



Education Report: Reporting on Delivery Progress of COVID-19 Recovery and Respond Funding Initiatives

To:	Hon Chris Hipkins, Minister of Education		
Date:	22 January 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1248493
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is to report on progress in implementing all Vote Education and Vote Tertiary Education initiatives funded by the COVID-19 Response and Recovery Fund (CRRF) to inform the Budget 2021 decision-making process and demonstrate value for money from this investment.

We seek your agreement on the updates provided before the report is included in the Budget 2021 initiative submission to the Minister of Finance on 29 January 2021 [METIS 1248804 refers].

Summary

- 1 The report demonstrates what is being planned to be achieved and accomplished with the CRRF funding for 42 unique initiatives in Vote Education and Vote Tertiary Education. The CRRF has been used to maintain education services, support the recovery of international education and urgently respond to regional and local needs.
- 2 Of the initiatives funded by the CRRF, 34 (81%) are currently being implemented and eight initiatives (19%) were completed prior to 31 December 2020. Of the ongoing programmes:
 - a. Seven initiatives, valued at \$403.6 million in 2020/21, are projecting underspends that can likely be returned. At this time, the Ministry is likely able to support the Budget 2021 process by returning up to \$192.4 million.
 - b. Two initiatives, valued at \$65.8 million, have been delayed due to the Auckland regional lockdown and the negotiation of funding agreements, but these programmes are continuing to deliver the expected outcomes to respond to COVID-19.
 - c. Eleven initiatives, valued at \$114.2 million, have indicated no or low expenditure to date, although they are expecting to fully spend their allocation by 30 June 2021.

- 3 To date, \$7.7 million in underspends have been returned to support Budget 2021 where completed programmes did not require the full appropriation.
- 4 The Treasury has asked us to highlight the status of the initiatives of interest to the Minister of Finance and these are detailed in paragraph 19.
- 5 The expenditure and delivery updates and analysis for each of the 34 ongoing initiatives are described in the attached report (Annex 1, Tab 1 refers). Programmes that anticipate future underspends will return funding when possible. Eight initiatives, completed prior to 31 December 2020, have returned \$7.7 million (Annex 1, Tab 2 refers).

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that the Ministry of Education is required to report on the Ministry's progress in implementing all Vote Education and Vote Tertiary Education initiatives funded by CRRF to the Minister of Finance by 29 January 2021 [CAB-20-MIN-0483 refers].

Noted

- b. **agree** to provide feedback on the initiatives and send the report with Annex 2 to the Minister of Finance by 29 January 2021, together with your Education Budget 2021 submission of initiatives.

Agree / Disagree

- c. **note** you will receive the draft letter to the Minister of Finance on initiative submission for Budget 2021 on Friday, 22 January 2021 [METIS 1248804 refers].

Noted

- d. **note** the report also delivers on your request for a progress update on implementing initiatives funded by the CRRF for the Ministerial Agency meeting on 26 January 2021, and updates going forward [METIS 1244473 refers].

Noted

- e. **do not release** this Education Report proactively at this time due to budget sensitivities.

