlborough / West Coast
2 active programmes
$1.51m funding committed

Wellington
4 active programmes
$11.36m funding committed

Canterbury
2 active programmes
$1.81m funding committed

Southern
2 active programmes
$2.24m funding committed

Source: MTTF administrative data, MSD (2024)

Structure of the report

The section which follows sets out the evaluation approach and methods utilised in this evaluation. An overview of participant demographics is then provided to set context for the evaluation. The first findings section sets out the employment and other outcomes achieved by participants. The next section considers the impact of the key design features of MTTF programmes on participants' experience and outcomes. The strengths and learnings from the partnership commissioning approach taken by MSD are identified in the following section. Next stakeholder perceptions about MTTF financial considerations are explored. The final section of the report draws conclusions about the extent to which the intended outcomes of the MTTF have been achieved and identifies potential areas for improvement.

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2 Evaluation approach

Overview

This section sets out the key questions for the evaluation. It provides an overview of the evaluation approach and describes the methods utilised for the evaluation. Finally, it discusses the caveats that readers should take account of when interpreting the evaluation findings.

Key evaluation questions

Table 2 sets out the key evaluation questions.

Table 2 - Key evaluation questions

Outcomes of the MTTF	Is MTTF achieving the intended employment outcomes?
	Does MTTF contribute to outcomes that are relevant for Māori?
Learnings from the commissioning approach	What did a partnership approach to commissioning look like in practice?
	What were the strengths of the partnership approach? What were the learnings?
	Were Māori entities able to design and deliver initiatives that were relevant for their communities?
Financial considerations	Was funding to entities sufficient to support them to implement their initiatives and achieve the desired outcomes for participants?
	What are stakeholders' perceptions of how well resources are used, and what potential there is for improving value for money?
	Are there opportunities to improve outcomes with additional funding?

Evaluation approach

The evaluation approach utilised multiple-methods, with a triangulation approach, to ensure that the perspectives of different stakeholders were captured to inform the evaluation findings. The methods included: a review of programme documentation, an analysis of administrative data, qualitative interviews with MTTF stakeholders (MSD and TPK staff, entities and programme participants) and an online survey of programme participants.

A Māori centred approach (Cunningham, 2000) was taken to the evaluation. That is, MSD were responsible for commissioning the evaluation (including setting its scope and the key evaluation questions) and for approving the report findings and recommendations. However, the evaluation was led by Māori evaluators and Māori expertise was engaged throughout all phases of the evaluation. This ensured that Māori perspectives were respected, and reflected, throughout each stage of the evaluation process.

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The evaluators led the engagement with stakeholders. When engaging with stakeholders, our practice was guided by the kaupapa Māori research principles developed by Smith (2012)[7]. For example, the processes of mihimihi and whakawhanaungatanga enabled whakapapa links and connections between the stakeholders and the evaluators to be acknowledged.

When engaging with entities the evaluators were mindful of the labour market disadvantage faced by Māori and cognisant that entities were responding to the complex needs in their communities that had not been well served by existing mainstream services. We sought to genuinely understand the contexts in which entities were operating by allowing time for entities to talk about: the needs of, and their aspirations for their communities, the history of their organisations and the rationale behind their programme design. In doing so, we were seeking to affirm MSD's aspiration to partner with Māori entities.

As an act of reciprocity, a koha was offered to programme participants following their interviews to recognise the value of their time and insights into the MTTF. In addition, the survey design was bilingual, allowing participants the option of responding in English or Te Reo Māori.

The evaluators also undertook the analysis of programme data, qualitative and survey data. All data streams were critically analysed to ensure that the perspectives of the Māori entities and programme participants, within their local context, were adequately reflected in the evaluation findings. The preliminary findings were then workshopped with the Service Delivery team (including Māori representatives). The evaluators prepared the report and independent Māori experts contributed to the quality assurance of the draft evaluation report.

Evaluation methods

Review of documents and administrative programme data (n=14 documents)

Fourteen documents[8] relating to policy settings and the design and administration of the MTTF were reviewed (refer Appendix B). The contents informed the evaluators' understanding of the historical challenges faced by Māori in the labour market; the rationale for the MTTF, how it has been designed and delivered, and changes made to policy settings over time.

A range of administrative programme data was also reviewed (for example, the number, location and funding levels of entities and participant enrolments) to provide context for the evaluation. This review informed the selection of entities to be included in the evaluation, the development of the qualitative interview guides and the development of the quantitative participant survey tool. The

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[7] Including: whanaungatanga (build and maintain evaluation relationships); manaakitanga (collaborative evaluation); aroha (respect for people and allowing people to define the evaluation context and their information and knowledge); mahaki (show humility and sharing knowledge and experiences); mana (uphold, not trample on, the mana of participants); titiro, whakarongo, kōrero (take time to look/listen to develop a place to speak from); kia tūpato (being cautious and careful, culturally safe, critically reflective); he kanohi kitea (being a face that is known to those participating in the research).

[8] Documentation included: intervention logic and planning documents, business cases, Ministerial advice and Cabinet papers, public programme information, guidance and tools for staff, performance data and reports, ethnicity data / IDI Māori profile, previous evaluations of Mana in Mahi and MSD strategy and performance documents. (Refer Appendix B)

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demographic profile of participants and the outcomes achieved from MTTF programmes were also derived from the administrative programme data.

Stakeholder interviews (n=73 stakeholders)

The key stakeholders for the evaluation included: entities[9] (that were funded through the MTTF to deliver programmes); programme participants (who took part in the programmes supported through the MTTF); and key informants (including MSD officials who administered the MTTF and TPK officials who supported MSD in the proposal assessment process).

In total, 73 stakeholders were interviewed for the evaluation (Table 3). Interviews were conducted using semi-structured interview guides. The guides aligned with the key evaluation questions, while allowing flexibility to gather additional information raised by stakeholders.

Table 3 - Number of qualitative interviews with MTTF stakeholders

	Key informants*	Initiative stakeholders		Total stakeholders interviewed
		*Entity representatives^*	*Programme participants*	
Total stakeholders interviewed	6	35	32	73

*   Includes 4 MSD and 2 TPK officials.
^   Includes 5 employers who employed MTTF participants (independent of the contracted entities)

Key informant interviews (n=6 individuals)

MSD key informants included the MTTF Manager, the Team Leader and two Senior Regional Advisors. TPK key informants included Portfolio Manager and Principal Advisor. The interviews were conducted online and took approximately 45-60 minutes. The interview guide is attached as Appendix F (1). The insights of key informants provided context for the development of the interview guides and the participant survey content and informed the evaluation findings.

Entity selection and entity representative interviews (n=35 individuals)

In consultation with MSD, Kaipuke identified 10 entities to be invited to participate in the evaluation.[10] The sample included a cross-section of entities that reflected the diversity of the programmes offered across the country. The entity sample included entities with a mix of characteristics across the following key dimensions: entity type[11]; programme size (number of participant places offered); regional location; and the industry/sector where programme participants were employed.

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9   For the purpose of MTTF a Maori entity is defined as: Māori authority registered by Inland Revenue (IR); Māori business - more than 50% Māori ownership or a Māori authority as defined by IR; registered charity or incorporated society, with a stated focus on improving outcomes for Māori; statutory Māori Trust Board created by an Act of Parliament; Post Settlement Governance Entity (PSGE); commercial subsidiary wholly owned by a PSGE; a mandated iwi organisation under the Māori Fisheries Act 2004; a coalition of Māori collectives, or a coalition with a non-Māori entity led by one of the above. (Māori Trade Training Website, MSD)
10   This occurred in April 2024, at which time 60 entities had been commissioned to deliver MTTF initiatives.
11   E.g. Iwi/Trust/business/PSGE/Collective/Coalition.

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Table 4 sets out the characteristics of the entities that participated in the evaluation.   Of the 10 Māori entities, 6 were Māori businesses, 2 were charitable trusts, 1 was a not-for-profit company, and 1 was non-profit incorporated society.

Table 4 - Characteristics of Māori entities selected to participate in the evaluation

Key entity/programme features	Profile of the 10 sample entities
Type of entity	6 businesses 2 charitable trusts 1 non-profit incorporated society 1 not-for-profit company
Target cohort	4 rangatahi 6 rangatahi/pakeke
Number of participants	8 with < 100 participants 1 with 101 – 200 1 with 201+
Regional location	- Northland (2), Auckland (1), Waikato (1) - Bay of Plenty (1), Hawkes Bay (1), Wellington (2) - Canterbury (1), Southern (1)
Duration of the programme	5 for between 6-18 months 5 for more than > 18 months
Range of sectors where employment-based training was based	8 construction 8 infrastructure/civil engineering 1 forestry 2 health 2 agriculture/horticulture/environmental 2 hospitality
Role of entity	2 entities directly employed participants, trained them on the job and provided pastoral care support and mentoring 6 entities provided employment-based training and then supported participants to find employment and continued to provide pastoral care support and mentoring 2 entities worked with independent employers to identify potential employees and provide mentoring and then continued to provide pastoral care support and mentoring

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Kaipuke conducted site visits to 8 entities between April and August 2024. In addition, 2 entity interviews were held online (at their request). In total,30 entity representatives (including programme managers and mentors/tutors) were interviewed. Five employers were interviewed during site visits at the request of entities.

Entity and employer interviews were a mix of both group and individual interviews, depending on the preference of the entity/employer. The interviews took approximately 45-60 minutes. The entity interview guide is attached as Appendix F(2). Most interviews took place at the offices of the entities. A small number took place online at the request of the entity.

Participant interviews (n=32 individuals)

Kaipuke asked each entity to identify 2-3 programme participants to be interviewed as part of the evaluation. In practice, entities invited participants who were available on the day of the site visit to gather at their offices. On the day of the visit, Kaipuke then invited these participants to be interviewed as part of the evaluation. If they consented, then programme participants were interviewed separately from entity representatives.

In total, interviews were conducted with 32 programme participants. Most participant interviews took place at the offices of the entities as either individual or small group interviews (depending on the preference of participants). One participant was interviewed by phone. The participant interview guide is attached as Appendix F(3). The interviews took approximately 20-30 minutes.

On completion of the interview, participants received a small grocery voucher to acknowledge the time and cost of them attending the interview. This gesture was also to recognise the value of their time and the insights they brought to the evaluation.

Ethics and consent procedures

An ethics application was submitted to the MSD Ethics Panel (the panel) in early March 2024.The panel reviewed the application, gave feedback (which was addressed) and the approach was accepted as suitable.

Evaluation information sheets and consent forms were tailored for entities and programme participants. These were provided to entities in advance of the regional visits (Appendices D and E). Informed and voluntary consent procedures were followed for each stakeholder interview.[12] Special care was taken to ensure that programme participants had the information and time required to give informed consent. As part of the consent process, safeguards were put in place to ensure that if participants reported feeling unfairly treated by an entity or an employer, that Kaipuke was able to raise this with MSD in order that it be resolved (refer Appendix E).

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[12]   These were consistent with the Australasian Evaluation Society's guidelines for the ethical conduct of evaluations and Te Ara Tika: Guidelines for Māori research ethics, commissioned by the Health Research Council.

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Online survey of MTTF participants (n=690 respondents)

An online survey was conducted to gather evidence about the experience and outcomes achieved by participants relating to their training, employment, and experience of the programme. The purpose of the survey was to complement the findings from the analysis of programme data and qualitative data from the stakeholder interviews.

Participant survey design

The participant survey was co-designed by Kōtātā Insight (an independent research group), MSD, and Kaipuke. It was created to be accessed via a shared link and able to be completed online using different devices such as a mobile phone, tablet, or laptop. The emphasis was on the survey being short, with clear and easy to understand questions and response options. The content of the survey was informed by the knowledge and insights of national and regional MSD advisors, as well as the participant interviews that had been undertaken prior to the survey design. This helped to ensure that the survey questions were well framed and relevant.

The survey comprised 21 close-ended research questions with all of them requiring a response. At the end of these questions, respondents were asked if they would like to go an incentive draw to receive a gift voucher. It was noted that each person who completed the survey could have one entry into the draw. Respondents wishing to enter the draw were then asked for contact details so they could be notified if their entry was randomly selected (name, address and mobile phone number).[13]

Steps were taken to address order effects, social desirability and bias in responses. The order of questions was randomised, response options were ordered on a scale from negative to positive, and surveys were completed privately online and submitted to Kōtātā .

Cognitive pre-testing of the draft survey was undertaken with three participants from a Wellington based MTTF entity. Following this, a Te Reo Māori version of the final English version of the survey and accompanying survey instructions and information was created by an accredited translator and interpreter (Kūwaha Limited) in consultation with the project team. These were then assessed for accuracy and understandability by three reviewers, refined and finalised. Both Te Reo Māori and English versions of the information sheet were distributed in the survey recruitment process. The introductory page of the online survey offered respondents the opportunity to complete the full survey in English or Te Reo Māori by using a language choice button.[14]

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[13] This personal contact information was only used to conduct the ballot for the vouchers/Prezzy card and was not included in the final research data set.

[14] Alchemer survey software was used to create and run the online survey. This software has a Māori language function where question and response option translations can be input into the same survey format as the English version.

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Participant survey frame and administration

The target population frame for the survey was a combination of current programme participants who had been in an MTTF programme for at least two weeks, and those who had completed a training programme or were enrolled with a current training provider as of 22 July 2024. The survey did not include participants who had withdrawn early and not completed a training programme, or participants with programme providers who were no longer active. A census survey approach was used where all participants who met these criteria were invited to respond to the survey.

The survey ran over a four-week period (from 22 July to 18 August). The invitation to participants to complete the survey was made by the entities who held the participant contact details. Both the information sheet and survey link were provided to ensure potential respondents were fully informed about the aims, context, use of data, consent, voluntary nature of participation. They included Kaipuke contact details for any questions or concerns they might have. Invites were extended to participants via a variety of methods including: emailing and texting the link and also evaluators encouraging participants to access the survey once participant interviews were complete.

MSD regional advisors played an active role in disseminating information to entities about the purpose of the survey and how the results would be used. In addition, they provided regular updates on response rates and encouragement to entities to continue to promote the survey.

A mix of pragmatic and methodological considerations informed the approach including:

- taking an inclusive census approach that provided an opportunity for all eligible participants to respond to an online survey to reflect the diverse types of programmes funded and geographic locations nationwide
- the need for respondents to have had some training experience to base their survey responses upon (at least two weeks)
- targeting and framing the survey component in a way which increased the likelihood of survey engagement, response and interpretability with other methods (such as key informant interviews) used to focus on other aspects of the evaluation (such as early exits)
- involving providers in the survey recruitment process, because they held the contact information and, so that the invitation and follow-on communications were from a source known to programme participants. Therefore it was potentially less likely to be diverted as spam/junk mail and more likely to be opened
- not including providers who were no longer involved in the MTTF as they did not have an on-going MTTF relationship with MSD for collaboratively conducting the survey fieldwork.

At the end of the survey period, the ballot for the voucher incentives was drawn using a randomised method.

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Participant survey precision, response rate, and representativeness

The target population for the survey comprised 2,611 participants. The survey achieved a final sample of 690 responses which equates to a response rate of 26.4 percent. This sample size (690 responses) allows high precision in the findings for the five-point ratings regarding: overall satisfaction with the MTTF training programmes, level of agreement with MTTF training programme outcome statements and views on the importance of different features for a successful training experience. The margins of error for these Likert scale items ranged from ±0.5% to ±3.8% (95% confidence level), indicating a high precision for our estimates (N=690).

Appendix H contains further details about the survey approach, methodological considerations the information sheet and survey questions.

Sense-making and reporting

The analysis of qualitative data ran parallel to the fieldwork. Stakeholder interviews and preliminary analysis of the insights from the interviews occurred simultaneously, with one informing the other. After each interview, team members completed a template to summarise the stakeholders' insights against the headings in the interview schedule. As themes were identified, and where appropriate, they were explored further in the following interviews.

The team regularly discussed themes from individuals interviews' to collectively identify insights with the data. Once transcripts were completed, evaluators read and re-read the content and undertook an inductive coding process to identify and capture patterns within the data (Braun and Clarke (2006)). From there, key themes were constructed against the key evaluation questions.

The analysis of employment and other outcomes was conducted against a rubric of expectations that was developed in consultation with MSD (Appendix G). The analysis of partnership outcomes was conducted against a rubric that combined the expectations of Relational Commissioning and Te Pae Tata.

After analysis of the individual data streams (administrative programme data, qualitative stakeholder data and the programme participant survey) a team analysis workshop was held to synthesise the findings from the three data streams against the evaluation questions. From this analysis, responses to the evaluation questions were formulated.

In late August 2024, a workshop was held with the MTTF delivery team to present and sense check the preliminary findings from the programme data, the engagement with stakeholders and the participant survey, and to discuss potential recommendations. The draft report that incorporated feedback from the workshop was prepared and submitted to MSD in early September 2024. A second sense-making hui was held to discuss feedback on the draft report and to socialise the evaluation recommendations. This feedback contributed to the preparation of the final report. A final report was submitted in January 2025.

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Caveats

Administrative data

MSD supplied a range of administrative data about the MTTF, relating to the characteristics of participants and the outcomes they achieved. There are two key caveats associated with this data. Firstly, the demographic and outcomes data presented in the report exclude missing data for a number of variables. For the first 3 years of the MTTF, providers collected data in an Excel spreadsheet and provided it to MBIE (and then MSD) in aggregated form. In October 2023, participant data was transferred into a Service Outcomes Reporting Tool (SORT) administered by MSD.

When the data was migrated, not all data fields were able to be carried across from previous years. This is because fields may have been collected in a different format that could not be migrated or they may not have been collected at all as it wasn't mandatory to do so prior to the introduction of SORT. From October 2023, all data fields contain complete data.

Readers should be aware of this caveat when interpreting participant demographic and outcomes data presented in the report (Sections 3 and 4). For variables affected by missing data, the volume of missing data is noted beneath the tables and graphs. All calculations in the report exclude missing data.

The second caveat in relation to administrative data is that it excludes data from two active entities who are not registered in SORT. Therefore, information relating to participants enrolled with these entities is not included in the analysis.

Selection of programme participants to be interviewed for the evaluation

At the time of the evaluation, MSD did not hold identifying details for MTTF programme participants. Therefore, Kaipuke worked with entities to identify potential participants to be interviewed as part of the evaluation. While this approach has the potential to result in bias towards more "successful" participants, in practice, entities tended to invite whichever participants were available and accessible on the day of the evaluation site visit. Kaipuke is satisfied that the programme participants who were interviewed were diverse in terms of their demographics and experiences of the programme.

A limitation of the evaluation is that evaluators did not engage with any participants who had withdrawn from the programme early (250 or 8 percent of programme participants). We acknowledge it was likely difficult for entities to contact withdrawn participants as their circumstances and contact details may have changed. It is recognised that the experiences of participants who had withdrawn early likely differed to those who were either active in or had completed their programme. It is recommended that further work is required to understand the experience of this cohort.

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Qualitative data

The findings about the experiences of MTTF participants are based on the insights of 32 participants and the experiences they were willing to share. As with all qualitative research, the insights of the selected participants may not reflect the experiences of all 2,978 participants.

Similarly, while the 10 entities that were selected for the evaluation had a diverse range of characteristics, the views of the 30 entity representatives may not adequately represent the views of all MTTF entities. Notwithstanding these challenges, the qualitative data gathered through interviews elicited valuable insights into the key evaluation questions.

Online survey of participants

While the survey response rates of 26.4 percent was lower than desired, this does not necessarily mean the survey results are not valid or representative. A survey with a lower response rate can still be representative if the respondents reflect the diversity and key characteristics of the target population. (Houkamau et al, 2019; Cook et al, 2000)

To further assess the adequacy of the response rate for our descriptive purposes, Kōtata compared the profiles of the survey sample and the target population. The profile comparison set out in Appendix H suggests that readers can have a reasonable degree of confidence in the survey's ability to provide useful *indicative* findings to complement the findings from the qualitative and programme data. Notably, the profiles show strong similarities in gender and programme status, with fairly close alignment in age and location distributions. This similarity in key demographics between respondents and the target population enhances our confidence in the representativeness of the results, despite the lower response rate.