Release/Not release


John Brooker
Group Manager
Education System Policy

22/01/2021

Hon Chris Hipkins
Minister of Education

___/___/___

Hon Grant Robertson
Minister of Finance

___/___/___

Background

- 1 The \$50 billion CRRF, announced 14 May 2020, was intended to support New Zealanders and the economy through the ongoing effects of COVID-19 and the global recession.
- 2 The previous progress report on CRRF initiatives [METIS 1244473 refers] only detailed Vote Education initiatives. At the request of the Minister of Finance, this report includes all Vote Tertiary Education initiatives in addition to the Vote Education initiatives.
- 3 The Vote Education and Vote Tertiary Education component (OpEx and CapEx) of the CRRF consists of three packages, valued at \$3.3 billion over four years:
 - a. Urgent CRRF funding, valued at \$117.4 million
 - b. CRRF Foundation Package [CAB-20-MIN-0219.09 refers], valued at \$2.9 billion
 - c. CRRF July Package [CAB-20-MIN-0328.09 refers], valued at \$285.0 million.
- 4 The packages funded 42 unique initiatives, many of which are comprised of multiple work programmes that deliver targeted supports to learners, whānau and teachers in the education and tertiary education sectors.
- 5 There are **27 Vote Education initiatives**. Of those, five initiatives are on track, five were underspent as identified in paragraph 13 (items a to e), two were delayed as identified in paragraph 15 (items a and b), and seven have low spend, as identified in paragraph 16 (items a to g). In addition, seven initiatives are complete and one transferred funds to another initiative, as identified in paragraph 8 (item e).
- 6 There are **15 Vote Tertiary Education initiatives**. Of those, eight initiatives are on track, two were underspent as identified in paragraph 13 (items f and g), and four have low spend, as identified in paragraph 16 (items h to k). One initiative is complete.
- 7 The report provides a concise version of the CRRF update for you (Annex 1 refers) in addition to the template requested by the Treasury (Annex 2 refers). The information is the same between the two versions. The Treasury's template has been attached for your provision to the Minister of Finance.

Summary of expenditure as of 31 December 2020

- 8 Vote Education and Vote Tertiary Education were allocated \$1.199 billion for the 2020/21 financial year. Of those funds:
 - a. \$306.0 million (26%) has been spent as of 31 December 2020
 - b. \$476.7 million (40%) has been contracted to be spent by the end of the 2020/21 financial year, in addition to the actual expenditures
 - c. \$191.0 million (16%) is progressing as expected by 30 June 2021
 - d. \$7.7 million (0.6%) has already been returned
 - e. \$25.6 million (2%) was transferred by fiscally neutral adjustment approved by Cabinet from Providing School Lunches to Providing Access to Free Period Products in Schools and Kura.
 - f. \$192.4 million (16%) can likely be returned.
- 9 Financial information is based on the most accurate information available.

- 10 This report focuses on where funding can likely be returned to support Budget 2021, and those initiatives with delayed, no or low spend that are expected to use the available funds by 30 June 2021. The rationale for the maintaining expenditures is provided for those initiatives on an exceptions basis.

Progress in implementing ongoing initiatives and Budget 2021 implications

- 11 Of the initiatives funded by the CRRF, 34 (81%) are currently being implemented.
- 12 All initiatives identified below are funded through Vote Education unless indicated.

Initiatives projecting underspends

- 13 Seven initiatives, valued at \$403.6 million in 2020/21, are projecting underspends that can likely be returned. Programmes that anticipate future underspends will return funding when possible. The initiatives are:

	Initiative Name	2020/21 OpEx funding	Actual and Contracted Expenditure	Likely Underspend
a.	Contingency: Critical Funding to Address Supplier Contractual Obligations Arising from The Impact Of COVID-19	\$18.0 million	\$5.0 million	Underspend to be determined 31 January 2021
b.	Increasing Ongoing Resourcing Scheme Teacher Aide Hours	\$44.8 million	\$17.1 million	\$5 million, one year only
c.	Ongoing Resourcing Scheme Cost Pressure For Teacher Aide Hours	\$19.0 million	\$11.4 million	\$3.8 million
d.	Providing students with remote access to online digital resources Equitable Digital Access	\$45.4 million (Includes \$19.0 million CapEx)	\$68.1 million	Up to \$10.2m forecast underspend [METIS 1248325 refers]
e.	Sustaining the Early Learning Network (Operating Contingency)	\$206 million	\$4.5 million	\$171.6 million
f.	Tertiary: International Education Strategic Recovery: Immediate Targeted Support for Private Training Establishments	\$9.9 million	\$12.3 million	\$1.8 million
g.	Tertiary: Meeting Increased Learner Need for Tertiary Education	\$79.5 million	\$49.8 million	Underspend to be assessed on receipt of enrolment data in 2021

- 14 At this time, the Ministry is likely able to support the Budget 2021 process by returning up to \$192.4 million from items b, c, d, e and f above.