Consideration of Value for Money (VFM)

Section 7 includes a discussion on stakeholders' perceptions of the VFM of the MTTF programmes. It is important to note that the key evaluation question constructed by MSD specified "perceptions" of the value for money achieved through MTTF investments. These were gathered from entity representatives and MSD and TPK officials. Making a formal assessment of the VFM of MTTF investments (through the application of VFM methods) was beyond this scope of this evaluation. Nevertheless, the perceptions gathered from stakeholders identify some important considerations that could inform a formal VFM assessment of the MTTF in the future.

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3 Profile of MTTF programme participants

Overview

Since the inception of the MTTF, 2,978 participants have enrolled in MTTF progammes and a further 890 places have been contracted up to 30 June 2025. This section provides an overview of the demographic characteristics of MTTF participants. It is based on MTTF administrative data[15] as at 4 September 2024.

Key findings – MTTF participant demographics

- As at 4 September 2024, 2,978 participants had taken part in MTTF programmes

- Participants are referred to programmes through a range of sources, the most common being community providers and whānau (45 percent). Twenty percent of participants self-refer.

- MTTF programmes cater mostly, but not exclusively, to Māori (92 percent).

- MTTF participants represent a broad demographic. Women make up almost one-third of programme participants. Almost half of programme participants (45 percent) are over 25 years of age.

- As a cohort, participants are not well-positioned to secure skilled and sustainable employment when they first join a MTTF programme. Upon enrolling in MTTF programmes, only 17 percent of participants held qualifications at Level 4 or above.

- New participants also held limited educational qualifications. Almost one-third of participants (32 percent) were not in any form of education, training or employment when they joined an MTTF programme. While 36 percent were in employment prior to joining a programme, qualitative feedback from participants indicates that they were often engaged in casual and/or low skilled employment.

- MTTF participants were motivated to upskill and move into sustainable employment with regular income. Some were motivated to progress beyond entry level roles and advance in their chosen occupation.

The implications of these findings are presented in the concluding section of the report.

Demographic profile of participants

Women represented almost one third (32 percent) of MTTF programme participants. Māori accounted for 92 percent of participants, with the remaining participants identifying as either Pacific Peoples, European or Other ethnic groups. MTTF programmes catered to a wide age

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[15] Note that for variables obtained from administrative data, some of the variables presented do not represent the total number of programme participants. The actual number of participants is noted under the graphs/tables.

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demographic with 53 percent under the age of 25 years, 30 percent aged 25-39 years and 16 percent aged 40+ years (Figure 2).

Figure 2 – MTTF programme participants by age (as at 4 September 2024)
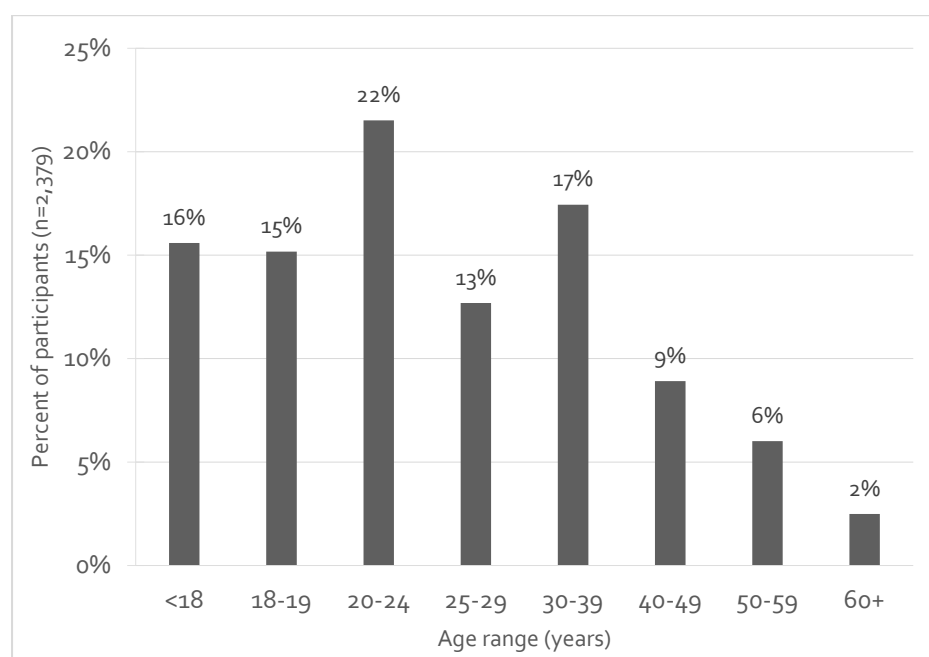
Source: MTTF administrative data, MSD (2024)
Note: This data represents 80 percent of all participants.

Referrals to MTTF programmes were made by a wide range of sources, the most common being community providers (23 percent of participants), followed by whānau (23 percent). Twenty percent of participants self-referred and 16 percent were referred through an existing relationship with the entity. Nine percent of MTTF participants were referred by MSD. (Figure 3)

Figure 3 – Referral source of referral of MTTF programme participants (as at 4 September 2024)
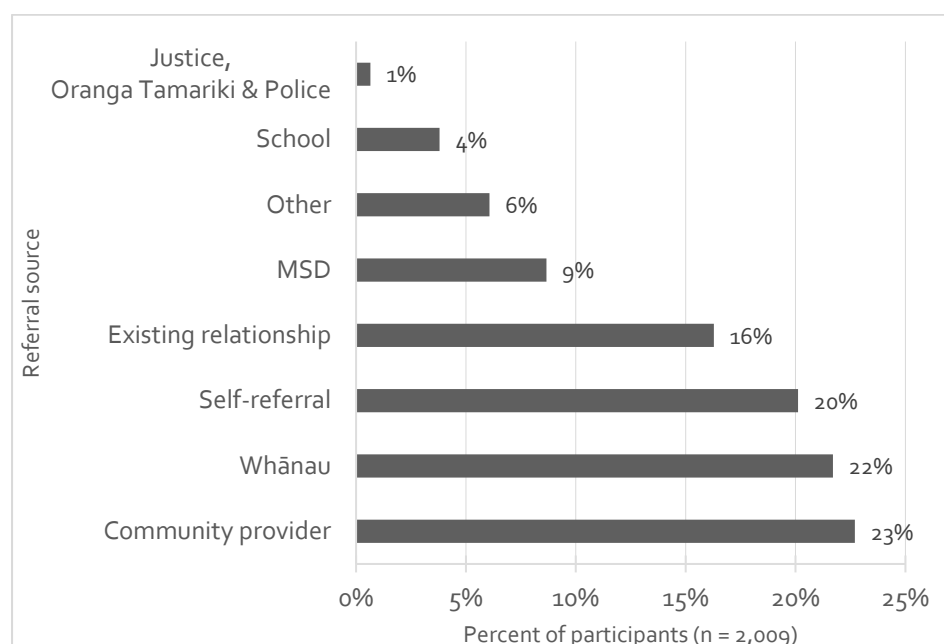
Source: MTTF administrative data, MSD (2024)
Note: This data represents 68 percent of all participants.

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Prior to entering MTTF programmes, almost one third (32 percent) of participants were not in any form of employment, education, or training. Thirty six percent were in employment, 15 percent were in education and 5 percent were in training. Twelve percent were involved in some combination of employment, education or training activities. (Figure 4)

Figure 4 - MTTF programme participants by prior activity status (as at 4 September 2024)
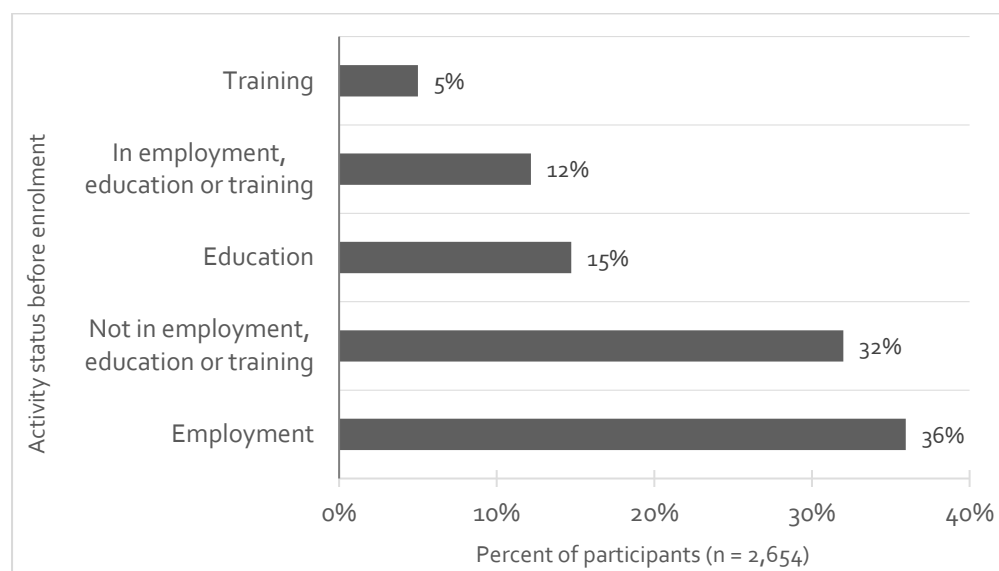
Source: MTTF administrative data, MSD (2024)

Notes: 1)   This data represents 89 percent of all participants.
2)   The "In employment, education or training category" includes participants who are involved in more than one of those activities.

Many of the evaluation participants who were employed prior to joining an MTTF programme reported that they were previously employed in casual/seasonal roles and in low-skilled employment. They were motivated to join an MTTF programme as they aspired to be in employment that generated regular income, and that allowed them to upskill and progress within the workforce.

> *I was doing fencing for farming. And then I come up north because work dried up.*
> –   Tane Māori, Forestry, Northland

> *I was working job to job. That's what we're doing. I dropped out of school. I was trying to do home school. That didn't work out for me. So yeah, I was hopping job to job. I didn't like those jobs. I just wanted the money... that was all I was doing.*
> –   Tane Māori, Civil construction, Hawkes Bay

Twenty-seven percent of participants had no qualification prior to joining an MTTF programme. Fifty six percent held NCEA Level 1-3 qualifications and 17 percent held qualifications of Level 4 or above. (Figure 5)

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Figure 5 - MTTF programme participants by highest qualification level prior to joining the programme
(as at 4 September 2024)
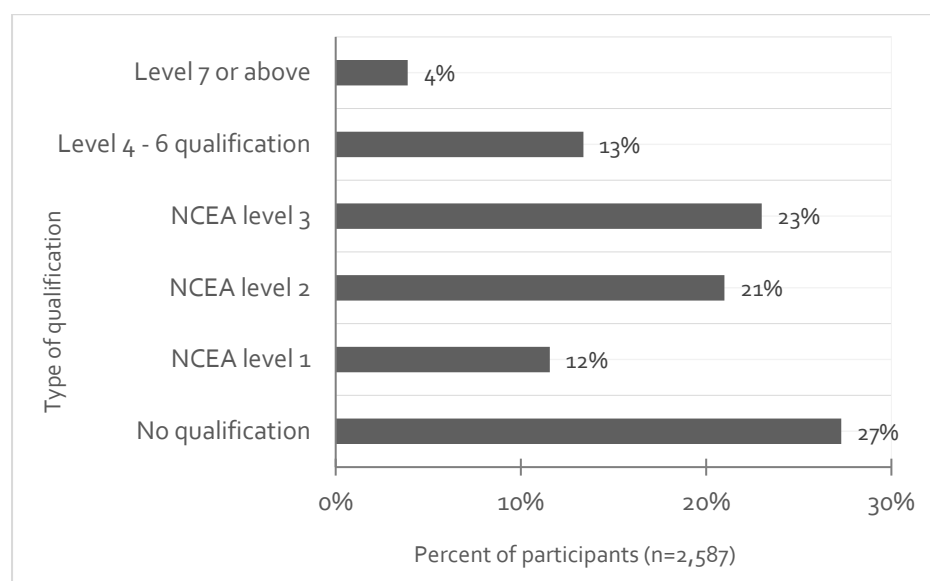
Source: MTTF administrative data, MSD (2024)
Note: This data represents 87 percent of all participants

Fifteen percent of participants did not hold any form of driver licence prior to starting on their MTTF programme. Thirty eight percent held a full licence. (Figure 6)

Figure 6 - MTTF programme participants by type of driver licence, prior to joining the programme
(as at 4 September 2024)
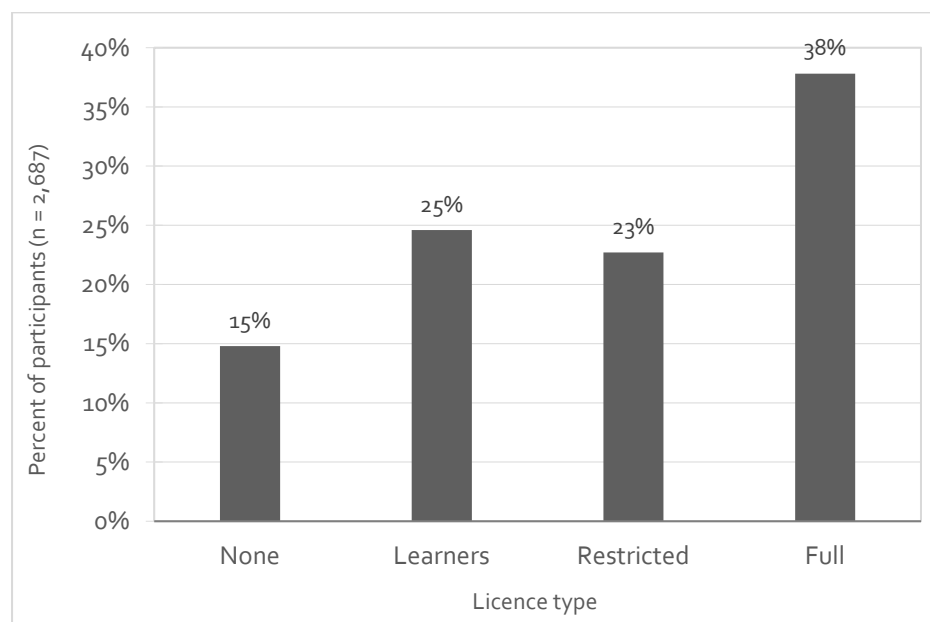
Source: MTTF administrative data, MSD (2024)
Note: This data represents 90 percent of all participants

Table 5 shows that Bay of Plenty and Waikato had the highest number of participants (17 percent), followed by Waikato and Wellington (both at 15 percent).

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Table 5 - MTTF programme participants by region (as at 4 September 2024)

Region	Number of participants	Percent of participants
Northland	304	10.2 %
Auckland	234	7.9 %
Waikato	456	15.3%
Bay of Plenty	519	17.4 %
Taranaki	76	2.6%
East Coast	386	13.0%
Central	166	5.6 %
Wellington	437	14.7 %
Nelson	92	3.1 %
Canterbury	71	2.4 %
Southern	237	8.0 %
Total	**2,978**	**100.0%**

Source: MTTF administrative data, MSD (2024)

MTTF participants were engaged in programmes across a wide range of industries. Table 6 shows that 40 percent of participants were engaged in the construction industry. Agriculture, forestry and fishing, and health care and social assistance respectively accounted for 16 percent and 13 percent of all participants.

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Table 6 – MTTF programme participants by industry (as at 4 September 2024)

Industry	Number	Percent of all industries
Construction	858	40.0%
Agriculture, Forestry and Fishing	334	15.6%
Health Care and Social Assistance	282	13.2%
Electricity, Gas, Water and Waste Services	177	8.3%
Arts, Recreation and Other Services	121	5.6%
Retail Trade and Accommodation	56	2.6%
Manufacturing	52	2.4%
Education and Training	40	1.9%
Professional, Scientific, Technical, Administrative and Support Services	27	1.3%
Transport, Postal and Warehousing	29	1.4%
Information Media and Telecommunications	18	0.8%
Public Administration and Safety	12	0.6%
Wholesale Trade	16	0.7%
Mining	6	0.3%
Rental, Hiring and Real Estate Services	3	0.1%
Financial and Insurance Services	4	0.2%
Unknown	109	5.1%
Total	**2,144**	**100.0%**

Source: MTTF administrative data, MSD (2024)

The implications of the findings presented in this section are considered in the concluding section of the report.

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4 Employment and other outcomes achieved by participants in MTTF programmes

Overview

This section presents an analysis of the employment outcomes achieved by participants in MTTF programmes. It responds to the primary key evaluation question "Is MTTF achieving the intended employment outcomes?" It then provides an overview of the training outcomes and the well-being and whānau outcomes achieved by participants. The analysis draws on administrative programme data, participant survey data and qualitative data from participant interviews.

Key findings – Employment and other outcomes

Participants who were active or had completed MTTF programmes

Employment outcomes
- Of the 2,978 participants, 2,144 (72 percent) were in employment. The employment rate for completed participants (326) was 81 percent.
- Many participants have transitioned from casual employment (prior to joining an MTTF programme) into more secure employment. Of the 2,144 participants who were in employment 73 percent were in permanent roles, 18 percent were in fixed term roles. Only 8 percent were employed on a casual basis.
- Seventy three percent of all employed participants sustained employment for more than six months.
- Eight nine percent of participants reported having grown in confidence and self-belief about their ability to secure a job, retain a job and progress within the workplace.

Training outcomes
- Fifty three percent of MTTF participants (1,504) have achieved a training outcome. The training outcome rate for completed participants (326) is 76 percent.
- Of the 1,504 participants who achieved a training outcome, 6 percent had completed pre-employment training, 57 percent had completed employment specific training and 43 percent completed other types of training.

Well-being and whānau outcomes
- More than 80 percent of participants reported that their MTTF experience had helped them to better manage their health and well-being.
- More than 90 percent of participants reported that participating in their MTTF programme had impacted positively on their whānau.

Participants who withdrew early from MTTF programmes
- Eight percent of MTTF participants (250) withdrew early. Of these, 56 percent had achieved an employment outcome and 42 percent had achieved a training outcome.

Outcomes achieved by participants who remained in MTTF programmes

Employment outcomes

Four out of five completed participants are in employment

Of the 2,978 MTTF participants (as at 4 September 2024) 75 percent (2,144) were in employment. The employment rate for completed participants (326), that is participants who have completed an MTFF programme, was 81 percent.

Figure 7 shows that almost three quarters (74 percent) of employed participants were in permanent employment (66 percent full-time and 8 percent part-time). Eighteen percent were in fixed term employment (14 percent full-time and 4 percent part-time). Only 8 percent were employed on a casual basis.

Figure 7 - Employed MTTF programme participants by employment type (as at September 2024)
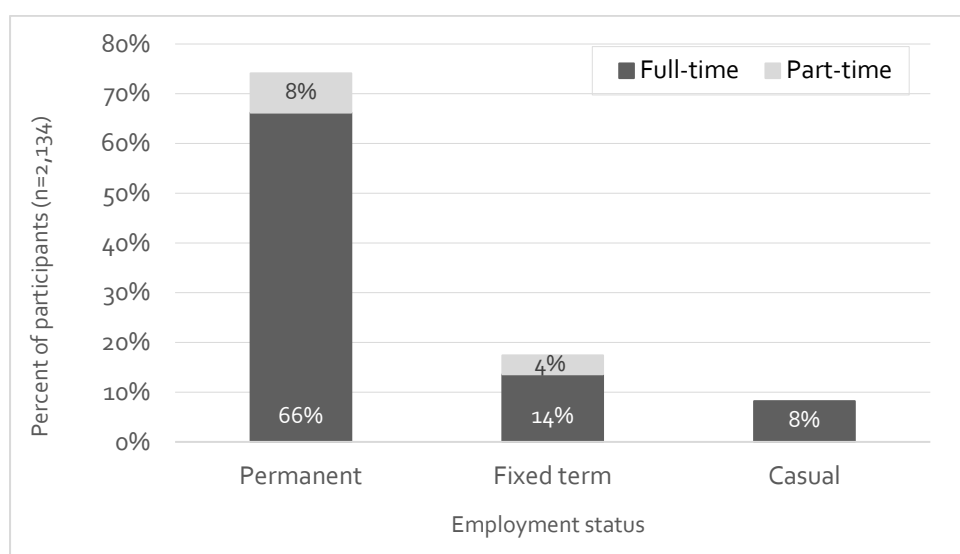
Source: MTTF administrative data, MSD (2024)
Note: This data represents 72 percent of all participants. It excludes 10 participants (0.3%) who were self-employed.

Participants who had previously been employed on a seasonal or casual basis valued the certainty of full-time and permanent work and the benefits of financial security.

> *Before the programme, I was just doing casual work at the wharf… I just wanted full-time work in general. Now I make consistent money every week.*
> – Tane Māori, Construction, Dunedin

Three out of four participants sustained employment for more than 6 months

In the context of the MTTF, sustainable employment is defined as participants being employed for at least 6 months. The sustainable employment rate for MTTF programmes is 73 percent of those who were employed.

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Participants grew in employment-related confidence and self-belief

Evaluation participants expressed confidence in their ability to succeed in their current roles. In addition, most reported that they intended to remain in their current occupation/industry for the medium to long term.

> [I] *Definitely see myself staying here for a while. Especially once I get my tickets* [qualifications].
> – Tane Māori, Construction, Dunedin

> *I've been in the forestry for eight years, but before I started, I was in jail. I started with* [entity] *and then few months after that became supervisor… I've always loved the bush. Left my life in Auckland and moved on to come up here. We moved there for eight years - got 10 kids. It's a big change from being a patched member, to come up to this life. Now we're training all the newcomers. Getting all the tickets* [qualifications] *and that, that's the best part, is just them loving the bush.*
> – Tane Māori, Forestry, Wellington

Survey data affirmed the interview participants' accounts of the impact of their MTTF experience on their employment-related confidence and self-belief. Over 89 percent of survey participants reported feeling: more confident that they had developed the skills to secure a job; more positive about being able to hold a job; more confident in their ability to learn new skills and tasks and more positive about their ability to progress in their career. (Figure 8) Mentors reinforced that confidence is key to a successful training and employment pathway.

> *The confidence is just a really big one. Without confidence… they can't find a pathway because they don't think they're good enough.*
> – Programme mentor, Māori entity, Dunedin

Figure 8 – Impact of MTTF programmes on participants' confidence and self-belief

Source: MTTF Survey data

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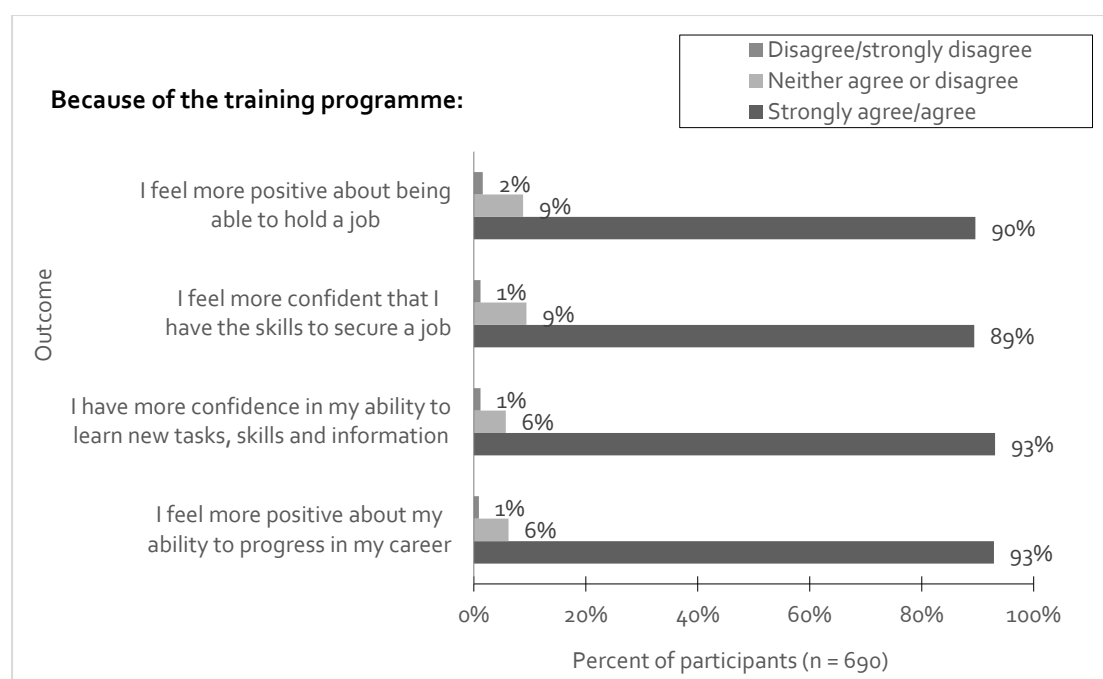
Training outcomes

The provision of employment-based training opportunities is a key component of the design of MTTF programmes. Every participant has an agreed training plan. The content of each plan is captured in the SORT reporting tool and is broken down by: the type of training a participant is engaged in, the training activity; the training level and the start and end date of the training. (Figure 9) Currently administrative statistics on "training outcomes" are defined as a participant's training plan/activities that have been marked as completed. Of the 2,978 participants, 1,504 (53 percent) had achieved at least one training outcome.

Figure 9 – Example of a participant training plan

4 Training items finished

Training type	Training activity	Training level	Start date	End date	Outcome
Pre-employment Training	NZQA Carpentry level 3	Level 3 Certificate	13/03/2023	28/07/2023	Complete
Other Qualification or Certificate	Site safe training	Other licence, certificate, or similar (non-NZQF)	09/05/2023	11/05/2023	Complete
Drivers Licence	Drivers Licence - Full	Drivers Licence	13/03/2023	14/08/2024	Incomplete
Other Qualification or Certificate	First Aid Training	Other licence, certificate, or similar (non-NZQF)	08/05/2023	08/05/2023	Complete

Three out of four completed MTTF participants had achieved a training outcome

The training outcome rate for completed participants (326) was 76%. Training outcomes are currently reported according to the training type. Figure 10 shows that of the 1,504 participants who achieved a training outcome, 63 percent completed pre-employment training, 57 percent had completed employment-specific training and 43 percent had achieved other types of qualifications. Just over one quarter of participants who completed a training outcome (27 percent) attained some form of driver licence while on an MTTF programme.

Figure 10 – MTTF programme participants by training outcomes (as at September 2024)

Source: MTTF administrative data, MSD (2024)
Note: Figures do not add to 100% as some participants received more than one outcome.

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All evaluation participants proudly reported that they had achieved, or were working towards some form of qualification. They gave examples of both generic qualifications (for example driver licenses) as well as industry specific micro-credentials[16] (for example, industry specific Level 3 or 4 qualifications such as SiteSafe and Health and Safety certificates such as forklift licenses) that they had achieved. Many reported having achieved multiple qualifications.

> [First employer] *got me on my licences. They taught me my Class 2, the forklift, and the Dangerous Goods. And then* [second employer] *got me my Wheels, Tracks and Rollers.*
> – Tane Māori, Trainee, Dunedin

> *Car licences - If you're on your full you could go for your Class 2. If you've got your restricted, they'll take you for your defensive driving to get closer to your full. Forklift licence. I think we did Trenches and Confined spaces.*
> – Wahine Māori, Traffic control, Hawke's Bay

For some participants, despite working for many years in a sector, this was the first time they had had the opportunity to gain formal qualifications.

> *Yeah, well for me, I've been in the bush for eight years and they were only just started getting my tickets. When I joined* [entity].
> – Tane Māori (mature), Foresty worker, Te Tai Tokerau

Participants were proud of the qualifications that they had achieved and felt they had strengthened their CVs and enhanced their employability.

> *With all the tickets... now I can go home and get a job without worrying about it, so that's good.*
> – Tane Māori, Trainee, Dunedin

Health, wellbeing and whānau outcomes

Participants' health and well-being improved as a result of their participation in MTTF progammes

Each of the entities that participated in the evaluation, had designed and were delivering programmes in a way the supported the holistic well-being of participants. Examples included: providing kai to ensure that participants were properly nourished during and after work hours; incorporating fitness into the daily routine of participants, connecting participants to after-hours sports activities or helping them sign up to a gym membership and mentors monitoring and checking in on participants mental health well-being.

> *I'm a Māori business owner. I wanted to make sure that they were looked after... In the mornings we would have 30boys in here and we'd feed them before they go to work because we realised that was part of our Health and Safety obligations so that the boys didn't have to worry about food during the day. I wanted to make sure that they were switched on to working during the day... It was all about this pastoral care, looking after them... And after work, making sure that they were fed here before they came to work, before they went out with the crews on the ground to work. So all of that was really valuable to us.*
> – Māori entity, Progamme mentor, Te Tai Tokerau

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16 Part of New Zealand's education and training system, micro-credentials are small, stand-alone awards with set learning outcomes.

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A strong theme from interview participants was that their physical and mental well-being had improved as a result of their MTTF experience. They often attributed these improvements to the support they received from their mentors.

> *…Cause they would always talk about, mental health and stuff too which is nice… just being there with me, you know? Yeah. Because* [mentor] *would always hit me up saying 'You going all good, bro?' and just making sure I was ok.*
> – Tane Māori, Plasterer, Wellington

> *I used to be a real angry kid. And now I feel more calm. I feel like a good person. The matua's* [mentors] *and other people on the academy really helped with that.*
> – Tane Māori, Traffic control, Hawke's Bay

Survey data confirmed this finding with 83 percent of participants either agreeing or strongly agreeing that participating in an MTTF programme had helped them to better manage their health and well-being. (Table 7)

Table 7 - Impact of MTTF programmes on participants' health and well-being

Outcome statement	Strength of agreement with the statement			
	Strongly agree/ agree	Neither agree nor disagree	Disagree/ Strongly disagree	Total
I am better able to manage my health and wellbeing	82.7%	15.4%	1.9%	100%
I am better able to contribute to the health and well-being of my whānau	90.5%	7.8%	1.8%	100%

Source: MTTF Survey data

The positive experience of some participants prompted their whānau members to enrol in MTTF programmes

Being able to provide for whānau and be a positive role model for tamariki was a strong motivator for participants who were parents.

> *I'm going back home to my kids and they're my reason why I'm doing this. I just have to remember my why. So coming into this workforce with* [the iwi] *supporting me has been great.*
> – Wahine Māori, Builder, Wellington

Ninety percent of survey participants felt strongly that their experience had positioned them to be better able to contribute their whānau. For some whānau, one person having a positive experience of an MTTF programme, prompted others to also enrol in a programme.

> *I joined because of her* [sister who was an MTTF participant]. *And because of her, I'm going to be able to live my future.*
> – Tane Māori, Traffic control, Hawke's Bay

> *I came in and saw* [their cousin on MTTF programme]. *I saw what direction he was going in, and I wanted to be in the same boat. I got signed up not long after that.*
> – Tane Māori, Forestry, Auckland

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Future aspirations

MTTF participants were focused on remaining in employment and completing their qualifications. Some had aspirations of being self-employed in the future. All felt proud of the skills, qualifications and work experience that they had gained and positive about their employability in the future.

> *My top goal right now is getting qualified and that's what I'm looking towards at moment but I know there's a lot to learn in the future.*
> – Wahine Maori, Electrician, Wellington

> *My current careers aspiration would probably be to become the best builder I can and to build a house one day for my own family.*
> – Tane Māori, Builder, Wellington

> *Eventually I want to go off on my own and make my own company.*
> – Tane Maori, Electrician, Wellington

Outcomes for participants who withdrew early from MTTF programmes

Since the inception of MTTF, 250 participants (8 percent of all participants) have withdrawn early from MTTF programmes. Of these withdrawn participants, 56 percent had achieved an employment outcome and 42 percent had achieved a training outcome. Entities reported that the main reasons for participants' withdrawing early included: a participant moving away from the region and/or going into alternative employment, a participant not being suited to the employment type or a business closing down or downsizing.[17]

The implications of the findings presented in this section are considered in the concluding section of the report.

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[17] As participants who withdrew early weren't caputured in the sample of evaluation participants, it was not possible to explore participants' perspectives on the reasons for early withdrawal.

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5 Impact of the MTTF programme design features on participants' experience

Overview

Each of the 65 MTTF programmes were unique in that they were tailored to the needs of their communities and to their local employment context. However, all the programmes shared two common design features. Firstly, they were all delivered by Māori entities, using a kaupapa Māori delivery model. Secondly, they all provided mentoring and pastoral care to participants.   This section considers the impact of these key design features on participants' experience of MTTF programmes. It provides insights into the following evaluation questions:

- Does the MTTF contribute to outcomes that are relevant for Māori?
- Were Māori entities able to design and deliver initiatives that were relevant for their communities?

The findings are based on interview data (from 32 participants and 35 entity representatives) and participant survey data (690 respondents).

Key findings – MTTF programme design features

- The design and delivery of kaupapa Māori programmes by Māori entities, resonated strongly with progamme participants. The integration of tikanga and Te Reo into training and employment programmes helped foster participants' connection to Te Ao Māori.
- Each participant was assigned a dedicated mentor. Mentors monitored participants' transition into, and progress within, the workplace. They also supported employers and participants to resolve workplace issues before they escalated. For participants whose employment placement wasn't successful, mentors helped them seek out new employment opportunities.
- Mentors provided participants with intensive, wrap-around pastoral care support that was tailored to their individual needs.
- The range of pastoral care support was broad including, but not limited to, helping participants to: develop life skills, develop positive work habits (such as timeliness and reliability and work ethic), apply for jobs, meet their course work and training requirements.
- Participants highly valued the mentoring and pastoral care support that they received, as well as financial support with work and study related costs. They attributed their success in large part to these programme design features.
- Participants valued working with Māori trainers and being supported by Māori mentors. Those who secured employment with Māori employers valued a workplace that aligned with their own values.
- Overwhelmingly, participants had a positive experience of MTTF programmes.

Kaupapa Māori delivery model

One of the intended outcomes of MTTF programmes was that they would foster participants' connection to Te Ao Māori. Led, governed and delivered by Māori entities, MTTF programmes utilise a kaupapa Māori service delivery model. That is, mātauranga Māori and tikanga Māori underpin how programmes are designed, and programmes are delivered within a Te Ao Māori context, in a way that is culturally appropriate and safe for participants. In addition, staff are cognisant of the value whānau can add in supporting the success of MTTF participants.

Participants valued the kaupapa Māori approach to delivering MTTF programmes

One example of what a kaupapa Māori programme design looked like in practice was an entity that holds a week-long wānanga at a local marae as part of the induction process for their 12-week programme. There participants have the opportunity to whakawhanaungatanga with the trainers and other participants, learn about their whakapapa.

> *We had a different* [trainer] *that day... So we'd go connect with our wairua, connect with and think about those that we lost in the past... And he actually was the one that made us learn about...where we come from. Our whakapapa and all that.*
> – Wahine Māori, Traffic control, Hawke's Bay

Many of the programme staff and mentors were Māori. Some participants reported feeling able to relate to Māori mentors as they felt their mentor could understand their circumstances, or what they were going through. This in turn made them more comfortable and provided an opportunity for better connection and trust with their mentor.

> *I walked into my first electrical class and I was shocked that I was the only brown girl in my class. Yeah, it's just good having the support through* [the programme] *and people who can relate to you.*
> – Wahine Māori, Electrician, Wellington

Many participants who worked for Māori employers found it a positive experience and liked that they shared the same values and worldview.

> *It's just things that you wouldn't get elsewhere, or other people wouldn't understand. Like sometimes tangi can go on for days, but for some Pākehā bosses, they would probably think you only need one day off work. Things like that just really make a difference.*
> – Wahine Māori, Warehouse worker, Auckland

> *I like it here. Because it's more of a family-oriented company, that's what they're like. They're more about doing things for your family and they're understanding of that. They're real big with that and they're pretty flexible when I need to pick up my kids from school or sports.*
> – Tane Māori, Tradesman, Wellington

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Survey results confirm that the kaupapa Māori service delivery model strongly resonated with programme participants. Figure 11 shows that more than 70 percent of survey participants rated the following key features of kaupapa Māori programme delivery as either important or very important training with a tikanga Māori approach;[18] working/ training with other Māori; working with a Māori trainer and being able to work for a Māori employer.

Figure 11- Importance of kaupapa Māori programme design to MTTF programme participants
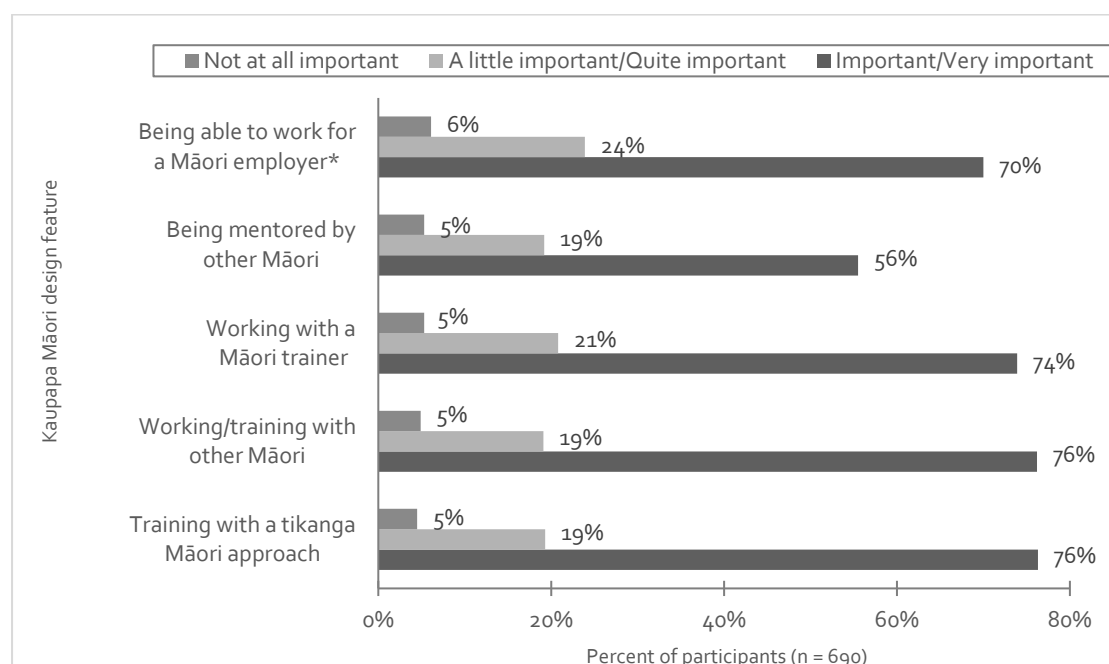
Source: MTTF Survey data
* This figure was based only on participants who had been placed in employment (582 survey respondents)

Further, 55 percent felt it important to have a Māori mentor. The survey results indicate that these kaupapa Māori design features were especially important to wāhine and older participants.[19]

Mentoring and pastoral care

Mentors provided participants with intensive, wrap-around pastoral care support

Each of the 10 entities that participated in the evaluation appointed at least one designated participant mentor. Their role was to ensure participants receive the support they require to succeed in their employment/training programme.

The nature of the pastoral care support was determined by the needs of individual participants. Mentors worked actively to establish trusting and enduring relationships with participants. They engaged regularly, and often face to face, with participants. Whanaungatanga and manaakitanga were central to their practice as mentors and also to the design of MTTF programmes.

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[18] The way in which these tikanga and values were integrated into programmes varied from provider to provider. Common examples included incorporating a tikanga based approach to running their programmes, using Te Reo Māori, karakia and waiata into their daily routine, connecting with the taiao, extending manaaki to manuhiri and catching up over a shared kai.
[19] Refer Appendix I - The MTTF Evaluation Participant Survey Results.

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We do a lot of team bonding. We use whakawhanaungatanga where we let them speak their speak. It's quite an experience. They actually open up quite a lot and we do learn a lot about more of the personal stuff or issues that they're dealing with or coming with…The first week is alright because it's an introduction, whanaungatanga.
– Programme mentor, Māori entity, East Coast

Mentors walk alongside participants throughout their employment/training journey. They provide support from the day the participants enrol in the programme; throughout their training, as they transition into employment and during their employment.