Initiatives with delayed expenditure

- 15 Two initiatives, valued at \$65.8 million, have been delayed but these programmes are continuing to deliver the expected outcomes to respond to COVID-19. The Ministry may be able to return some funds if the initiatives cannot be delivered within expected timeframes. The initiatives are:

	Initiative Name	2020/21 OpEx funding	Actual and Contracted Expenditure	Reason for delay
a.	Network-As-A-Service and Cybersecurity for Schools renamed Te Mana Tuhono	\$5.8 million	\$8.2 million	The programme suffered delays during the periods of lockdown when the Auckland-based engineers could not access schools to perform upgrades. However, 130 schools received upgrades by December 2020. The four-year initiative is on track to complete hardware upgrades for 25% of schools in 2020/21.
b.	Supporting Māori Learners and Te Reo Māori Post COVID-19	\$60 million	\$12.0 million	This initiative was delayed due to the impact of the Auckland lockdown and a drawn out procurement process. Joint Ministers also agreed to reprioritise \$11.6 million of this funding to foundational te reo Māori curriculum supports and resources. In total, this initiative is expected to spend out this financial year.
c.	Mitigating Impacts of Socioeconomic Disadvantage: School Lunches	\$106.9 million	\$96.6 million	This programme has begun delivering school lunches in 740 schools, impacting 170,000 students, in Term 1, 2021. This programme is seeking a \$1.5 million in-line transfer.

Initiatives with no or low expenditure

- 16 Eleven initiatives, valued at \$114.2 million, have indicated no or low expenditure to date, although they are expecting to fully spend their allocation by 30 June 2021. The rationale for expenditure rates is detailed in Annex 1. The initiatives are:

	Initiative Name	2020/21 OpEx funding	Actual and Contracted Expenditure	Rationale for full expenditure
a.	100% Qualified and Certificated Teachers	\$12.2 million	N/A	Increased funding rates come into effect from 1 January 2021. Any changes to expected expenditure will be captured as part of the MBU forecast update.

b.	Early Intervention: Te Kōhanga Reo – Learning Support Initiative and Targeted COVID-19 Response	\$1.1 million	\$0.01 million	Contract has been drafted and will be signed with the Te Kōhanga Reo National Trust in February 2021.
c.	Expansion of Creatives in Schools	\$1.6 million	\$0.3 million	Most of the spending for 2020/21 will be done once the agreements for 2021 projects are signed with the selected 143 schools, which are being finalised for mid-February 2021.
d.	Providing Digital Identity Required for Online Assessment and Learning	\$2.6 million	\$0.16 million	Pilot is being planned and will be implemented in 2021.
e.	Targeted Support for At Risk Ākonga (Operating Contingency)	\$22.9 million	\$7.7 million	Currently spent 40% of the funding in the first three months of having this funding. Much of the expenditure was due to start from January 2021.
f.	Targeted Support for Pacific Learners and Families (Operating Contingency)	\$16.2 million	\$15.2 million	Received a total of 324 applications to Funds amounting to \$23.4 million. Funding agreements are being finalised by the end of January 2021 and all funds are expected to be disbursed by June 2021.
g.	Technology Support for School Children with Learning Support Needs	\$1.0 million	\$0 million	Anticipating a full spend directly to students and ākonga in schools and kura in Terms 1 and 2, 2021.
h.	Tertiary: Adult and Community Education (ACE) funding increase	\$2.3 million	\$0.8 million	Expected spending is based on current allocations, although there may be additional learner needs over 2021.
i.	Tertiary: Establishing Workforce Development Councils to Support COVID-19 Recovery	\$46.0 million	\$0 million	Six Workforce Development Councils to be established in statute by May 2021.
j.	Tertiary: Increasing Trades Academy Places and Supporting Secondary Transitions	\$6.2 million	\$40.9 million	Funding fully committed for 2021 calendar year.
k.	Tertiary: International Education Strategic Recovery: Communications, marketing and brand awareness	\$2.0 million	\$0.8 million	The strategy continue and the global brand campaign creative concept will be shared with the international education sector in January 2021. The campaign, which will launch in May 2021, will showcase Education New Zealand's offerings of alternative modes of delivery and support long-term brand preference.

- 17 The majority of initiatives have robust risk mitigation plans to address potential delays to programme delivery. The identified risks relate to:
- delays that occurred during the lockdowns in the Auckland region
 - addressing stakeholder concerns over consultation timelines, online consultation mechanisms, and Ministry proposals
 - public expectations that the programmes will continue over the long term.

Much of the delay in spending relates to the commencement of the school year. Other current underspends are committed or will be committed to their original intent.

Completed initiatives and Budget 2021 implications

- 18 Eight initiatives (19%), valued at \$130.5 million, were completed prior to 31 December 2020. \$7.7 million in underspends have been returned to support Budget 2021 where two programmes did not require the full appropriation. The underspends were returned from the following initiatives:

Initiative Name	Returned Underspend
a. Wage Support for School Hostel Employees Due to COVID-19	\$7.3 million
b. Continuation of Support for the Casual Schooling Workforce Unable to Work Due to COVID-19	\$0.4 million

Initiatives of interest to the Minister of Finance

- 19 Treasury has asked us to highlight the status of the following initiatives:
- Contingency: Critical Funding to Address Supplier Contractual Obligations Arising from The Impact of Covid-19***
 - There have been fewer claims than expected, but anecdotal evidence from primary contractors suggests that the full effects of COVID-19 may not be realised for another three to six months. The Ministry is currently establishing factual information to understand the actual impacts with suppliers on programmes of work. A communications campaign to raise awareness is being developed and boost the amount of funding disbursed in the coming months. This contingency expires on 30 June 2021.
 - Targeted Support for Pacific Learners and Families (operating contingency)***
 - This initiative will be fully spent by the end of the fiscal year. Applications to the Funds were oversubscribed. The \$6.6 million Pacific Education Support Fund received 130 applications worth \$7.8 million. The \$6 million Pacific Education Innovation Fund received 194 applications worth \$15.6 million. Funding agreements are being finalised by the end of January 2021 and all funds are expected to be disbursed by June 2021.
 - Maintaining Kōhanga Reo Viability During the Post-COVID-19 Rebuilding Phase (Previously: Sustaining Kōhanga Reo and Revitalising Te Reo Māori)***
 - This initiative will be fully spent by the end of the fiscal year. The Te Kōhanga Reo National Trust (Trust) has been provided an

operational funding rate increase of \$65.1 million over four years, paid out in arrears. The cost of this increase was \$8.7 million between July and December 2020. The Trust is also finalising their property programme prior to drawing down funds to remediate the condition of Kōhanga Reo properties.

d. Sustaining the Early Learning Network (Operating Contingency)

- i. Of the \$206 million allocated to this initiative, \$171.6 million is likely to be available for return. The remaining funding has been set aside for a second round of applications for the \$30 million Sustainability Fund, which opened between 1 January and 30 April 2021. An underspend is anticipated, but the amount is currently unspecified. A request has been submitted to the Ministers of Education and Finance to extend the operating contingency expiry date until 31 March 2021 to enable consideration of remaining contingency as part of the Budget 2021 process [METIS 1244100 refers].

e. Mitigating Impacts of Socioeconomic Disadvantage: School Lunches

- i. The programme started delivery in 740 schools, impacting 170,000 students, from Term 1, 2021. This initiative has contracted to spend \$86.8 million of its original \$106.9 million allocation; Cabinet has approved a fiscally neutral adjustment of \$25.642 million to fund the Access to Free Period Products in Schools And Kura initiative. 9(2)(f)(iv)

f. Supporting Maori Learners and Te Reo Maori Post Covid-19

- i. This initiative, allocated \$60 million, supports six workstreams.
9(2)(f)(iv)
[REDACTED]
[REDACTED] This initiative was delayed due to the impact of the Auckland lockdown and a drawn out procurement process.
- ii. Joint Ministers agreed to reprioritise \$11.6 million of this funding to foundational te reo Māori curriculum supports and resources.
- iii. The Support for Māori Learners and Whānau To Reconnect with Education Services programme is at the stage of regional offices negotiating funding agreements but cannot formalise with signatures until all relevant approvals have been secured. The approvals process is in progress.
- iv. Te Ahu o te Reo Māori programme is contracting providers and developing a national promotion campaign to boost registrations.
- v. Te Kawa Matakura is in the process of delivering the Diploma in Mātauranga ā-iwi and establishing a Bachelor of Mātauranga ā-iwi qualification.
- vi. Procurement is being finalised for Kura Whānau Reo, Rauemi, and Te Aho Ngārahu programmes.