The point of difference of what we do from anyone else, is that we are designed to be able to support the apprentice while they are on their journey from point A to point Z and along every step of the way there.
– Programme mentor, Māori entity, Wellington

The mentoring support they provide to participants includes: focusing on work readiness and life skills, helping them to develop a plan and pathway to sustainable employment, helping to address barriers or issues external to their training/employment, and supporting participants in their employment/training programmes. The extract below highlights an example of how a participant was supported from casual employment, through work experience, with a pathway for formal training that will staircase them into employment that they aspired to.

Before the academy, I was… working at McDonald's … Now the plan is, I work here till July. Then they've set up that I go to EIT for 10 months through my Level 3 mechanical skills. And through this, I can get to the army.
– Tane Māori, Traffic control, Hawke's Bay

Mentors support participants to develop life skills to secure and sustain employment

We heard from entities that many participants had complex needs and required pastoral care support to develop the life skills required to be able to secure and retain employment. The types of life skills included things like appearance, attendance, attitude, character, communication, co-operation, organisational skills, productivity, respect, and teamwork. In practice, mentors were flexible and agile in the way that they provided support to participants. They tailored the pastoral care they provided to the needs of individual participants.

[He taught me] *just the things that jobs look for really. Like they look for someone who's going to show up on time, who communicates well, who's disciplined, they're motivated…The things he was trying to get me to do… like showing up early that that was hard for me. I couldn't even like get up in the morning…Even communicating… He just said, 'Be yourself, be polite and communicate properly and clearly when you talk with them'.*
– Tane Māori, Trainee, Hamilton

[The pastoral care initially involves] *a lot of hand holding, and you know that's not… a bad thing. A lot of participants are needing that type of support, where the providers are ringing them at 5:30 in the morning, to be up and ready by 6 to get picked up for work… Things like picking them up for work and dropping them off until they get their drivers licence or until they make enough money to get a reliable vehicle.*
– Key informant, Ministry for Social Development

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Mentors recognised the importance of whānau in supporting the success of participants

In addition to working directly with participants, we heard that mentors also engaged with whānau, to help solve challenges that participants were facing. There were a number of examples of mentors taking a whānau centred approach when supporting the success of participants.

> *Before a participant comes into the programme,* [the entity] *bring in the whole whānau and talk about…what the programme is about and the support that they provide.* [They say] '*But this is in partnership, with you as the whānau. Not only is it with* [the participant], *but it's with your Nan, your mum, your Koro your, your Dad'* … *Then at any point* [on the programme] *where the tauira may slip off, or not turn up, they go directly to the whānau and say 'Hey, your moko hasn't turned up for work; hasn't answered his phone. Can you follow up?... Then the next day the participant turns up to work because Nan…gave him a growling* [laughs].
> – Key informant, Ministry for Social Development

> *We are able to get into the homes of our apprentice who may be struggling but is too embarrassed to ask for help. So they end up slipping through the cracks for a lot of other organisations - they just let them go. We make sure that they don't fall through those cracks. We give them the encouragement and support that they're gonna need.*
> – Programme mentor, Māori entity, Wellington

We also heard examples of entities connecting participants and/or their whānau to broader social services provided either by the MTTF entity, or by other organisations. This had flow on effects for participants being able to succeed in their training and/or employment.

> *…Someone says, or 'This person's got issues going on at home, their house has got broken windows, do they fit the criteria for any of our other programmes?' So it's creating that holistic approach with whānau here.*
> – Programme manager/mentor, Māori entity, Te Waipounamu

Mentors closely monitored participant progress as they transition into the employment

We heard that mentors provide strong support to participants when they apply for jobs – for example, helping them with their CVs and prepping them for the interview process, through to following up with them about how the interview went.

> *When our whānau go for interviews, they* [always] *get a phone call straight afterwards to debrief. Because we need to know what went well for them, what did not go well, what we need to work on and then also reiterate that it's okay.*
> – Programme manager/mentor, Māori entity, Te Waipounamu

Mentors also monitor how participants are transitioning into their training and employment, and if they need any additional support.

> *…I will physically drive out, knock on the door and say, 'Hey I know you're in there'.* [laughing] *A lot of the time, some of the boys do fall off after the ten weeks… They do really, really good and we create really good habits within those ten weeks. Then after those ten weeks, they sort of start falling off a little bit. But what I do is I'll just ring them or go and visit them personally just to see how they're doing.*
> – Programme mentor, Maori entity, Waikato

Programme managers and mentors often spoke of the strong pressure that participants felt when embarking on formal training and employment, and that sometimes this took a toll on their mental wellbeing. Mentors saw it as their role to recognise if participants were feeling pressured. They then worked with them to develop coping strategies and, where possible, formulate solutions or strategies to help them deal with the issues they were facing.

> *For me, I think it's the pressure. As an apprentice or as an intern, you've got apprenticeship fees, deadlines, timelines, families to look after, your block courses which take up time outside of work hours. So, it's the book work that you have to do at nigh ttime. You've got to find time to do that. So, all those pressures…*
> – Programme mentor, Māori entity, Wellington

> *When I first started my apprenticeship I was having to do unpaid work experience. Not getting paid was a tough time trying to provide for the family. I was doing Deliver Easy at the time so I was just getting the bare minimum – enough to get nappies. My partner told me there was some help I could get from the iwi, through* [the programme]. *I went along to the office and they helped me sign myself up and get involved.*
> – Tane Māori (mature), Electrician, Wellington

Mentors supported employers and participants to resolve workplace issues before they escalated

Most employers who take on MTTF participants are also committed to the vision of Māori Trade Training. They take on participants knowing that they will require significant investment (often over and above the support provided through the MTTF) to develop, support and train the participants to a level that they are productive in the workplace. For one entity for example, many of its participants were third generation beneficiaries and this was their first ever employment experience and training development opportunity.

Entities, and in turn mentors, have strong relationships with employers that take on MTTF participants.

> *Where we have been successful in helping them* [two local employers] *is in understanding what their needs were. That they want to do something good for our community. They want to use local iwi when they can. You'll get great value out of it when you're giving opportunities to young people, or anybody, that's wanting to make a change in their lives. And that's what they've been able to do.*
> – Programme mentor, Māori entity, Wellington

Employers spoke positively of their relationships with MTTF entities and the support and pastoral care mentors provide to participants.

> *Working with the programme, they offer a lot of support. They offer pastoral care. They assist them with tooling. That's a big thing 'cause it helps them to take ownership of those things as when it doesn't belong to you, the onus is not necessarily there for you to take good care them. But that's been a massive thing for us – seeing them progress.*
> – Employer, Wellington

> *We get to work with our family. We know that iwi have our best interests at heart. We love the fact that our apprentices feel comfortable. They know who they are talking to when they get a call* [from their mentor] *which is important to us. We really love the service that they* [programme staff] *provide.*
> – Employer, Wellington

We heard that on occasions, either employers or participants themselves would seek support from mentors if they were experiencing challenges in the workplace. Sometimes this could be relationship issues between peers or managers, or it could relate to employer concerns about to participant performance (including external factors that were impeding their ability to sustain employment). We heard of examples where mentors were able to mediate issues between participants and employers, in order to get the participant back on track.

> *They might just need to sit down and have a coffee or lunch – get off their chest the things* [challenges] *that they are having so that we can go and talk with their employer about some of the problems that they are having, so we can mediate with them and for them.*
> – Programme mentor, Māori entity, Wellington

In some cases where participants were released from their contract, mentors worked alongside them and actively supported them into other employment opportunities. In one example it took eight months but with the support of their mentor, the participant was able to secure and sustain alternative employment.

Many mentors stayed connected with participants once they had completed the programme

A number of evaluation participants indicated that mentors and/or representatives of the entity had stayed connected with them once they had completed the programme. Eighty percent of survey participants who had completed their programme indicated their mentor still kept in touch with them.

> *One of the boys that we had last year, he was on our first intake and he only just got a job in Feb just gone... I stayed with him right through. I caught up with him on a weekly basis because he needed a bit more awhi. But he got there in the end. He rang me and he goes 'Bro, you cracked me a job'. And I went like 'Hey brother for ten months... we're amongst it bro'.... So like that was a win for me, as well as a win for him.*
> – Programme mentor, Māori entity, Waikato

Participants valued the mentoring and pastoral care support

Inteview participants reported feeling well supported by their mentors. They appreciated the genuine relationships that they developed with their mentor and appreciated the wide variety of ways that mentors supported them.

> *And they're just checking up on us and that made it more comfortable because we're like family.*
> – Tane Māori, Tradesman, Wellington

> *He didn't shut down your feelings. He connected with you. He was dealing with things that I dealt with so I could always go to him... He did that with everyone though. He never shot anyone down. And no matter what, they were always supportive.*
> – Wahine Māori, Traffic control, Hawke's Bay

> *They came in and... we looked at all my book work and stuff and he said, 'If you need any help with it, you know just let us know or if you're struggling with any work. Let us know what tools or anything you need'. And then... meet up again a couple of months later. They bring you a feed and have a good catch up. Just make sure everything's good.*
> – Tane Māori, Builder, Wellington

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They helped us get our tools, wet weathers, and they offer to help us with our bookwork if we needed it, which is cool.
–   Tane Māori, Electrician, Porirua

I enjoy the support and them being able to help me when I need it in my apprenticeship.
–   Tane Māori, Builder, Wellington

Learning support for participants

Mentors provided strong support for participants who struggled with literacy and course work

Mentors and programme managers reported that many participants had low levels of literacy and/or a lack of confidence in their ability to complete the written theory components of their training. They identified this as a key barrier to the success of participants.

The biggest challenges that I've seen…is the paperwork. Most of my kids [participants]…*really struggle with the paperwork. Not all of them, but the majority that I've seen over the last year have been with written theory. They like getting out there with learning on the hands, getting on the tools, getting busy.*
–   Programme manager/mentor, Māori entity, Te Wai Pounamu

Mentors closely monitored participants' progress with their course work. If they identified that a participant was struggling or falling behind, they would often sit them and support them with their assessments. If the participant needed more intensive literacy support – the mentor would liaise with the appropriate ITO or connect the participant with a tutor.

Evaluation participants confirmed that they found written theory stressful and that it could be a barrier to their success. They appreciated it when mentors helped them directly with their assessments or arranged other study support for them.

My [biggest challenge] *is probably bookwork. Because I'm not sharp on the paper yet. So I hit* [the mentor] *up and ask him questions and he'll break it down, 'This is what you need to do, this is what* [the assessor] *wants from you.'*
–   Tane Māori, Plasterer, Wellington

The most enjoyable part is the extra hand that they've given me, providing me with tools… They make it a lot easier. The biggest challenge I've faced with my apprenticeship is studying. They got me some tutors to help me get through my assessments.
–   Tane Māori, Electrician, Wellington

Support for training and employment-related costs

As part of the MTTF contracts, entities are allocated an amount of funding to support participants in need with training and employment-related costs. We heard that in practice, financial support was allocated mostly to assist with the costs related to work clothing and equipment (such as work tools).

The support we are able to give the apprentices alleviates the stress of the costs of their journey. Their tools, their course fees.
–   Programme mentor, Māori entity, Wellington

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Participants felt that support with training and employment related costs was critical to their success

Evaluation participants who received financial support with training and course related costs, valued it highly. Many indicated that it had been the key to them achieving successful employment outcomes.

> *At the start of my apprenticeship, I didn't have any tools and wasn't able to do any work. But through* [the programme] *I was able to gain some tools and carry on my apprenticehsip.*
> – Tane Māori, Electrical, Wellington

> *I've been a drainlayer my whole life.* [By providing support with training costs, the programme] *is helping me achieve another qualification on getting a ticket in waterworks. I've got five children and a mortgage, so it was quite stressful to come up with that money.*
> – Tane Māori (mature), Drainlayer, Wellington

> *The help with tools its saves me heaps of money. There's quite a lot of expensive stuff that comes with being a sparky.*
> – Tane Māori, Electrician, Wellington

Quality of participant experience of MTTF programmes

Participants were satisfied with their experience of MTTF programmes

Overwhelmingly, survey participants had a positive experience of MTTF programmes. Table 8 shows that 90 percent of current and completed participants were either satisfied, or very satisfied, with their training programme.

Table 8 – Participants' satisfaction with MTTF programmes

Level of satisfaction	Current participants	Completed participants
Satisfied/Very satisfied	89.9%	90.7%
Neutral	7.4%	5.3%
Dissatisfied/Very dissatisfied	2.8%	4.0%

Source: MTTF Survey data

The implications of the findings presented in this section are considered in the concluding section of the report.

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6 Partnership approach to commissioning: Strengths and learnings

Overview

The policy intent for the MTTF is that it would support tailored, community-led initiatives through partnership between Māori and the Crown that empower by Māori, for-Māori employment and training solutions. This section explores the following key evaluation questions:

- What did a partnership approach to MTTF commissioning look like in practice?
- What were the strengths of the partnership approach? What were the learnings?

The findings are based on qualitative data gathered through key informants (6) and entity representatives (35).

Key findings – Partnership approach to commissioning

The way in which MSD administered the MTTF:

- recognised the ability of Māori entities to design local solutions to local issues
- fostered strong contractual relationships between MSD and the entities that delivered MTTF programmes
- enabled the design of Māori-led programmes that were tailored to the needs of participants and relevant to their communities

Feedback from some entities was that:

- the transition of the MTTF from MBIE to MSD created challenges for the delivery of their programmes
- there is room for MSD to streamline the timeliness of procurement and contracting processes
- they were seeking long-term investment to address the employment and training needs of their communities.

A framework to guide the assessment of partnership commissioning

MSD has two key strategies that set out how it aspires to partner with Māori and social service providers for greater impact - Te Pae Tata - MSD's Māori Strategy and Action Plan (MSD, 2019) and Relational Commissioning (MSD,2020).[20] The evaluators developed a framework that drew on partnership principles in these strategies to consider the extent to which MSD partnered with Māori for greater impact in the administration of the MTTF. Taken together, the two strategies identify what partnership looks like (from MSD's perspective) across four key functions – procurement, design and delivery, funder-entity relationship and funding and administration of contracts. The

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[20] One of the key strategic shifts set out in Te Pae Tata is Kotahitanga, which emphasises partnering with Māori for greater impact.

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section below considers the extent to which MSD has taken a partnership approach to administering the MTTF across these four functions.

The MTTF commissioning approach

Commissioning expectations

At a high level, relational commissioning emphasises the need for MSD to support initiatives that are community-led. Similarly, Te Pae Tata identifies funding services in a way that recognises the ability for communities to successfully design local solutions to local issues, as a strategy to improve Māori outcomes.

The MTTF commissioning approach recognised and valued the ability of Māori to design local solutions to local issues

The MTTF commissioning approach focused on the intended outcome the Government was seeking to achieve, that is, improving employment outcomes for Māori. Rather than prescribe how this should be achieved, the approach invited Māori entities to design, develop and deliver employment and training programmes tailored for their communities' needs and their local employment context.

This approach resulted in proposals from a range of entities (for example, iwi organisations, training providers and employers) that set out the needs of potential participants from their communities and demonstrated how they intended to improve employment outcomes within their local employment context. The entities who participated in the evaluation welcomed the opportunity to develop tailored solutions to the challenges their communities were experiencing and the social conditions and challenges within their communities.

> *The name* [Māori Trade Training] *doesn't do it justice. It could actually be a significant game changer to redeploy, reemploy and retrain a vast majority of New Zealand if there's understanding that there's uniqueness in all communities. And in fact… who knows the community best other than the community and the iwi.*
> – Programme manager, Māori entity, Bay of Plenty

Key informants considered the ability of the MTTF to support Māori led solutions, tailored to the local level needs and context of their communities to be a key success factor of the fund.

> *Definitely a 'for Māori, by Māori approach'. Giving the provider the ability to design a programme that fits their community. Each community is different in their own way… We don't know what Tai Tokerau need. We don't know what Waikato need. We may think they all need the same thing, but they actually don't. There's different industries that are thriving in each of those regions. The beauty of it is that they're building these programmes to suit the communities and align with the industry growth that's happening within those regions.*
> – Key Informant, Ministry of Social Development

In addition, MSD identified that a positive outcome of this commissioning approach was that it enabled them to invest in innovative solutions that may not have been previously considered by Government.

> *It is aimed at Māori to develop programmes to be delivered by Māori, for Māori* [including] *long-term pastoral care, upskilling and wage subsidy if needed… But also, to try to pilot things, you know, try things that weren't being done.*
> – Key Informant, Ministry of Social Development

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Another strength that MSD saw in this procurement approach, is that the Expression of Interest (EOI) process connected them to a number of Māori entities that they may not have engaged with previously. This approach created an opportunity for smaller, less-known entities who were often unsuccessful in general funding bids to apply.

> *It was good that in many cases, there are now good relationships developed with Māori groups that we weren't working with before.*
> – Key informant, Ministry of Social Development

It is concluded that the approach that MBIE and MSD have taken to commissioning aligns with the intent of relational commissioning and Te Pae Tata. That is, the approach is based on the assumption that Māori know best what works for Māori, and enables local level, Māori led progammes to improve employment outcomes.

The MTTF relationship management approach

Outcome expectations

Relational commissioning emphasises the importance of Government's funding agencies, developing strong partnerships with service providers. Te Pae Tata identifies the need to: form genuine partnerships and relationships with Māori; engage genuinely with Māori on matters that affect Māori; understand that Māori know what works best for Māori and support Māori to do things for themselves.

The MTTF team were committed to building strong relationships with entities

During its first two years of operation, MBIE aspired to work in partnership with Māori entities and this approach was maintained when the MTTF was transferred to MSD.

> [The MTTF commissioning process] *was attempting to take more of a relational approach. That's an approach that we brought with us when we came over from MBIE.*
> – Key Informant, Ministry of Social Development

In practice, senior regional advisors (Service Delivery Team) take the lead in establishing, building and maintaining relationships with the entities. This is done in collaboration with MSD's regional advisors. Senior regional advisors work alongside entities to understand community needs and entities' proposed solutions. This was especially important if proposals are at a formative stage. The aim is to establish a trusting relationship that provides a solid platform for commissioning and the on-going management of contracts.

> *We can build it from just having a kōrero and then we can work through all the phases of working with our providers on what a programme looks like to budget, to contracting, to implementation... Then from there, once everything's all done, just that whanaungatanga and relationship management and just touching base and really just engaging with our providers.*
> – Key Informant, Ministry of Social Development

Most entities who participated in the evaluation valued having dedicated senior regional advisors to support them. They reported that from the outset, their senior regional advisor communicated openly and honestly with them; kept them informed of progress being made with their applications; and worked with them to resolve issues as they arose over the course of contracts.

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I find them very supportive. I find that I can phone or email …and ask her a question…She might not respond straight away because I know she's got to go off and have a look at the contract and get approval elsewhere too. But within a timeframe of 24 hours, I have a response.
  – Programme administrator, Māori entity, Te Tai Tokerau

I think the real element is flexibility and being able to sit, wānanga with them. You know if something's not happening, if the design is not how it should be because we're now at delivery, there's flexibility to do that [adapt it]. *As long as we're both transparent and open with all our comms. So I think that might be one of the key* [success] *elements with this one.*
  – Key Informant, Ministry of Social Development

A key learning from the MTTF has been that a partnership approach to commissioning (including relationship building) takes time, especially if the relationship between the agency and the entity is a new one. We heard that there is a balance to be struck between MSD investing time in building relationships and enabling entities to progress the delivery of their programmes in a timely way.

If it's all about partnership (and clearly that is the way that I want to work with my organisations) and developing that relationship and building…trust between the group and the senior regional advisors here does take time. I think in some cases that can lead to a sense of things not moving… So, I think there were definitely frustrations at different times about the length of time the process could take.
  – Key Informant, Ministry of Social Development

At an operational level, MBIE and MSDs approach to relationship management aligned with the principles of relational commissioning and the expectations of Te Pae Tata. It was evident that senior regional advisors were committed to forming strong relationships and genuine partnerships with entities and supporting them to deliver successful programmes. Feedback from entities was that they felt they had constructive and supportive working relationships with the senior regional advisors.

Design and delivery of MTTF programmes

Outcome expectations

In relation to programme design and delivery, relational commissioning emphasises the need for client and whānau centred[21] innovations. Consistent with this principle, Te Pae Tata stress the importance of MSD supporting Māori to lead the design and delivery of services for Māori, with Māori.

MTTF programmes are designed by Māori entities and delivered in a way that is relevant for their communities

In practice, MTTF entities led the design and delivery o f their programmes. All entities reflected that having strong connections to their community, helped them to design and deliver initiatives that were relevant and specific to the needs and aspirations of their communities. Iwi organisations

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[21] The term 'whānau-centred approach' has been used by Māori providers to refer to a culturally grounded, holistic approach focused on improving the wellbeing of whānau as a group, as well as the individuals within the whānau. (Te Puni Kōkiri, 2015)

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noted the benefits of being able to design programmes that align with their wider iwi workforce vision and strategy.

> *The benefit of having that iwi strategy is around that whole inclusive mindset of developing and growing our iwi to be successful in what we define as success… not what everyone is telling us.*
> – Programme manager, Māori entity, Bay of Plenty

All entities were knowledgeable about the economic context of their regions and had strong working relationships with employers of MTTF participants. The programmes they designed were strongly aligned with the employment opportunities within regions, as well as the expectations of local employers.

Entities were also able to set realistic expectations with MSD of the outcomes to be achieved by participants, based on where their participants were starting from in relation to formal training and work experience. For example, in a community where inter-generational unemployment was high and work opportunities were limited, the entity was careful to support participants to progress at a pace that was realistic and sustainable for them.

> *We've designed the training plan to suit them, because some of them don't want to go to Level 4 and some of them can't go to Level 4. Just because that next ramp up in qualifications is quite steep for us. But we've still got 25 students currently doing Level four. And you know, we just feel amazing - I was really happy to have one.*
> – Programme manager, Māori entity, Bay of Plenty

Funding and administration of contracts

Outcome expectations

In relation to funding and administration of contracts, relational commissioning emphasises simplified contracting and procurement processes, more sustainable funding models and longer-term contracts.

Delays in the transition of the MTTF from MBIE to MSD created frustrations for some entities

Of the entities that participated in the evaluation, four were awarded contracts when the MTTF was under the administration of MBIE. Two of these entities were frustrated by the time taken to transition the MTTF from MBIE to MSD. For one entity, the lengthy transition led to a long delay in their proposal being approved. They were frustrated that as a result of the delays they weren't able to capitalise on employment opportunities suitable for their upcoming participants. These challenges were further exacerbated by the lack of continuity of MTTF staff during the transition period.

> *The beginning of it was a nightmare – it was with MBIE at the time. We worked hard in getting a proposal to them and it took months and months and months to actually get something off the ground. In the meantime, we had employment available. We could have started those people on the projects…* [It took] *fourteen months to actually get from our proposal being submitted, to actually getting some sort of an answer from Wellington. That in itself was a really hard process. And then the staffing chopped and changed a lot, so it went from MBIE to MSD… We had one group that came up and visited and then next thing, none of them were working for the group. So, they changed the whole group again.*
> – Progamme administrator, Māori entity, Te Tai Tokerau

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Another entity reported that the transition led to delays in contractual payments which created financial pressures for their operations.

> *The biggest challenge was the transition...We knew what we were doing, but what we didn't know what was going to happen was the transition...We had...maybe 50-60 interns in the swing of things. We couldn't stop...we didn't get paid for 6 months for work that we were doing because of the transition... It was a financial pressure because we still had staff to pay.*
> – Programme administrator, Māori entity, Wellington

Another entity, contracted in 2023, also reported that the delay between submitting their proposal and having it approved resulted missed employment opportunities in their community.

> *We put a heavy focus on energy* [sector] *because at that time* [Company] *were doing massive recruitment and they said, 'We're going to need linesmen.' So we put a heavy focus on that area but by the time the contract was approved, that was no longer a requirement for training and development - the positions had been taken. It took us 18 months to get our contract through.*
> – Progamme manager, Māori entity, Te Tai Tokerau

MSD acknowledge the impact of the delays during the transition and are seeking to further streamline funding processes

MSD reported that the transition of the MTTF to MSD required the recruitment of a new service delivery team and acknowledge that this lead to some delays in processing MTTF proposals and contracts. MSD acknowledges the the impact of these delays on enities and report that they are seeking to further streamline the timeliness of funding and administrative processes moving forward.

> *I also think, just in terms of our processes, we could be a lot sharper and speedier in our processes and what we do on our end so that entities are able to deliver the.*
> – Key Informant, Ministry of Social Development

Entities considered being able to negotiate funding based on the unique needs of their communities to be a success factor of the MTTF

The budget approval process involved entities and senior regional advisors working together to consider the proposed programme costs (taking into account the local context) and to agree budgets. This approach was in keeping with a partnership approach to procurement and was identified by some entities as a key success factor for the MTTF.

> *Because we've worked with all of those spaces. National Office contracts, additional partnerships, digital contracts and stuff like that. So, we're used to that old regime, and it is very structured – rigid. Your funding formulas are 'You get paid for this', it belongs in that little bit there. So, we're used to that. So, coming into a fund where you didn't have that rigid sort of structure that was refreshing and that's really, I think a success factor.*
> – Programme manager, Māori entity, Wellington

Entities affirmed the value of multi-year contracts but were seeking long-term investment in their communities

The design of the MTTF allows for the delivery of programmes over multiple years. MSD advised that most contracts were established with a two-year term. Entities affirmed the value of multi-year contracts. However, they also noted that the short-term funding of programmes and services makes it difficult for them to sustain services that meet the needs of their communities.

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A key intended outcome of the MTTF was that it would support Māori entities to grow their capacity to deliver employment-based training programmes. Some entities expressed frustration that once the term of the MTTF is complete, they risk losing the capacity that they have built to deliver these programmes (such as mentoring and pastoral care capacity). Yet there remains significant unmet need for these types of programmes in their communities.

> *There needs to be high trust multi-year contracts around all of that. The same for this one as well. You know we appreciate the fact that we have had a three-year contract, but you just get in the swing of it and then things start to change.*
> – Programme director, Māori entity, Te Waipounamu

A strength of the funding and administrative approach to the MTTF was the ability of MSD to negotiate funding according to proposals that were tailored for local level needs (as opposed to applying a standard funding formula). Further work is required in relation to contracting and procurement processes to ensure that they are simplified and timely.

The implications of the findings presented in this section are considered in the concluding section of the report.

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7 Financial considerations

Overview

This section explores the following key evaluation questions:

- Was funding to entities sufficient to support them to implement their initiatives and achieve the desired outcomes for participants?
- What are stakeholders' perceptions of how well resources are used, and what potential there is for improving value for money?
- Are there opportunities to improve outcomes with additional funding?

The findings are based on qualitative data gathered through key informants (6) and entity representatives (35).

Key findings – Financial considerations

- The level of investment per MTTF participant has reduced over time.
- Stakeholders perceive that the outcomes achieved by MTTF participants represent value for money.
- Māori entities have the capacity to increase the provision of employment-based training opportunities.

Programme funding

The level of investment per MTTF participant has reduced over time

MTTF contracts are negotiated based on a case-by-case basis. MTTF funding typically provides for the following programme costs: project, employment placement, pastoral care, training and for some entities, wage subsidy costs.[22] Entities are able to exercise a level of discretion as to how they allocate funding, depending on the needs of individual participants.

MSD officials advised that as the MTTF has been rolled out, it has become clearer to MSD and entities about the actual costs of providing these types of programmes in different localities and where efficiencies can be gained.   Table 9 shows that the investment per MTTF participant (excluding wage subsidies) has declined over the four years that the MTTF has been in operation from $19,116 in 2020/21 to $10,510 in 2023/24.

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[22]   Some MTTF contracts provide for a wage subsidy to employers. In these cases, employers claim back the wage subsidy from providers (who receive the wage subsidy funding via their contract).

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Table 9 -Average cost per MTTF .participant cost 2020/21 to 2023/24*

Year	Number of providers	Average cost per participant (including wage subsidies)	Average cost per participant (excluding wage subsidies)
2020/21	4	$33,898	$19,116
2021/22	7	$35,095	$18,848
2022/23	41	$17,874	$15,466
2023/24	1	-	$10,510

Source: MSD administrative data
* Excludes data for completed, terminated and expired contracts
- The 2023/24 contract did not include wage subsidies.

All evaluation entities were motivated to use the funding they received to do the very best by the participants and ensure their needs were met.

> *It's never, ever enough money but you know that's not our focus. The focus is on them. So, we just make do. You know, you'd always improve stuff if you had more money that's for sure.*
> – Māori Entity, Te Tai Tokerau

> *I mean without it we wouldn't be able to do what we do. So we have enough to cater to our needs and the needs of our rangatahi that come through. Not much less, not much more so you know we make do, and we can make it work.*
> – Māori Entity, Bay of Plenty

Some entities considered that funding was not sufficient in the sense that their actual costs in the delivering the programme fell short of their allocated funding. This was true particularly in relation to pastoral care costs. Some considered that complexity of needs of some participants and communities required further investment and funding. Others identified that funding hadn't kept pace with the increased costs of delivering the programme over time.

> *It gets harder and harder because the programme, when you cost it up and we put our bid in, it was nearly three years ago now....The cost of living has gone up in the last three years, but you've got to make do with the money you've forecasted at that point.*
> – Māori Entity, Te Waipounamu

Stakeholder perceptions of value for money

MSD stakeholders perceived that MTTF resources were used well

MSD stakeholders perceived that at an individual contract level, entities used the funding well. MSD reported that they negotiated with some entities who were able to meet their targets within budget, to vary their contracts to increase their participant numbers. Conversely, if entities were not able to reach their target numbers, MSD negotiated to vary their contract so that unspent funds could be re-allocated to other entities to increase their numbers.

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When asked to consider whether the outcomes achieved through the MTTF represented value for money, key informants identified five key considerations:

- the challenging and complex social and personal circumstances of the participant target group

- the relatively low educational attainment and limited skilled work experience of the participant target group

- the complex circumstances faced by some communities, such as high levels of economic deprivation, high inter-generational unemployment and limited training and employment opportunities

- the low withdrawal rate from MTTF programmes, the strong employment rate and the number of pariticipants who sustained employment

- the growth in employment related self-belief and confidence recorded by participants.

Key informants and entity representatives perceived, when taking into account the considerations listed above, that the outcomes achieved by MTTF participants represent value for money.

> *They come with nothing and they're going to alternative employment with qualifications, with life skills that they've never had before. They're suddenly out there doing things. So that's the value for money.*
> – Progamme manager, Māori entity, Te Tai Tokerau

> *From my perspective…they're getting a qualification, but it's the other stuff… Is it improving their family situation and it's improving their well-being and other sorts of things. That's the holistic stuff. More than just are they employed for six months, nine months…it's the whole package.*
> – Key informant, Ministry for Social Development

Some key informants identified the potential to evolve the procurement approach to target specific regions/communities that experience the poorest employment outcomes.

Opportunities to improve outcomes with additional funding

There is capacity within Māori communities to additional employment-based training opportunities

To date, the MTTF has been oversubscribed. At the time the MTTF was closed, there were 62 proposals in the pipeline. MSD officials estimated that 10-15 of those proposals were of a standard that could have been readily implemented. This indicates that capacity exists amongst Māori entities, that have not previously been supported through the MTTF, to increase the volume of employment-based training opportunities available to low-skilled Māori seeking employment.

Most entities considered that more participant places could be provided with more funding. Of the entities currently providing programmes, some felt well positioned to scale up their programmes to increase the volume of participants in employment-based training. Some entities reflected that based on their current experience, they could produce a higher volume of outcomes, using a different programme design.

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Yes we could always do with more budget. We could do fabulous things. If I were to do this again I'd probably...bring them in as trainees and try and get them placed into different jobs [with other employers] *as opposed to being the employer...then we could try and get a lot more people through a programme.*

– Programme manager, Māori entity, Bay of Plenty

One entity indicated that it would not be feasible to increase the volume of participants they were supporting due to the complex needs of their participants and the challenges they face in recruiting staff with the necessary skills and experience necessary to deliver their programme.

The implications of the findings presented in this section are considered in the concluding section of the report.

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8 Conclusions and recommendations

Overview

This section draws conclusions about the performance of the MTTF and the effectiveness of the design and delivery of MTTF programmes based on the outcomes achieved by participants. It then considers the extent to which MSD has implemented a partnership approach to administerin the MTTF and summarises stakeholder feedback on financial aspects of the MTTF. Finally, it makes recommendations as to how the MTTF could be strengthened in the future.

Conclusions

Performance of MTTF programmes

It is concluded that MTTF programmes have: catered to the intended target group; have been designed in a way that meets the needs and preferences of participants and have either met or exceeded agreed MSD's performance expectations for participant employment and training outcomes. The results and evidence against agreed performance standards for the MTTF are presented below. The expectations were drawn from the MTTF policy settings and intervention logic. The rating scale was informed by engagement with MSDs Service Delivery and Evaluation teams during the sensemaking workshops. (Appendix G)

Table 10 shows that the MTTF has ***exceeded the MTTF target group expectations*** set out in Appendix G. The MTTF target group was job seekers and low-skilled workers. The programme data demonstrates that as a cohort, prior to joining an MTTF programme participants were low skilled and not well-positioned to secure skilled and sustainable employment.

Table 10 - Performance of the MTTF against the design and delivery expectations

Key design features	Design and delivery expectations	Programme data	Qualitative data	Survey data	Rating against expectations
MTTF target group	Programmes target job seekers and low skilled workers	✓	✓	✓	**Exceeded**
Design and Delivery of MTTF programmes	Programmes delivered using a Kaupapa Māori model	NA	✓	✓	**Exceeded**
	Programmes include pastoral care that is delivered in a way that is relevant for Māori	NA	✓	✓	**Exceeded**
	Participants are retained on programmes	✓	-	-	**Exceeded**

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Policy settings required that MTTF programmes would be delivered using a kaupapa Māori delivery model, and that participants would have access to mentoring and pastoral care to support their transition into employment-based training and their retention and success in the workplace.

There was strong evidence that MTTF programmes were delivered using a kaupapa Māori delivery model. This culturally specific delivery model resonated strongly with participants who felt comfortable and culturally safe within the programme contexts. It was evident that these conditions fostered participants' connection to Te Ao Māori, a key intended outcome of the MTTF.

The was also strong evidence that MTTF participants received intensive mentoring and pastoral care support. This was tailored to the needs of individual participants and was provided along the pathway from pre-employment to employment. Participants were supported to overcome challenges external to the workplace that were impacting on their employment and training, as well as challenges within the workplace and with study and course work.

In sum, the culturally specific programme design and delivery of programmes supported active engagement by, and retention of participants. The intensive mentoring and pastoral care approach was key to the employment, training and other outcomes achieved by participants. Participants were overwhelmingly satisfied with their experience of MTTF programmes and this was strongly associated with the key design features of MTTF programmes. ***It is concluded that the MTTF exceeded expectations in relation to the design and delivery of MTTF programmes.***

The intent of the MTTF was to invest in programmes that supported Māori job seekers and low skilled workers into skilled and sustainable employment. Table 11 shows that the intended outcomes were met for:

- *employment* - with 80 percent of completed participants securing employment
- *sustained employment* - with 73% of employed participants remaining in employment for 6 months or more
- *training* - with 76 of completed parcipants achieving a training outcomes.

The retention rate for participants exceeded expectations at (92 percent).

Table 11 - Performance of the MTTF against outcomes intended employment and training outcomes*

Key features of the MTTF	Intended outcome expectations (derived from policy intent and intervention logic)	Outcome achieved	Rating against intended outcomes*
Employment outcomes	Participants are in employment	80% completed participants are in employment	**Met**
	Programmes focus on ensuring sustainable paid employment	73% participants remained in employment after 6 months	**Met**
Training outcomes	Participants gain employment-focused skills and knowledge	76% completed participants achieved a training outcome	**Met**

* Refer Appendix F for the full set of expectations.

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In addition to strong employment and training outcomes, the evaluation provided evidence of growth in participants' confidence and belief in their employability as well as their health and wellbeing. These are outcomes that are likely to place them in good stead to secure sustainable employment in the future.

In summary, MTTF programmes have been effective in retaining participants, supporting them to upskill, secure and sustain employment. ***It is concluded that overall the MTTF has met or exceeded expectations in relation to employment and training outcomes***.

Partnership commissioning approach

Table 12 provides a summary of the strength of alignment with the partnership outcomes identified in the Relational Commissioning Strategy and Te Pae Tata, based on feedback from entities and MSD representatives. The term "strong" indicates that MSD is administering the MTTF in a way that aligns strongly with the expectations set out in MSD's Relational Commissioning Strategy and Te Pae Tata. "Consolidating" means that there is some alignment between the expectations and MSDs approach. "Weak" means that there is room for improvement by MSD in order meet the expectations.

The way in which MBIE and MSD have procured Māori-led proposals and enabled Māori entities to design and deliver training and employment initiatives according to the needs of their communities, is aligned strongly with the partnership approach envisaged for the MTTF. Also strongly aligned to a partnership approach is the way in which the Servic Delivery team has engaged with and managed relationships with entities. The findings show that the team has been committed to a partnership approach and feedback from entities was that this was achieved to a large extent.

From the perspective of entities however, their vision of a genuine partnership approach was one where they could agree with MSD on the employment needs and aspirations of their communities and partner to provide enduring solutions (as opposed time bound funds and programmes) to ensure that those needs are met.

In terms of the funding and administration of contracts, entities valued the process of negotiating funding for tailored proposals (as opposed to funding being determined by funding formula). Some entities identified the the timeliness of procurement and contracting processes as an area that could be improved.

It is concluded that the way that MSD has administered the MTTF aligns strongly with the principles of relational commissioning and MSDs aspiration (set out in Te Pae Tata) to partner with Māori for greater impact.

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Table 12 - The MTTF commissioning approach: Alignment between relational commissioning and Te Pae Tata principles

Partnership principles	Demonstrated by these outcomes	MSD Strategy	Strength of alignment with the principle
Procurement	• Supports community-led initiatives	Relational commissioning	Strong
	• Understand that Māori know what works best for Māori • Engage Māori in matters that affect Māori • Support Māori to do things for themselves	Te Pae Tata	Strong
Initiative design and delivery	• Client and whānau centred design and innovation	Relational commissioning	Strong
	• Support Māori to lead the design/ delivery of services for Māori	Te Pae Tata	Strong
Funder-provider relationship	• The development of strong partnerships with service providers	Relational commissioning	Strong (at an operational level)
	• Form genuine partnerships/relationships with Māori	Te Pae Tata	Consolidating (at a strategic level)
Funding and administration of contracts	• Simplified contracting and procurement processes	Relational commissioning	Consolidating

Financial considerations

The investment per MTTF participant (excluding wage subsidies) has declined over the four years that the MTTF has been in operation from $19,116 in 2020/21 to $10,510 in 2023/24. Evaluation entities generally felt that the funding they received was sufficient to deliver robust programmes in their communities. Some entities considered that funding didn't fully cover the actual programme costs, especially in relation to pastoral care. Others identified that their funding hadn't kept pace with the increased costs of programme delivery over time.

In summary, stakeholders perceived that the outcomes achieved by MTTF participants represented value for money and that entities are using MTTF resources well. Looking to the future, there is additional capacity amongst Māori entities who have already delivered MTTF programmes, and new entities, to provide an increased volume of employment-based training opportunities in their communities.

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Recommendations

Based on the findings of the evaluation, the following strategic design and operational delivery recommendations have been identified for consideration by MSD.

Strategic design recommendations

a) ***Review and update the MTTF intervention logic and disseminate widely to stakeholders***
The review should take account of the lessons learned over the last four years. It should include: assessment of the current relevance of the target group, distinguishing between participant, entity, and partnership outcomes, clarifying expected short and long-term participant outcomes, incorporating the agreed performance expectations developed for the evaluation.