g. Ongoing Resourcing Scheme (ORS)

- i. The programme has distributed Phase 1 funding of \$18.6 million, 60% of the allocated funding, directly to schools with ORS-verified students in the October 2020 operational grant to provide an average increase of three teacher aide hours a week on an ongoing basis to the end of Term 4, 2020. The additional 3 hours per week funding is paid four times a year; two of these had been paid by the end of December 2020.
- ii. The Teacher Aide Pay Equity Claim, which will pay out approximately \$8.1 million in March 2021, will be backdated to

include all the additional hours provided. Phase two of the ORS funding allocated by the CRRF will pay \$12.4 million from Term 1, 2021.

Consultation with Treasury

- 20 The Ministry has consulted the Treasury on the development of this advice and has shared assessments on the implementation progress for Vote Education and Vote Tertiary Education initiatives.

Next Steps

- 21 The Ministry will provide you with a draft Budget 2021 initiative submission letter to the Minister of Finance on 22 January 2021. The CRRF report will need to be attached to the submission letter.
- 22 The Ministry will continue to monitor and report on CRRF funding as appropriate.

Proactive Release

- 23 We recommend that this Education Report is not released at this time because the information it contains is Budget sensitive. This is consistent with section 9(2)(f)(iv) of the Official information Act 1982.

Annexes

- Annex 1: Ongoing and Completed CRRF Initiatives (**Concise**)
- Annex 2: Ongoing and Completed CRRF Initiative Updates for the Minister of Finance (**Treasury template**)