The revised logic should be shared widely with stakeholders, including operational staff and entities so that they understand the rationale for, and logic that underpins the MTTF, are aware of the expected outcomes from the MTTF and where relevant, the agreed performance standards.

b) ***Engage with Māori entities and communities to identify unmet Māori employment needs and future investment opportunities***
Work with Māori communities and entities to assess whether current MTTF programmes meet local employment needs. This will help identify unmet needs and inform future investment strategies for maximum impact.

c) ***Target regions with high employment needs where there is currently limited or no MTTF provision***
Undetake a regional analysis to identify which regions currently have a high number of Māori job-seekers and low-skilled workers but limited provision of MTTF programmes relative to their Māori population (for example Auckland). Target future commissioning to increase provision of employment-based training opportunities in these regions.

d) ***Monitor the impact of the reduction in the duration of wage subsidies available to MTTF employers***
Track the impact of the reduced wage subsidy on employer willingness to take on low-skilled workers, particularly during economic downturns. This will help assess whether further adjustments are needed to maintain employer support of MTTF programmes.

e) ***Seek the views of Māori entities on potential impacts of changes to policy settings***
Engage Māori entities in discussions on potential changes to MTTF policies, such as wage subsidy durations. Consult entities on the impact of such changes will ensure policies are responsive to local needs and challenges.

Operational Recommendations

f) ***Retain the key design features of MTTF programmes***
Retain the kaupapa Māori delivery model as well as the focus on intensive mentoring and pastoral care as these features have been key to the success of MTTF programmes.

g) ***Compile and report more in-depth data on training outcomes***
Compile and report on granular data on work-based training outcomes specifically at the

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level of 'training activities' and training levels. This will provide clearer insights into the impact of training on participants' employability and career progression.

h) ***Gather information about the reasons for early withdrawal of participants***
This would involve requiring entities to record reasons why individual participants withdrew early in administrative data. It could also include an independent person engaging with a small number of participants to understand their reasons for withdrawing early. This would inform how any design or delivery barriers could be mitigated in the future.

i) ***Facilitate opportunities for entities to share MTTF insights and learnings***
Providers have expressed a strong desire to connectto understand different approaches to delivering MTTF programmes and share insights and lessons learnt. National hui and/or online events would foster peer-to-peer learning and help improve programme delivery and outcomes across regions.

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Appendices

Appendix A – Māori Trade Training MTTF – Intervention Logic (2022)

Goal: To support the provision of employment-based training services designed, developed and provided by Māori to improve employment and wellbeing outcomes for Māori.

Current state / problem definition	Input	Activity	Short term outcomes	Medium term outcomes	Long term Outcomes

Current state / problem definition

Māori are disadvantaged in the labour market and experience poor employment outcomes

Māori face known barriers to appropriate training and employment

Māori are less likely to get high level qualifications and more likely to be in low skilled work

Many Māori are not in employment, education or training

Current approaches to training and employment do not work for Māori

Māori employment and training providers lack the resources to scale effective programmes

Assumptions underpinning MTTF

Government employment and training programmes don't support a Te Ao Māori approach.

Māori entities know what works to achieve employment and training outcomes., and can provide these services but need some support (e.g. funding).

Māori entities have strong connections with employers and potential participants within their communities. Therefore, they can enrol participants and provide them with employment opportunities, with the support of their communities.

The funding for Māori entities will be sufficient to support them to implement their interventions and achieve the desired outcomes for participants. It will also support them to build their capability and become self-sustaining.

Input

Grant funding for flexible, contestable grants to support Māori entities to provide employment and training programmes

Māori entities design and develop their own employment and training programmes tailored to Māori participants, in partnership with MSD

MSD staff support Māori entities to develop and implement their programmes, report on their outcomes, and evaluate the programme.

Activity

Supporting Māori entities to develop and deliver employment and training programmes for Māori

TARGET: Māori entities[1] able to deliver employment-focused training and pathways to employment for Māori

Māori entities submit expressions of Interest for the MTTF and are supported by MSD to develop their application. Applications are assessed against the MTTF criteria and assessment approach[2].

Funding approval is jointly provided by the Minister for Social Development and Employment and the Minister for Māori Crown Relations – Te Arawhiti.

Providers are contracted with MSD to deliver their programmes, if approved. All initiatives include Te Ao Māori delivery, are focussed on ensuring sustainable paid employment and include pastoral care throughout the programme (delivered in a way that is relevant and applicable to Māori).

MSD continues to support the MTTFs once established (e.g. contract support, relevant employment supports).

Once approved, MSD provides funding for up to four years, including wage subsidies.

Māori entities report to MSD on their uptake and must meet targets agreed in their contracts.

MTTF participants

TARGET: Māori jobseekers or employees wishing to upskill

Providers use networks to engage participants in MTTF components relevant to their programmes:
- Qualifications
- Training
- Business mentoring
- Extra support
- Apprenticeships
- Employment

Short term outcomes

Parties in the MTTF partnership (government and Māori entities) act according to the MTTF principles

Māori entities develop employment and training initiatives for Māori, to deliver employment-focused training and pathways to employment with a Te Ao Māori approach.

Māori entities apply for (and receive) funding to develop or expand employment-focussed programmes for Māori.

Providers enrol Māori jobseekers and low-skilled workers who see value in their programmes.

Participants gain employment-focussed skills and knowledge.

Participants have a pathway to sustainable employment and are engaged in steps towards that with the support of the provider.

Māori have access to employment and training programmes tailored to their needs

Medium term outcomes

The capacity of Māori entities to deliver employment-focused training and pathways to employment expands and improves.

MTTF entities deliver on the outcomes they are contracted for.

Participants achieve skills and qualifications for in-demand jobs.

Participants obtain employment or are able to move to a better paying job

Participants connection to Te Ao Māori grows, and their social participation improves.

External factors affecting outcomes
- State of the labour market, including immigration settings
- Degree of local Māori organisational support for the MTTF entity
- Change of government

Long term Outcomes

The Crown develops trusted and ongoing active relationships with Māori entities to respond to Māori needs, aspirations, rights and interests

Māori entities participating in MTTF become self-sustaining.

More Māori entities provide effective employment and training programmes.

Māori achieve better employment outcomes, including higher employment rates, more representation in high-earning sectors and roles, and greater resilience to labour market shocks.

Māori experience improved physical and mental wellbeing outcomes, as well as being more connected to Te Ao Māori and their communities.

Appendix B – List of documentation reviewed

Document Title	Description	Comment
Project Plan	MTTF Evaluation Project Plan December 2023	Outlines MSD expectations for how the evaluation of the MTTF will be implemented and completed.
Intervention Logic Map	Intervention Logic Map MTTF 2023	Maps out the problem statement, assumptions, intervention/solution, outcomes.
Criteria and Assessment Approach	MTTF Criteria and Assessment Approach (published on website)	Outlines the assessment criteria used to assess each MTTF application for investment.
Programme Map	MTTF Programme Map	Maps out the MTTF investments by region.
Press Release	Wellbeing Budget 2022 Delivering employment training for Māori	Outlines total operating budget for MTTF of $66.202m over four years 2022-2026.
Cabinet Paper	MBIE Cabinet Paper 17 August 2020 Policy Settings for the MTTF (proactively released)	Outlines original investment of $50m over two years 2020-2022 for MTTF funding, initial policy settings, rational, and implementation plan.
Briefing Paper	MBIE Briefing 16 September 2020 MTTF Recommendation for design settings (proactively released)	Outlines assessment criteria for MTTF investments plus 3 initial EOIs for approval – Sapphire Consultants, Takitimu Tainui, Ngā Kaimahi Kainga o Toa Rangatira.
Joint Briefing Paper	MBIE & Te Arawhiti Joint Briefing 16 December 2020 MTTF (proactively released)	Outlines applications for MTTF joint approval and investment against the MTTF assessment criteria plus 4 Project Summaries – Manaia SAFE Forestry School, ICONIQ Group Limited, Minginui Nursery Limited Partnership, North Drill Ltd.
Cabinet Paper	MSD Cabinet Paper 12 June 2023 - Te Pae Tawhiti Programme - Detailed Business Case for Horizon One – Investing in the MSD's future (proactively released)	Outlines the redesign of the MSD operating model using a 9-year, 3 Horizon (3 year per Horizon) approach. Horizon 1 costs $183m over 2023/24 ($20m) and 24/25 ($80m) financial years including $83m from MSD's baseline. Paper references the 4 components of Horizon 1 – 1. service experience, 2. employment service, 3. client engagement practice, and 4. kōtahitanga: effective partnering and commissioning. Includes detailed Business Case.
Action Plan	Te Mahere Whai Mahi Māori – The Māori Employment Action Plan February 2022 (published on website)	Outlines the Governments action plan within its overall employment strategy to improve labour market outcomes for Māori. Includes commitment to Te Tiriti o Waitangi.
List	List of MTTF Investments (published on website)	Outlines the number of MTTF Entity investments across each region in Aotearoa.
Form template	MTTF Expression of Interest Form	Template form used by organisations who are seeking to express an interest in developing a MTTF funding proposal.
Form template	MTTF Application Form	Template form used by organisation to capture their MTTF proposal once an EOI has been filled in.
Reporting template	MTTF Quarterly Reporting Template	Template report used by MTTF entities to report their quarterly outcomes, deliverables, expectations, projections, expenditures and case studies as determined by their contract for service.

Appendix C – Te Pae Tata focus areas and measures of success

key shifts & areas of focus	MSD will ...	measures of success	
		whānau, hapū, iwi will experience actions that increase capacity:	iwi, providers & Māori communities will experience actions that:
mana manaaki	earn the respect and trust of Māori listen without judgement build capability to engage with Māori ensure Te Ao Māori service delivery	**good health** to be active and healthy with positive physical, mental, spiritual and cultural wellbeing	**improve** current approaches to co-designing, commissioning, porocurment & contracting services
kōtahitanga	form genuine partnerships/relationships with Māori support Māori to lead the design/delivery of services for Māori engage Māori in the matters that affect Māori understand that Māori know what works best for Māori support Māori to do things for themselves	**success** to realise potential and be self determining **aroha** to care for and protect themselves	**support** the formation of relationships and genuine partnerships; build capability and improve current service delivery models
kia takutū tātou	support long-term social and economic development support Māori aspirations support initiatives that enable Māori to develop/grow as Māori articulate the meaning of partnership articulate the meaning of kaupapa Māori service delivery	**economic security** sustainable employment, housing & resources to support quality standards of living **connectedness** a strong sense of place and belonging	

Appendix D – MTTF Key Informant/Entity Information Sheet & Consent Form

Key Informants and Entity Information Sheet

Commonly asked questions	Description
What is the purpose of the evaluation	Kaipuke is an independent evaluation company based in Wellington. We have been asked by the Ministry of Social Development (MSD) to find out if their training and employment programme, Māori Trades and Training Fund (the Fund) is working well for Māori. MSD wants to understand, from the perspective of Māori providers, participants and others involved in the programme, if it is creating positive and sustainable employment outcomes for Māori and how it could be improved to get the best outcomes for Māori clients.
What will I be asked?	We would like to speak with you about your experience of Māori Trades and Training initiatives. It should take no more than 30 minutes. We have some key questions and whatever you can share with us from your experience will be helpful. There are no right or wrong answers. You are welcome to bring a friend or whānau member if you wish. Your thoughts will be kept confidential by our small evaluation team.
What will you do with what I say?	We will be interviewing around 50 people in different roles related to the MTTF programme. We will consider all the information and insights that we collect and draw conclusions about the value of the Fund. We will then give a report to MSD that will include recommendations about how the Fund could be improved in the future.
How will Kaipuke ensure my personal information is confidential?	Kaipuke will keep your identifying information and what you say confidential. MSD will not be told who participated in this evaluation. We will ask your permission, to take notes and record your interview so that we can refer back to what you said when we write the report. Your notes and audio will be kept securely by Kaipuke.
Can I change my mind and withdraw from the project?	You can agree to participate and then change your mind. You can also withdraw the information you have given in the interview up until the time the analysis begins. You do not need to give a reason to withdraw and there will be no disadvantage to you of any kind.
What if I have any questions?	If you have any questions about this project, please contact: Lead Evaluator - Lisa Davies (Ngāti Rehua, Ngāti Wai) Director, Kaipuke Limited. MSD contact – Kiri Saul, Senior Analyst, Māori

MĀORI TRADES AND TRAINING FUND EVALUATION
Key Informant and Entity Consent Form

Name ....

Organisation ....

Based on the information provided to me in the Information Sheet and by Kaipuke I understand that:

1. I do not have to take part in the interview.

2. I can choose not to answer any questions I do not wish to answer (without saying why).

3. I can stop the interview at any time without saying why I no longer want to take part.

4. Kaipuke will keep my personal information confidential.

5. The interview will be recorded with my permission, and I can ask for the recording to be stopped at any time during the interview.

6. I can ask Kaipuke to e-mail me my transcript to check and I agree to confirm or seek changes within 48 hours of those being received.

7. I can ask Kaipuke to e-mail me any of my quotes they want to use, and I agree to confirm or seek changes within 48 hours of those being received.

8. I agree to have some of my comments quoted in the report and acknowledge that I will not be able to be personally identified.

9. After the interview, I can ask to have my information removed from this evaluation at any time up until [insert dates].

10. Recordings, notes, and summaries will be stored securely at Kaipuke. They will only be kept for up to one year after the evaluation is complete and then securely destroyed.

I have read this consent form and have been given the opportunity to ask questions and have them answered.

I consent to be interviewed as part of the evaluation   YES / NO

I consent to the interview being recorded   YES / NO

I want a copy of the transcript   YES / NO

E-mail address for transcript _____

Signature: _____

Date: _____

Appendix E – MTTF Participant Information Sheet & Consent Form

Participant Information and Consent

What we're trying to find out and why – Te Kaupapa

We would like to talk to you about your experience of Māori Trades and Training.

The Ministry of Social Development (MSD) wants to make sure that people who are doing Māori Trades and Training are being well supported to train and enter into employment. We are keen to hear what you've enjoyed, what you've found challenging and any ideas about how Māori Trades and Training could be improved.

MSD have asked a Māori company, Kaipuke, to do this evaluation. Their team is Lisa Davies (Ngāti Wai, Ngāti Rehua), Mani Crawford (Ngāti Porou, Ngāti Kahungunu ki Wairoa, Ngāpuhi), and Ruiha Evans (Ngāpuhi, Te Whānau a Apanui, Te Aupōuri, Ngāti Porou).

Making your decision – Kei a koe te tikanga	
➢ It's up to you if you want to be interviewed.	No one will mind if you say no to being interviewed.
➢ Work and Income/MSD won't know if you participate in an interview (or not).	We won't give your name or any of your personal details to Work and Income/MSD.
➢ If you are on a benefit or receive financial assistance from Work and Income – it won't be affected.	This is because MSD won't know that you have been interviewed.
If you do agree to be interviewed:	
➢ The interview will take about 20-30 mins.	You can bring a support person (eg friend or whānau) to the interview.
➢ No one will know what you told us.	All your thoughts and feedback will be confidential (your name won't be on any notes or recordings).
➢ You can ask us any questions during the interview.	You can say things like "*I need more information*".
➢ You don't have to answer every question.	You can say things like "*I don't want to answer that*".
➢ You can stop the interview at any time.	You can say things like "*I want to stop now*".
➢ You can say no to the interview being recorded.	We will ask your permission to record the interview. This is so that we can write up what you say and look back at our notes later to make sure we have captured all your thoughts.
➢ You can ask us to stop recording at any time.	You can say "*I want to you stop recording*".
What happens to the stuff you tell us? Ka ahatia tā tātou kōrero?	
➢ You can ask for a copy of any notes from the recording and tell us if you would like anything corrected.	We would e-mail the notes to you and follow-up to confirm if you are happy with them or would like them changed.
➢ Your feedback will feed into a report we are developing for MSD.	You will not be identified in the report.
➢ Your notes will be stored securely by Kaipuke and destroyed one year after the report is completed.	

Keeping you safe – Whaioranga

If when talking to you, we have concerns that you are/were not being unfairly by your employer/trainer, we will ask your permission for us to inform MSD.

We will then work with MSD and you to address the concerns we have identified.

MĀORI TRADES AND TRAINING EVALUATION

Participant Consent Form

I understand that:

- ➢ I can say no to being interviewed
- ➢ My personal information won't be given to Work and Income/ or the Ministry of Social Development
- ➢ Any assistance I receive from Work and Income won't be affected if I participate or not
- ➢ I can ask questions during the interview
- ➢ I don't have to answer every question
- ➢ I can stop the interview at any time
- ➢ I can say no to being recorded
- ➢ I can tell you to stop recording at any time
- ➢ I can ask for a copy of the notes and transcript of the recording
- ➢ I can tell you if there is anything that I want corrected
- ➢ If you are concerned that I have not been treated fairly, you may ask my permission for you to let MSD know so that they can help to fix this.

My decisions

I agree to be interviewed as part of the evaluation   YES / NO

You can record our interview   YES / NO

I want a copy of the transcript (interview notes)   YES / NO

E-mail address for transcript _____

Signature: _____

Date: _____

Processes for obtaining participant consent

When evaluators met with potential participants, they provided them with an information sheet about the evaluation, and a consent form (refer Attachments E). They then allowed them time to read the two documents.

If required, evaluators talked them through the consent form to ensure that they understood: that they did not have to participate and that their participation would not impact any relationship that they have with their entity or MSD. It was made clear that if people are registered with MSD, that their entitlements will not be affected by their participation (or decision not to participate). Participants were advised that their participation would be confidential – that is, their name, personal details, and feedback on MTTF will not be provided to MSD.

Participants were advised that there would be one exception. That is if when interviewing them, evaluators had concerns that they are/were being unfairly treated by their employer/training entity. Evaluators advised participants that:

- subject to their permission to do so, Kaipuke would raise issues of concern with MSD
- Kaipuke would then work with them and MSD to provide them with support and address the concerns were identified.

During the consent process, evaluators also explained the kinds of information being sought, the procedures that will be used to assure confidentiality; the option to decline being recorded or answering any questions and the option to withdraw from the interview at any time.

Interviews did not commence until evaluators are satisfied the participants have given informed consent and have completed the consent form. Interviews were audio recorded (subject to participant consent) and then transcribed.

Appendix F – MTTF Interview guides

Interview Guide 1 – Key Informants

Introduction – Interview guidance

➢ Introduce yourselves.
➢ Explain purpose > MSD is seeking to understand **participant outcomes; the value of a "partnership" approach and perceptions about value for money**. > Provide Information Sheet. Allow reading time
➢ Invite participant to introduce themselves
➢ Provide an overview of consent procedures > Provide consent form. Allow reading time
➢ Confirm participant has provided informed consent
➢ Indicate estimated time 30-35 minutes
➢ Ask if participant has any questions

Background

1. Can you give us an overview of your role in relation to the MTTF?
2. Compared to other MSD employment Funds/programmes, what is unique about MTTF?
3. At a high level? what are your expectations of MTTF providers?
4. In terms of participants, who should providers be targeting?

   >Probe - Low skilled exclusively or broader?

Delivery and participant support

5. What are your expectations in terms of pastoral care? Do providers have access to MSD pastoral support services? How do you know how well are providers meeting pastoral care needs? Any challenges?

Participant outcomes

6. Are providers enrolling participants in formal industry qualifications?
7. Are participants building skills and achieving qualifications?
8. Are providers equipping participants with employment focused skills?
9. Are providers transitioning participants into sustainable employment? Is their potential for them to progress/advance?
10. Are providers equipping participants with broader skills? (eg physical and mental well-being, connectedness to Te Ao Māori and whānau)

Provider outcomes (capacity, capability, and performance)

11. Are providers delivering on their contracted outcomes? Any challenges?

12. Have you observed their capacity to deliver employment focused training improving and expanding? Is there evidence they could become self-sustaining?

Māori-Crown Relationship/Te Kotahitanga

13. What has been the nature of MSDs relationship with the providers?

    >Probe: Funder/provider? Collaborative? Partnership? What are the key features of the relationship?
14. How do MTTF provider relationships compare to the relationships you have with providers of other funds?
15. What do you see as the key features of Māori-Crown partnership when it comes to funding by Māori, for Māori delivery?

Initiative resourcing

16. To what extent do you think initiatives are being adequately funded?
17. Do you see potential for providers to increase value for money based on existing funding levels? If yes – how?
18. Do you consider that additional funding would create further opportunities for providers to improve employment outcomes? If so how? How much additional funding would be required?
19. Any other thoughts/comments?