Ongoing Initiatives

Initiative Name and description	Manifesto commentary	2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Purpose of outyear funding and relation to COVID-19 recovery	Opportun ity to scale/ reprioritis e	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21	Expenditure and delivery commentary	Key milestones	Issues /risks /mitigations	Outcomes commentary
Equitable Digital Access Provision of devices to students, and provision of internet service to student's households.	Continue to address the digital divide in New Zealand schools	26.42	0	26.42	19	N/A	TBC	29.7	38.37	35.3	Education report to minister (January 2021 METIS 1248325) notes up to \$10.2m forecast underspend (due to provider discounts, cheaper solutions, fewer connections than originally forecast due to limited provider capacity, cancellations due to address moves, etc).	45,900 all household information confirmed, and connected or in the process of connection Ongoing Connection campaigns from service providers for households identified as enabled, but not yet connected.	Services to majority of connected households terminate at end of February 2021 with limited low cost options available that will meet education needs. Investigating use of underspend to further extend connections, through to June or December 2021, and/or a small resurgence contingency for additional learner devices.	See below
<i>Equitable Digital Access - Provision of initial internet service to ~53,000 households of students (Previously providing students with remote access to online digital resources (Op))</i> [CAB-20-MIN-0136] (METIS: 1224603) <i>Connections of 53,000 learner households to an internet service.</i>		21.44		21.44	0			8.3	16.47	13.3	<i>\$5m forecast spend to continue existing internet connections through to end February as planned.</i> <i>Options to fund internet connection extensions (through to June or December as part of pandemic readiness) are in process of presentation for ministerial consideration.</i>		<i>Services to majority of connected households terminate at end of February 2021 with limited low cost options available that will meet education needs.</i> <i>Investigating use of underspend to further extend connections, through to June or December 2021.</i>	<i>37 Internet Service Providers contracted to deliver connectivity to households.</i> <i>45,900 internet connections have been identified as required, and have been allocated.</i> <i>The expiry of these internet connections also represents a wider impact on learners' families and whānau. If this equity-based access to the internet is lost, these families and whānau may lose the ability to "participate in, contribute in, and benefit from a digital world." There is a lost opportunity cost to account for in taking no further action.</i>
<i>OBU 2020 FNA, transfer of Non-Dept Opex (Internet service connections related) to Departmental (Ref: CO (18) 2 - para 32.1)</i> <i>Accounting adjustment at OBU 2020</i>		-2.32		-2.32	0						<i>Departmental resourcing and support costs (including EDA team).</i>	<i>Extension of Oct-Dec 2020 expiring connections of learner households through to February 2021.</i> <i>Activity underway to identify funding sources to extend the connection horizon still further into 2021.</i>		<i>Ministry EDA team resourced.</i>
<i>Equitable Digital Access - Continuation of the MoE supplied internet service to student households through to February 2021. (METIS 1241053)</i> <i>• Extension of Oct-Dec expiring connections of learner households to February 2021.</i>		4.8		4.8	0			0	0	0	<i>Expense for this budget component is tracked centrally through row 8 (the connectivity row).</i>	<i>25,116 devices delivered as part of this phase of device acquisition and distribution.</i>	<i>Services to majority of connected households terminate at end of February 2021 with limited low cost options available that will meet education needs.</i> <i>Investigating use of underspend to further extend connections, through to June or December 2021.</i>	<i>Connections for households that were due to expire in 2020 have been extended through end February 2021.</i>
<i>Equitable Digital Access - Provision of ~25,000 devices to students (Previously Providing students with remote access to online digital resources (Op))</i> [CAB-20-MIN-0136] (METIS: 1224603) <i>• Acquisition and distribution of over 25,000 devices to students, prioritising NCEA students years 11-13 (initially deciles 1-3, then 4-10).</i> <i>• Distribution of 16,000 school-owned devices to students.</i>		2.5		2.5	12.5			14	14	14		<i>10,517 devices delivered as part of this phase device acquisition and distribution.</i>	<i>Risk of further lockdowns requiring supply of additional devices as no further funding allocated in FY20/21 nor FY21/22.</i>	<i>25,116 devices delivered as part of this phase of device acquisition and distribution. Primary focus on students in years 11-13.</i>
<i>Equitable Digital Access - Provision of a further ~8,100 devices to students following the approval of additional funding of \$6.9m (\$5.5m + \$1.0m for reimbursement to schools) for years 9-13+, and residual \$0.4m for extending provision of ClassroomNZ2020. (METIS 1237093)</i> [Cabinet 17 Aug 2020.] <i>• Acquisition and distribution of a further 8,100 devices to students, prioritising students years 9-13+, with an immediate focus on learners in the Auckland region currently under lockdown level 3.</i>		0			6.5			7.4	7.9	8		<i>10,517 devices delivered as part of this phase device acquisition and distribution.</i>	<i>Risk of further lockdowns requiring supply of additional devices as no further funding allocated in FY20/21 nor FY21/22.</i>	<i>Devices delivered to students year 9 upwards, initially to Auckland alert level 3 region, and then rolled out nationwide to those year groups.</i>
Ensuring continuity and adequacy of student support - increase in student loans	MoE not required to report on this (Treasury confirmed on 21 December via email)													
Increasing Trades Academy Places And Supporting Secondary Transitions This initiative provides funding for two components: 1) Increase in the volume of Trades Academy places by 1,000 places a year from 2021 ongoing. This is intended to give schools more options to meet the needs of their students during the expected economic downturn and it will ultimately help with our recovery by building up our skilled workforce. 2) Continue funding for the network of Ministry regionally-based staff to provide specialist support for schools and tertiary education organisations, focusing on learner achievement, retention and transition, and those not in education, employment or training. Led by the Minister of Education.	NA	6.19	7.974	32.32	0.00	Provides learning opportunities intended to help keep secondary students engaged in education and building skills to prepare them to pathway into higher-level VET. This is particularly important given younger people may struggle to gain employment in the current labour market (and over the coming years as the economy recovers). Retaining MOE specialist support across the country, supporting education stakeholders to improve student achievement, retention and transitions into further education or employment. Without the ongoing funding fewer school students have access to initial VET learning opportunities. Reduced specialist support for education stakeholders across the secondary-tertiary interface.	No	34.7	6.2	6.194	Funding fully committed for 2021 calendar year (i.e. funding covering 2020/21, and first 6 months of 2021/22). Specialist staff appointments expected to be completed during Q3 2020/21. 1,000 additional Trades Academy places fully subscribed for 2021 calendar year (and expected to be in future also)	Allocation process for 2021 calendar year places completed September 2020 Funding will start to be spent in January 2021 (indicative values will be available at month end). Expansion of existing programme, additional funding for 2021 calendar year allocated as part of regular allocation process. MOE regional teams currently progressing recruitment.	NA	This programme is intended to give schools more options to meet the needs of their students during the expected economic downturn and it will ultimately help with our recovery by building up our skilled workforce. For 2021 cohort: Learners retained in education in 2021 and prepared to transition into higher-level education (which may be at school or at a tertiary education organisation) or employment by the end of 2021