Ngā mihi and close

Interview Guide 2 – MTTF Māori Entities

Interview Guide – Entities

➢ Introduce yourselves.
➢ Explain purpose > MSD is seeking to understand **participant outcomes; the value of a "partnership" approach and perceptions about value for money** > Provide Information Sheet. Allow reading time
➢ Invite participant to introduce themselves
➢ Provide an overview of consent procedures > Provide consent form. Allow reading time
➢ Confirm participant has provided informed consent
➢ Indicate estimated time 30-45 minutes
➢ Ask if participant has any questions

Background

1. Can you please give us an overview of your initiative?
   >Probe eg history, vision, participant role, Te Ao Māori approach?
2. How did you find out about the MTTF? Why this Fund?
3. What was your experience of applying for Funding?
   >Probe eg business case process/support

Delivery and participant support

4. How do you identify/recruit MTTF participants? What kind of employment experience have they had?
   >Probe low skilled?
5. Were potential participants expected to have any skills/experience/qualities?
6. What is the process for inducting participants? Any challenges?
7. What kind of support/pastoral care is provided to participants? How does it work? Any learnings?
8. Who looks after the participants on a day-to-day basis and if they are finding things challenging?

Participant outcomes

9. Are participants enrolled in formal industry qualifications?
   > Probe: What type? What support do they receive? Any challenges?
10. What kind of participant outcomes have you seen?
11. > Probe employment focused skills/knowledge? Physical and mental? Connectedness to Te Ao Māori, their communities and whānau?
12. Are participants achieving skills and qualifications for in-demand jobs?
13. Are participants on a pathway to sustainable employment? How does [provider] support them?
14. Have any participants obtained employment? Is their potential for them to progress/advance?
15. How do you monitor and provide feedback on participant performance?

Te Kōtahitanga/Māori-Crown Relationship

16. What has been the nature of the relationship with the MSD MTTF team?

    >Probe: Funder/provider? Collaborative? Partnership? What are the key features of the relationship? Does the Crown act according to the MTTF principles?

17. How does your relationship with the Crown for MTTF, compare to your relationships with other Govt funding agencies?

18. Is there anything MSD could do better in relation to the Māori-Crown relationship?

Provider capacity, capability, and performance

19. Have you managed to deliver on your contracted outcomes? Any challenges?

20. Do you feel that access to this funding has expanded and improved [Provider] capacity to deliver employment focused training? Has the organisation increased its capacity to become self-sustaining?

Initiative resourcing

21. Based on your experience, to what extent to you think your initiative has been adequately funded?

22. Do you see any potential for increasing value for money based on existing funding?

23. Would additional funding create further opportunities to improve employment outcomes? How? How much would be required?

24. Any other thoughts/comments?

Ngā mihi and close

Interview Guide 3 – MTTF Participant

Interview Guide – MTTF Participant

➢ Introduce yourselves.
➢ Explain purpose > **for MSD to hear from participants about their experience of MTTF/the Initiative and how well they think it is working**. > Provide Information Sheet. Allow reading time
➢ Invite participant to introduce themselves
➢ Provide an overview of consent procedures > Provide consent form. Allow reading time
➢ Confirm participant has provided informed consent
➢ Indicate estimated time 20-30 minutes
➢ Ask if participant has any questions

Background

1. Can you tell us a bit about what you were doing before you started work/training with [the programme]?
2. If not in paid work/training explore briefly (eg care giver/volunteer/not employed/other)
3. If in work, probe the nature of work experience (eg industry/occupation/skilled/unskilled?)
4. How did you find out about the programme?
5. What made you want to join the programme? What was the process for getting on the programme?
6. Do you have an idea of what you would like to do in the future (Goals? Aspirations?)

Participants experience

7. How have you enjoyed your time with the programme? Do you have a mentor/support person?
8. What have been the highlights and the low lights/challenges?
   > Probe - pastoral care barriers eg transport/childcare/other
9. Has [Provider] helped you to deal with these challenges? How? Would you feel confident asking for support in the future?
10. How do you know if you're doing a good job?

Participant outcomes – skills and employment

11. Are you enrolled in formal industry qualifications?
    > Probe -What type? What support do they receive? Any challenges?
12. Do you feel you have benefited from the programme?
    > Probe – skills/qualifications; work experience.
13. Do you feel like you are on a pathway to permanent work? Is [Provider] supporting you to achieve this?
14. Do you think your experience with the programme will help you get more skilled/higher paid work in the future?
15. Do you think that working for this Initiative will be an advantage to you in the future?

    > Probe – eg More skilled/higher paid work/other
16. Do you feel that you will stay in the career/ industry? Do you think you will be able to progress (to higher level/more skilled roles?)

Participant outcomes – cultural connectedness/well-being/whānau impact

17. Have there been any other benefits from being on the programme? been other benefits from working with the programme?

    > Probe – wellbeing – wairua/tinana; cultural connectedness, impact on whānau/communities
18. What has it been like working with a Māori employer/provider?
19. > Probe – cultural connectedness/identity outcomes; growth understanding of Te Ao Māori; significance of being employed/trained by initiatives of significance to Māori.
20. Has been different than working with other employers/providers that you have worked with?
21. Are there any other things that you would have liked the programme to provide?

Recommendations
1. Do you have any ideas about how MTTF/the Initiative could be improved in the future?
2. Would you recommend that others work for MTTF/the Initiative?
3. Any other thoughts/comments?

Ngā mihi and close.

Appendix G – MTTF Evaluation Criteria for the Performance of the MTTF

The purpose of the MTTF is to enable Māori entities to provide unique employment-based training opportunities to support sustainable and paid employment outcomes for Māori. Table 13 sets out the criteria, as defined with the context of this evaluation, to assess the extent to which the outcomes achieved through MTTF programmes align with the purpose of the fund. The criteria have been informed by the intended outcomes set out in the MTTF policy settings and intervention logic. The rating scales were informed by engagement with the MSDs Service Delivery and Evaluation teams during the sensemaking workshops.

Table 13 – Evaluation criteria of the performance of the MTTF

Evaluation criteria	Performance rating scale		
	Not meeting expectations	Achieving expectations	Exceeding expectations
MTTF target group			
Programme target group *(Job seekers and low skilled workers)*	Less than 60% have Level 3 qualifications or lower	60-70% percent have Level 3 qualifications or lower	More than 80% have Level 3 qualifications or lower
Programme retention of participants	Less than 75% of all participants were retained in programmes	75-85% of all participants were retained in programmes	More than 85% all participants retained in programmes
MTTF programme design and delivery			
Strong mentoring and intensive pastoral care support	Limited evidence that participants are receiving intensive pastoral care (Qualitative and Survey data)	Solid evidence that participants are receiving intensive pastoral care (Qualitative and Survey data)	Strong evidence that participants are receiving intensive pastoral care (Qualitative and Survey data)
Kaupapa Māori programme delivery	Limited evidence that participants experience kaupapa Māori programme delivery (Qualitative and survey)	Solid evidence that participants experience kaupapa Māori programme delivery (Qualitative and survey)	Strong evidence that participants experience kaupapa Māori programme delivery (Qualitative and survey)
MTTF employment and training outcomes			
Employment	Less than 80% of completed participants secure employment	80-90% of completed participants secure employment	More than 90% of completed participants are in employment

Table 14 continued – Evaluation criteria of the performance of the MTTF

Rating	Not meeting expectations	Achieving expectations	Exceeding expectations
MTTF employment and training outcomes continued			
Sustained employment *Māori participants have a pathway to sustainable employment or are engaged in the steps towards that*	Less than 60% of employed participants sustain employment for 6 months	60-80% of employed participants sustain employment for 6 months	More than 80% of employed participants sustain employment for 6 months
Engaged in industry-based training *Māori participants gain employment-focused skills and knowledge*	Less than 70% of completed participants achieve a training outcome	70-85% of completed participants achieve a training outcome	More than 85% of completed participants achieve a training outcome

Appendix H – The MTTF Participant Survey Method

A Māori Trades and Training Fund (MTTF) survey was conducted to gather quantitative evidence about the experience and outcomes achieved by MTTF participants relating to their training, employment, and experience of the programme. In this section, we first describe the survey development, fieldwork, target and achieved survey samples, and representativeness of the findings. This is followed by the information sheet and survey questions (A.2) and the final sub-section A.3 presents the survey results.

The survey

Survey development

The MTTF survey was co-designed by the Ministry for Social Development (MSD), Kaipuke, and Kōtātā Insight with an emphasis on it being short with clear and easy to understand questions and response options. The knowledge of MSD MTTF national and regional personnel and the appreciation of the training context and participants Kaipuke had gained from completed evaluation interviews helped to ensure that the survey questions were well framed and relevant.

The survey comprised 21 close-ended research questions with all of them requiring a response. At the end of these questions, respondents were asked: *Would you like to go in the draw to receive one of ten $50 gift cards for The Warehouse or a $500 prezzy card? Each person who completes the survey can have one entry into the draw.* Respondents wishing to enter the survey incentive draw were then asked for contact details so they could be notified if their entry was randomly selected (name, address and mobile phone number).[23]

Steps were taken to address order effects, social desirability and bias in responses including: randomisation of question order, response options being ordered from more negative to more positive, and the private online self-completion nature of survey participation with completed surveys submitted to an independent research group (Kōtātā Insight). t

Cognitive pre-testing of the penultimate survey was undertaken with three participants from a Wellington based entity. Following this, a Te Reo Māori version of the final English version of the survey and accompanying survey instructions and information was created by accredited translator and interpreter Kristin Smith (Kūwaha Limited) in consultation with the project team. These were then assessed for accuracy and understandability by three reviewers, refined and finalised. Both Te Reo Māori and English versions of the information sheet were distributed in the survey recruitment process. The introductory page of the online survey offered respondents the opportunity to complete the full survey in English or Te Reo Māori by using a language choice button.[24] The survey

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[23] This personal contact information was only used to conduct the ballot for the vouchers/prezzy card and was not included in the final research data set.

[24] Alchemer survey software was used to create and run the online survey. This software has a Māori language function where question and response option translations can be input into the same survey format as the English version.

was created to be accessed via a shared link and able to be completed online using different devices such as a mobile phone, tablet, or laptop

Survey frame and administration

The target population frame for the survey was a combination of current programme participants who had been in an MTTF programme for at least two weeks and those who had completed a training programme enrolled with a current training provider as of 22 July 2024. The survey did not include participants who had exited early and not completed a training programme or participants with programme providers who were no longer active[25]. A census survey approach was used where all participants who met these criteria were invited to respond to the survey.

The survey ran over a four-week period (22 July and closed 18 August). The invitation to participants to complete the survey was made by the MTTF entities who held the participant contact details. Both the information sheet and survey link were provided to ensure potential respondents were fully informed about the aims, context, use of data, consent, voluntary nature of participation and provided with Kaipuke contact details for any questions or concerns they might have. Invites were extended to participants via a variety of methods including: emailing and texting the link and also encouraging participants to access the survey during group sessions. Ten $50 and one $500 Prezzy card were offered as survey incentives. The ballot was drawn using a randomised method.

MSD regional advisors played an active role in disseminating information to entities about the purpose of the survey and how the results would be used. In addition they provided regular updates on response rates and encouragement to entities to continue to promote the survey.

A mix of pragmatic and methodological considerations informed this approach including:

- taking an inclusive census approach that provided an opportunity for all eligible participants to respond to an online survey to reflect the diverse types of programmes funded and geographic locations nationwide
- the need for respondents to have had some training experience to base their survey responses upon (at least two weeks)
- targeting and framing the survey component in a way which increased the likelihood of survey engagement and response with other methods (such as key informant interviews) used to focus on other aspects of the evaluation (such as early exits)
- involving providers in the survey recruitment process because they held the contact information and so that the invitation and follow-on communications were from a source known to programme participants and was, therefore, potentially less likely to be diverted as spam/junk mail and more likely to be opened
- not to include providers who were no longer involved in the MTTF as they did not have an on-going MTTF relationship with MSD for collaboratively conducting the survey fieldwork.

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[25] There were six providers spread geographically who were no longer active relating to 205 participant enrolments.

Precision, response rate, and representativeness

Precision, response rates, and representativeness are important concepts in survey research. Precision refers to the consistency and accuracy of analysis results. Response rates indicate the percentage of invited participants who completed the survey. Representativeness measures how well the sample reflects the characteristics of the entire population being studied.

The target population for the survey comprised 2,611 participants nationwide who had either completed a training programme or were current participants in training for at least two weeks as of 22 July 2024.

The final achieved sample was of 690 responses which equates to a response rate of 690/2611 = 26.4%.[26] Most respondents completed the survey in English with only six respondents using the Te Reo Māori version.

The 26.4 percent response rate and sample size of 690 allows us to have high precision in the findings for the five-point ratings regarding overall satisfaction with the MTTF training programmes, level of agreement with MTTF training programme outcome statements and views on the importance of different features for a successful training experience. The margins of error for these Likert scale items ranged from ±0.5% to ±3.8% (95% confidence level), indicating a high precision for our estimates (N=690).

High response rates of 60 percent or more are desirable as they can help reduce non-response bias. Non-response bias occurs when the people who do not respond to a survey differ significantly from those who do respond, potentially skewing the results. This bias can lead to inaccurate conclusions, as the survey data may not accurately represent the views of all groups within the target population. However, a lower response rate does not necessarily mean survey results are unrepresentative. A survey with a lower response rate can still be representative if the respondents reflect the diversity and key characteristics of the target population.

The response rate of 26.4 percent is likely reflective of the documented patterns of reduced Māori engagement in survey research.[5] Factors potentially contributing to this could include historical distrust of researchers[27] and concerns about data privacy[28] relating to the government-based (MSD) context for this evaluation. To further assess the adequacy of the response rate for our descriptive purposes, we can compare the profiles of the survey sample and the target population.[29] The profile comparison below suggests that we can have a reasonable degree of confidence in the survey's ability to provide useful indicative findings to complement the main evaluation components.

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[26] From an initial 721 submitted responses, data cleaning (removal of inconsistent responses, duplication based on name and phone information provided for the voucher draw, and total response times of less than one minute), a total of 690 valid responses were included in the analysis (valid response rate of 95.7%).

[27] Masters-Awatere, B., & Nikora, L. W. (2017). Indigenous programmes and evaluation: An excluded worldview. *Evaluation Matters*, *3*, 40–66. http://doi.org/c6nw

[28] 2024-04-30 Privacy Commission Report (Mar-24) - FINAL

[29] Houkamau, Carla Anne and Sibley, Chris and Henare, Manuka Arnold, Te Rangahau O Te Tuakiri Māori Me Ngā Waiaro Ā-Pūtea - Background, Theoretical Orientation and First-Wave Response Rates (2019). MAI Journal, 8(2), 142-159. doi:10.20507/maijournal.2019.8.2.4
Cook C, Heath F, Thompson RL. A meta-analysis of response rates in web- or internet-based surveys. *Educ and Psychol Meas.* 2000;60(6):821–36

Notably, the profiles show strong similarities in gender and programme status, with fairly close alignment in age and location distributions. This similarity in key demographics between respondents and the target population enhances our confidence in the representativeness of the results, despite the lower response rate.

Comparison of target population and achieved sample

The tables below present a profile comparison of the target population as of 22 July 2024 (when fieldwork began) and the achieved sample for programme status, gender, age, and region. The target population profiles are based on data for 2,435 participants rather than 2,611 because data for 176 participants was unavailable due to the use of different reporting systems at the time.

The programme status and gender profiles across the target and achieved samples are very similar. For both, around two-thirds of participants were male, and about two thirds are currently in training programmes. The achieved sample is under-represented for the younger 15-17 years age group (9% compared with 16% for the target sample) and slightly higher for the age groupings over 30.

Gender	Target population		Achieved sample	
	Count	Percent	Count	Percent
Female	787	32%	251	36%
Male	1644	68%	432	63%
Gender diverse	3	0%	0	0%
Prefer not to say	1	0%	7	1%
Total	**2435**	**100%**	**690**	**100%**

Programme Status	Target sample		Achieved sample	
	Count	Percent	Count	Percent
Current	1616	66%	443	64%
Completed	819	34%	247	36%
Total	**2435**	**100%**	**690**	**100.0%**

Age	Target population		Achieved sample	
	Count	Percent	Count	Percent
15-17 years	306	16%	60	9%
18-24 years	773	40%	268	39%
25-29 years	247	13%	107	16%
30-39 years	330	17%	125	18%
40 years +	298	15%	130	19%
Total	1954	100%	690	100%

The regional comparison below provides an *indication* of the similarity across the target and achieved samples. The target population data for region is based on the location the provider is operating in and *not* where the participant is living. Also the comparison is based on 674 rather than 690 participants in the achieved sample as the option *Area outside these regions* in the survey is not categorised for the target sample.

For many regions the proportions are broadly similar, however based on comparisons where there is 5% or more difference: the achieved sample is over-represented for Central Region (13 compared with 6%) and under-represented for Waikato (12 compared with 17%), Te Upoko o Te Ika a Māui – Wellington (11 compared with 16%), and Ōtākou/Murihiku - Otago/Southland (4 compared with 9%).

Region	Target population		Achieved sample	
	Count	Percent	Count	Percent
Te Tai Tokerau - Northland	237	10%	71	11%
Tāmaki Makaurau - Auckland	216	9%	80	12%
Waikato	402	17%	81	12%
Te Moana-a-Toi - Bay of Plenty	408	17%	138	20%
Te Tairāwhiti - Gisborne	281	12%	75	11%
Central	148	6%	85	13%
Taranaki	49	2%	12	2%
Te Upoko o Te Ika a Māui - Wellington	379	16%	72	11%
Te Tau Ihu/Te Tai Poutini - Top of the South/West Coast	42	2%	10	1%
Waitaha - Canterbury	62	3%	25	4%
Ōtākou/Murihiku - Otago/Southland	211	9%	25	4%
Total	2435	100%	674	100%

Survey information sheet and questions

The following pages present the survey information sheet and questionnaire in English and Te Reo Māori. [30]

MTTF survey information sheet and questions (English and Te Reo Māori)

Māori Trades Training survey
Information for participants

What we're trying to find out and why – Te Kaupapa

You are invited to take part in this survey so that we can better understand the experiences of participants in the Māori Trades Training programmes funded by the Ministry for Social Development (MSD).

MSD wants to make sure that people who are doing Māori Trades Training programmes are being well supported in their training. It is important that participants such as yourself take part in the survey so we can find out about the different experiences people have.

MSD have asked a Māori research company, Kaipuke, to do this evaluation. For this online survey, Kaipuke are working with survey researcher Bev Hong (Kōtātā Insight).

Making your decision – Kei a koe te tikanga

Who is the survey for?	This survey is for people who have completed or are currently on Māori Trades Training programmes funded by MSD.
Do I have to do the survey?	It's up to you if you want to complete the survey. You do not have to take part if you do not want to and can withdraw at any time.
What do I get for taking part?	Each person who completes the survey will be asked if they wish to be part of a random draw for one of ten $50 gift cards for The Warehouse.
How do I take part?	You can complete the online survey on a phone, tablet/i-pad, laptop or computer. The online survey link for you to click is in the survey invitation. You can complete the full survey in either te reo Māori or English.
What will I be asked about?	We ask questions for you to describe the training programme, provide general information about yourself and ask your views about the programme.
How long will it take?	About 5 minutes.
Who will see my answers?	Your full completed survey response form will only be seen by Kōtātā Insight and won't be shared with training providers, MSD or anyone else.
What will you do with my answers?	By taking part in this survey, you consent to your data being used for Māori Trades Training research purposes. Your data will be included in an anonymous dataset (without identifying information) that is held confidentially and securely by researchers at MSD. This means you cannot be identified in this dataset and the dataset will only be used for research.
Do I get to see the survey results?	Your answers will be grouped together with answers from other people for presenting the survey results. These results will be included in the evaluation report which will be published on the MSD website.

Thanks for your time. If you have any questions about this evaluation, please contact Mani Crawford, Kaipuke: Email ⬛⬛⬛⬛⬛⬛⬛⬛⬛, Phone ⬛⬛⬛⬛⬛⬛.

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[30] The segment at the end of the survey relating to the draw for the prezzy card/vouchers has not been included.