Initiative Name and description	Manifesto commentary	2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Purpose of outyear funding and relation to COVID-19 recovery	Opportun ity to scale/ reprioritis e	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21	Expenditure and delivery commentary	Key milestones	Issues /risks /mitigations	Outcomes commentary
Increasing Wellbeing And Mental Health Support To Learners And Education Workforce This initiative will provide funding to increase the provision of wellbeing and mental health support to learners and the education workforce in response to COVID-19. Initiatives include: a pilot of guidance counselling in primary schools; an increase to the guidance staffing entitlement for schools and kura with over 200 secondary students; the establishment of an urgent response fund for early learning services, schools and kura; the embedding of quality teaching approaches to mental health, wellbeing and healthy relationships in schools, kura and early learning services; increased access to workplace assistance for educators; strengthening mental health services for tertiary students; and local responses to youth mental health and wellbeing. Led by the Minister of	Expansion of mental health support based on the Mana Ake programme in Canterbury.	74.03	30.869	176.58	0	To ensure learners and families are equipped to respond to emerging wellbeing concerns and to address those needs before they become more serious. Increasing access to counselling will help address the impacts of COVID-19 and similar events on student mental health and wellbeing, especially in the recovery phase. The amount of funding has already been communicated to the sector. Reducing or removal of funding would negatively impact on the Ministry's relationship with the sector.	No	34.73	7.7	73.07	• Undertaking initiatives that will take effect from the 2021 academic year and starting payments early next year.	Increasing Wellbeing and Mental Health Support in Education: <ul style="list-style-type: none">Increased staffing entitlement for guidance counsellors in large secondary schools.A RFP issued for the delivery of primary schools guidance school services with community organisations.Co-designed a new Curriculum Lead (Wellbeing) roles recruited.Launched a \$4.2 million counselling and support service for the Auckland education workforce in November 2020.	See below	This programme is intended to provide wellbeing and mental health support to learners and the education workforce in response to COVID-19.
Frontline curriculum support and resources This initiative will provide funding to increase the provision of wellbeing and mental health support to learners and the education workforce in response to COVID-19. Specifically provision of frontline curriculum support and resources (i.e. the Curriculum Leads (Wellbeing) Service, with the Curriculum Hub (support website) and Wellbeing resources. Led by the Minister of Education.		5.154	0	32.754	0		No	0.33	0	4.95 (exact figure subject to continued recruitment and onboarding of full complement of Curriculum Leads and operationalisation of the service)	Opex incurred to date is for project staff involved in the recruitment of new Curriculum Leads (x38) and development and operationalisation of service design, channels and resources. Recruited Curriculum Leads to be engaged from end January 21 will constitute bulk of ongoing Opex.	•First round of recruitment completed (to engage 38 Curriculum Lead (Wellbeing) positions, to be in place mid term 1 - Term 2, 2021) Service Design partner engaged • Operationalised service supporting schools in local curriculum development that supports Wellbeing - comprising 38 Curriculum Lead (Wellbeing) positions to be in place mid term 1 - Term 2, 2021. • Creating a supporting online Curriculum Service Hub for resources.	We have no Issues, and no Amber or Red risks. We pay particular attention to the risk of not recruiting a sufficient number of Leads with the desired experience and attributes, within the tight timelines. Our recruitment plan provides mitigation to this risk.	Outcomes will be realised following full operationalisation of the Curriculum Lead support services and standup of support channels and content; subject to evaluation modelling (in development)