He Uiuinga Whānui mō ngā Akoranga Ringarehe Māori
He mōhiohio mō ngā kaiuru

He aha tā mātou e whai nei, ā, he aha ai – Te Kaupapa

Ka pōhiritia koe ki te whakakī i te uiuinga whānui nei kia pai ake ai tā mātou mārama ki ngā wheako o ngā kaiuru i ngā hōtaka Akoranga Ringarehe Māori nā te Manatū Whakahiato Ora (MSD) i tuku pūtea.

E hiahia ana a MSD kia pai ai te tautoko i ngā kaiuru o ngā hōtaka Akoranga Ringarehe Māori i roto i ā rātou mahi ako. He whakahirahira ngā kōrero a ngā kaiuru pēnā i a koe i tēnei uiuinga kia mōhio pai ai mātou ki ngā wheako rerekē o ngā tāngata katoa.

I tonoa tētahi pakihi rangahau Māori, ko Kaipuke, ki te mahi i te arotakenga nei. Ka mahi tahi a Kaipuke me tētahi kairangahau uiuinga, a Bev Hong (nō Kōtātā Insight) mō te uiuinga whānui tuihono nei.

Tō ake whakatau – Kei a koe te tikanga

Mā wai te uiuinga whānui nei?	He uiuinga whānui tēnei mā ngā tāngata kua oti kē, kei te mahi tonu rānei i ngā hōtaka Akoranga Ringarehe Māori nā te Manatū Whakahiato Ora (MSD) i tuku pūtea.
Me whakaoti au i te uiuinga whānui?	Kei a koe te tikanga ina hiahia koe ki te whakaoti i te uiuinga whānui nei. Ehara i te mea me whakakī e koe, ā, ka wātea noa koe ki te unu atu ahakoa te wā.
Ina whakaotia e au, he aha tāku e whiwhi ai?	Ka pātaihia ngā tāngata katoa e whakaoti ai i te uiuinga mēnā e hiahia ana ki te whakauru ki roto i tētahi toroa matapōkere mō tētahi kāri mai i te tekau kāri pūtea e $50 mō The Warehouse.
Me pēhea taku whakauru?	Ka whakakīia te uiuinga whānui tuihono nei mā te waea, te papahiko/ī-papa, te rorohiko kawekawe, te rorohiko rānei. Kei roto i te tono ki te uiuinga te hononga ki te uiuinga tuihono hei pāwhiri māu. Ka whakakīia te uiuinga katoa i te reo Māori, i te reo Pākehā rānei.
Ka uia au mō te aha?	Ka uia ā mātou pātai kia whai wāhi atu koe ki te whakamārama i te āhua o te hōtaka akoranga, ki te tuku i ngā taipitopito kōrero mōu ake, ki te kōrero hoki mō ōu ake whakaro mō te hōtaka.
E hia te roa?	I te takiwā o te 5 mēneti.
Ka kitea aku whakautu e wai?	He mea muna ō ake kōrero i te uiuinga whānui nei ka kitea e Kōtātā Insight anake, ā, kāore e kitea e ngā kaiwhakahaere akoranga, e MSD, e wai atu rānei.
Ka ahatia aku whakautu e koutou?	Mā te whakakī i te uiuinga whānui nei, ka whakaae koe kia whakamahia ō raraunga mō ngā mahi rangahau mō ēnei hōtaka Akoranga Ringarehe Māori. Ka whakaurua ō raraunga i roto i tētahi huinga raraunga kirimuna (kāore he mōhiohio e tautohu ana i a koe) ka noho muna, ka noho haumaru i ngā ringa o ngā kairangahau ki MSD. Arā, kāore koe e tautohua i tēnei huinga raraunga, ā, ka whakamahia tēnei huinga mō ngā mahi rangahau anake.
Ka kite rānei au i ngā otinga o te uiuinga whānui?	Ka whakarōpūtia ō whakautu me ngā whakautu o ētahi atu tāngata i te whakaaturanga o ngā otinga uiuinga nei. Ka whakaurua ēnei otinga i te pūrongo arotake, ā, ka whakaaturia ki te pae tukutuku o MSD.

Tēnā koe i tō tāima. Mēnā he pātai āu mō te arotakenga nei, tēnā tukuna tō kōrero ki Mani Crawford, Kaipuke: Īmēra ⬚⬚⬚⬚⬚, Waea ⬚⬚⬚⬚⬚

Māori Trades Training Survey

Tēnā koe

Thank you for taking part in this survey.
It will take about 5 minutes to complete.

This survey is to better understand the experiences of participants in Māori Trades Training programmes which are funded by the Ministry for Social Development (MSD). It is being run by researchers from Kōtātā Insight and Kaipuke for MSD.

Your specific completed survey response is confidential to Kōtātā Insight and won't be shared with training providers, MSD or anyone else.
Your answers will be grouped together with answers from other people for presenting the results.
By taking part in this survey, you consent to your data being used for research about these programmes.

You can do this survey in Te Reo Māori or English. To complete this survey in Te Reo Māori -
click on the white symbol or word English (up on the top right-hand side) and select "Māori".

Please use the buttons at the bottom of each survey page to move through the questionnaire.
(*Using the browser arrows will take you out of the survey.*)

> Page exit logic: Skip / Disqualify LogicIF: #1 Question "What is your current status in the programme? " is one of the following answers ("I began this training programme but left early","I have never been involved in this training programme") THEN: Disqualify and display: "Sorry, you are outside the interest group for this survey. Thank you for your time."

1) What is your current status in the programme?

( ) I am currently on a training programme
( ) I have completed a training programme
( ) I began this training programme but left early
( ) I have never been involved in this training programme

A few questions about your training programme.

2) Is or was your training programme on-the-job training to learn how to do your work?*
( ) Yes ( ) No

3) What year did you start the training programme?*
( ) 2021 ( ) 2022 ( ) 2023 ( ) 2024

> **Logic: Hidden unless: (#1 Question "What is your current status in the programme? " is one of the following answers ("I am currently on a training programme") AND #3 Question "What year did you start the training programme?" is one of the following answers ("2024"))**

4) How long have you been in the training programme for?*
( ) Less than 3 months
( ) From 3 to 6 months
( ) Over 6 month

> **Logic: Hidden unless: (#1 Question "What is your current status in the programme? " is one of the following answers ("I am currently on a training programme") AND #3 Question "What year did you start the training programme?" is one of the following answers ("2023"))**

5) How long have you been in the training programme for?*
( ) Less than 12 months
( ) More than 12 months

> **Logic: Hidden unless: #1 Question "What is your current status in the programme? " is one of the following answers ("I have completed a training programme")**

6) How long was the training programme?*
( ) Less than 3 months
( ) From 3 to 6 months

( ) Over 6 months and up to 12 months
( ) More than 12 months

Logic: Hidden unless: #1 Question "What is your current status in the programme? " is one of the following answers ("I have completed a training programme")

7) Are you supported by a kaiāwhina from the programme?

( ) Yes ( ) No ( ) Not sure

A few questions about you.

8) Are you:*

( ) Male   ( ) Female   ( ) Other gender   ( ) Prefer not to say

9) How old are you?*

( ) 15-17 years
( ) 18-24 years
( ) 25-29 years
( ) 30-39 years
( ) 40 years +

10) Which region do you live in?*

( ) Te Tai Tokerau - Northland
( ) Tāmaki Makaurau - Auckland
( ) Waikato
( ) Te Moana-a-Toi - Bay of Plenty
( ) Te Tairāwhiti - Gisborne
( ) Te Matau-a-Māui - Hawke's Bay
( ) Taranaki
( ) Manawatū - Whanganui
( ) Te Upoko o Te Ika a Māui - Wellington
( ) Te Tau Ihu/Te Tai Poutini – Top of the South/West Coast
( ) Waitaha - Canterbury
( ) Ōtākou/Murihiku - Otago/Southland
( ) Area outside these regions

11) Which option best describes you. I am -*

( ) In a full-time paid job (for 30 or more hours per week)
( ) In a part-time paid job (for fewer than 30 hours per week)
( ) Don't have a paid job
( ) Don't have a paid job and looking for work
( ) Don't have a paid job and not looking for work (e.g, full-time parent, doing volunteer work)

Now, some questions about your experience of the training programme.

Logic: Hidden unless: #1 Question "What is your current status in the programme? " is one of the following answers ("I am currently on a training programme")

12) How satisfied or dissatisfied do you feel about the training programme overall?*

( ) Very dissatisfied
( ) Dissatisfied
( ) Neutral
( ) Satisfied
( ) Very satisfied

Logic: Hidden unless: #1 Question "What is your current status in the programme? " is one of the following answers ("I have completed a training programme")

13) How satisfied or dissatisfied do you feel about the training programme you completed overall?

( ) Very dissatisfied
( ) Dissatisfied
( ) Neutral
( ) Satisfied
( ) Very satisfied

For the next few questions, please pick how much you agree or disagree with the statement that is made.

14) Because of the training programme, *I feel more positive about my ability to progress in my career.*

( ) Strongly disagree
( ) Disagree
( ) Neither agree nor disagree
( ) Agree
( ) Strongly agree

15) Because of the training programme, *I have more confidence in my ability to learn new tasks, skills and information.*

( ) Strongly disagree
( ) Disagree
( ) Neither agree nor disagree
( ) Agree
( ) Strongly agree

16) Because of the training programme, *I feel more confident that I have the skills to secure a job.*

( ) Strongly disagree
( ) Disagree
( ) Neither agree nor disagree
( ) Agree
( ) Strongly agree

17) Because of the training programme*, I feel more positive about being able to hold a job.*

( ) Strongly disagree
( ) Disagree
( ) Neither agree nor disagree
( ) Agree
( ) Strongly agree

18) Because of the training programme*, I am better able to look after my health and wellbeing.*

( ) Strongly disagree
( ) Disagree
( ) Neither agree nor disagree
( ) Agree
( ) Strongly agree

19) Because of the training programme*, I am better able to contribute to the wellbeing of my whānau.*

( ) Strongly disagree
( ) Disagree
( ) Neither agree nor disagree
( ) Agree
( ) Strongly agree

20) *The skills I have gained through the training are useful to me for any type of job that I might have.*

( ) Strongly disagree
( ) Disagree
( ) Neither agree nor disagree
( ) Agree
( ) Strongly agree

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21) In your view, how important are the features below for a successful training experience?

	Not at all important	A little important	Quite important	Important	Very Important
Being able to work for a Māori employer	( )	( )	( )	( )	( )
Being mentored by other Māori	( )	( )	( )	( )	( )
Working with a Māori trainer	( )	( )	( )	( )	( )
Working/training with other Māori	( )	( )	( )	( )	( )
Training with a focus on both work and life skills	( )	( )	( )	( )	( )
Training with a tikanga Māori approach	( )	( )	( )	( )	( )

He Uiuinga Whānui mō ngā Akoranga Ringarehe Māori

Tēnā koe

Tēnā koe i tō whakakī i te uiuinga whānui nei.
I te takiwā o te 5 mēneti hei whakaoti.

He uiuinga whānui tēnei kia pai ake ai te mārama ki ngā wheako o ngā kaiuru i ngā hōtaka Akoranga Ringarehe Māori nā te Manatū Whakahiato Ora (MSD) i tuku pūtea. He mea whakahaere e ngā kairangahau o Kōtātā Insight me Kaipuke hoki mō MSD.

He mea muna ō ake kōrero i te uiuinga whānui nei ka kitea e Kōtātā Insight anake, ā, kāore e kitea e ngā kaiwhakahaere akoranga, e MSD, e wai atu rānei.
Ka whakarōpūtia ō whakautu me ngā whakautu o ētahi atu tāngata hei whakaatu i ngā otinga.
Mā te whakakī i te uiuinga whānui nei, ka whakaae koe kia whakamahia ō raraunga mō ngā mahi rangahau mō ēnei hōtaka.

Whakakīia te uiuinga whānui i Te Reo Māori, i Te Reo Pākehā rānei. Hei whakakī i te uiuinga i Te Reo Māori, tēnā pāwhiritia te tohu mā, te kupu English rānei (kei runga i te taha matau) ā, kōwhiritia te "Māori".

Whakamahia ngā pātene kei raro iho o ia whārangi o te uiuinga whānui e haere whakamua ai.
(Ina whakamahia ngā pere o tō pūtirotiro ka puta atu koe i te uiuinga.)

Page exit logic: Skip / Disqualify LogicIF: #1 Question "He pēhea tō tūnga ināianei i te hōtaka?" is one of the following answers ("I tīmata au i tēnei hōtaka akoranga, engari kua wehe tōmua","Kāore anō au kia uru ki tēnei hōtaka akoranga") THEN: Disqualify and display: "Ka aroha, kāore koe i roto i te rōpū tika mō te uiuinga whānui nei. Tēnā koe i tō tāima."

1) He pēhea tō tūnga ināianei i te hōtaka?
( ) Kei te uru tonu au i tētahi hōtaka akoranga
( ) Kua oti i a au tētahi hōtaka akoranga
( ) I tīmata au i tēnei hōtaka akoranga, engari kua wehe tōmua
( ) Kāore anō au kia uru ki tēnei hōtaka akoranga

    He pātai mō tō ake hōtaka akoranga.
2) Ka whakahaeretia tō hōtaka akoranga i-te-wāhi-mahi e ako ai koe me pēhea te mahi?
( ) Āe ( ) Kāo

3) Nō tēhea tau koe i tīmata ai i te hōtaka akoranga?
( ) 2021 ( ) 2022 ( ) 2023 ( ) 2024

Logic: Hidden unless: (#1 Question "He pēhea tō tūnga ināianei i te hōtaka?" is one of the following answers ("Kei te uru tonu au i tētahi hōtaka akoranga") AND #3 Question "Nō tēhea tau koe i tīmata ai i te hōtaka akoranga?" is one of the following answers ("2024"))

4) E hia te roa e uru ana koe i te hōtaka akoranga nei?
( ) Iti iho i te 3 marama
( ) Mai i te 3 marama ki te 6 marama
( ) Neke atu i te 6 marama

Logic: Hidden unless: (#1 Question "He pēhea tō tūnga ināianei i te hōtaka?" is one of the following answers ("Kei te uru tonu au i tētahi hōtaka akoranga") AND #3 Question "Nō tēhea tau koe i tīmata ai i te hōtaka akoranga?" is one of the following answers ("2023"))

5) E hia te roa e uru ana koe i te hōtaka akoranga nei?
( ) Iti iho i te 12 marama
( ) Neke atu i te 12 marama

6) E hia te roa o te hōtaka akoranga?

( ) Iti iho i te 3 marama
( ) Mai i te 3 marama ki te 6 marama
( ) Neke atu i te 6 marama, tae atu ki te 12 marama
( ) Neke atu i te 12 marama

*7) E tautokona ana koe e tētahi kaiāwhina nō te hōtaka? ***

( ) Āe ( ) Kāo ( ) Aua

He pātai mōu ake.

*8) Ko koe tētahi:***

( ) Tāne
( ) Wahine
( ) Ira anō kē
( ) Kāore i te hiahia ki te whāki

*9) E hia ō tau?***

( ) 15-17 tau
( ) 18-24 tau
( ) 25-29 tau
( ) 30-39 tau
( ) 40 tau +

*10) Kei tēhea rohe tō wāhi noho?***

( ) Te Tai Tokerau
( ) Tāmaki Makaurau
( ) Waikato
( ) Te Moana-a-Toi
( ) Te Tairāwhiti
( ) Te Matau-a-Māui
( ) Taranaki
( ) Manawatū - Whanganui
( ) Te Upoko o Te Ika a Māui
( ) Te Tau Ihu/Te Tai Poutini
( ) Waitaha
( ) Ōtākou/Murihiku
( ) He rohe anō kei waho i aua rohe

*11) Ko tēhea kōwhiringa te mea tika ake mōu?***

( ) He mahi ukiuki whaiutu tāku (mō ngā hāora 30, neke atu rānei i ia wiki)
( ) He mahi harangotengote whaiutu tāku (mō ngā hāora iti iho i te 30 i ia wiki)
( ) Kāore āku mahi whaiutu
( ) Kāore āku mahi whaiutu, ā, kei te kimi mahi
( ) Kāore āku mahi whaiutu, ā, kāori i te kimi mahi (pērā i te matua/whaea, ka mahi pea i ngā mahi tūao)

Ināianei he pātai mō ō ake wheako i te hōtaka akoranga.

*12) E pēhea ana tō ngata, tō nanu rānei e pā ana ki te hōtaka katoa?***

( ) Kua tino nanu
( ) Kua nanu
( ) Kua ngākau tapatahi
( ) Kua ngata
( ) Kua tino ngata

13) E pēhea ana tō ngata, tō nanu rānei e pā ana ki te hōtaka katoa i oti ai koe?
( ) Kua tino nanu
( ) Kua nanu
( ) Kua ngākau tapatahi
( ) Kua ngata
( ) Kua tino ngata

Mō ngā pātai e whai ake nei, tēnā kōwhiritia te kaha o tō whakaae, o tō whakahē rānei ki te kōrero.

14) Nā te hōtaka akoranga, *ka pai ake ōku whakaaro e pā ana ki te haere whakamua i taku aramahi.*
( ) Ka whakahē rawa
( ) Ka whakahē
( ) Kāore i te whakaae, kāore i te whakahē
( ) Ka whakaae
( ) Ka whakaae rawa

15) Nā te hōtaka akoranga, *ka pai ake taku whakapono ki a au anō ka taea te ako ngā mahi hou, ngā pūkenga hou me ngā mōhiohio hou.*
( ) Ka whakahē rawa
( ) Ka whakahē
( ) Kāore i te whakaae, kāore i te whakahē
( ) Ka whakaae
( ) Ka whakaae rawa

16) Nā te hōtaka akoranga, *ka pai ake taku whakapono ki a au anō kei ōku ringa ngā pūkenga kia whiwhi tūranga mahi ai.*
( ) Ka whakahē rawa
( ) Ka whakahē
( ) Kāore i te whakaae, kāore i te whakahē
( ) Ka whakaae
( ) Ka whakaae rawa

17) Nā te hōtaka akoranga, *ka pai ake ōku whakaaro ka mau tonu au ki tētahi tūranga mahi.*
( ) Ka whakahē rawa
( ) Ka whakahē
( ) Kāore i te whakaae, kāore i te whakahē
( ) Ka whakaae
( ) Ka whakaae rawa

18) Nā te hōtaka akoranga, *ka pai ake taku tiaki i taku hauora.*
( ) Ka whakahē rawa
( ) Ka whakahē
( ) Kāore i te whakaae, kāore i te whakahē
( ) Ka whakaae
( ) Ka whakaae rawa

19) Nā te hōtaka akoranga, *ka pai ake taku tiaki i te hauora o taku whānau.*
( ) Ka whakahē rawa
( ) Ka whakahē
( ) Kāore i te whakaae, kāore i te whakahē
( ) Ka whakaae
( ) Ka whakaae rawa

20) *He mea whaitake ngā pūkenga i ako ai au i te hōtaka akoranga ahakoa he aha te tūmomo mahi e whiwhi ai au.*
( ) Ka whakahē rawa
( ) Ka whakahē
( ) Kāore i te whakaae, kāore i te whakahē
( ) Ka whakaae
( ) Ka whakaae rawa

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21) I ō whakaaro, ka pēhea te whakahirahira o ēnei āhuatanga kei raro iho nei kia pai ai ngā wheako o te akoranga?

	Kāore rawa i te whakahirahira	He iti noa te whakahirahira	He āhua whakahirahira	He whakahirahira	He tino whakahirahira
Ka whai wāhi ki te mahi mō tētahi kaituku mahi Māori	( )	( )	( )	( )	( )
Arā ngā tuākana Māori	( )	( )	( )	( )	( )
Ka mahi tahi me tētahi kaiārahi Māori	( )	( )	( )	( )	( )
Ka mahi tahi / ako tahi rānei me ētahi atu tāngata Māori	( )	( )	( )	( )	( )
He akoranga ka hāngai ki ngā pūkenga mahi me ngā pūkenga anō o te ao whānui	( )	( )	( )	( )	( )
He tikanga Māori i roto i ngā akoranga	( )	( )	( )	( )	( )

Appendix I – MTTF Participant Survey Results

[Refer separate document. MSD to decide whether to Append or keep as a separate doucment]