Increased access to workplace wellbeing support for educators This initiative will provide wellbeing and mental health support to the education workforce in response to COVID-19.	NA	7.85	8.138	15.988	0	To support education workforce wellbeing in response to COVID-19 resurgence and recovery COVID-19 has created unprecedented, significant and wide-reaching impacts on the wellbeing of the education workforce. Supporting the wellbeing of the education workforce is not only an important priority in itself; it also contributes to supporting learners to succeed and manage their own wellbeing. As a priority under the Accord, the Ministry has been working alongside NZEI and the PPTA and other key education sector groups to reach consensus on the initial \$9 million COVID-19 wellbeing package.	No	0	6.2m (EAP services), 1.5m for online wellbeing hub is due to be contractually committed this month through to 30 June 2023.	7.12	Initiatives are underway with payments starting early this year \$6.2m (EAP): a contract has been signed with EAP services to provide counselling supports and services for the education workforce during L3 or L4 resurgence through to 30 June 2021. This provides for \$4.2m to support the Auckland education workforce through to 2 Feb 2021 and \$2m for any further support that may be needed due to resurgence. So far, uptake for EAP has been lower than forecast and we are estimating to only spend \$200k out of the total \$4.2m. We consider it necessary to continue to retain the contingency funding due to unknowns around resurgence and the need for further counselling support and services. In April 2021, we will provide the Minister with advice on spend for the remaining \$7 million and seek decisions around any surplus funds at this time.	On 30 September the Minister announced a \$9 m package to support educator wellbeing as part of the Government's COVID-19 response and recovery budget initiative. The Government has a further \$7m, from the \$16m for educator wellbeing over the next three years, to support further initiatives. In November 2020, a \$4.2 million counselling and support service was launched to support the Auckland education workforce for a period of three months as a result of resurgence in the region. A further \$2m was set aside to provide additional EAP counselling and support services to educators in locations that might be further impacted by a COVID-19 resurgence. Work is underway for planning a Māori medium initiative and developing a nation-wide wellbeing online hub to provide additional support until June 2023 for all of the over 130,000 educators in New Zealand, and their whānau. The hub will be launched in Term 1 2021 and will provide a range of easily accessible advice, including peer-to-peer support and some materials specifically developed for the education sector. We are currently procuring a contract to evaluate the wellbeing package.	NA	The outcomes will be realised when initiatives are delivered
Strengthening mental health services for tertiary students This initiative provides funding to increase the provision of wellbeing and mental health support to learners and the education workforce in response to COVID-19. Led by the Minister of Education (MoE), the component that Health is responsible for is strengthening mental health services for tertiary students.	NA	2	10	25	0	An anticipated increase in demand for mental health services as the impacts of COVID-19 on tertiary students i.e. timelines of lockdown in relation to completing studies, employment and housing opportunities are affected. This will continue to be the case for sometime.	No	0	0	0	The on-going Opex funding of \$10m is a small amount when equitably allocating across the tertiary environment. Any reduction in funding would make an equitable allocation very challenging. Entered into a service commissioning process with NZIST (NZ institute of Skills & Technology - Te Pukenga). A letter of intent has been provided to NZIST. Also approaching Wananga in coming weeks.	Working with MoE with support from the Tertiary Education Commission (TEC) to develop the procurement approach with education institutes. Contracts in place and services established across the 16 NZIST sites and across Wananga.	NA	Outcomes are expected within the next 12 months
Urgent Response Fund and Guidance counsellors		61	0	102	0		No	34.4		61	Expected spend: \$50m (URF) \$11m Guidance Counsellors	Urgent Response Fund (URF): <ul style="list-style-type: none">Distributed over \$30 million, or 62% of the fund, as of 31 December 2020.Approved 3,219 applications supporting 355,886 learners, 44% of whom are in Auckland.Low-decile schools and kura, and their ākonga, are accessing their share of the funding.Interim Outcomes Survey undertaken with institutions funded in first quarter.	NA	The Urgent Response Fund is 62% distributed at the end of 2020, and programmes have begun to have a positive impact on students. The outcomes will continue to be achieved over the five years of the funding period. Interim outcomes for the URF being achieved now for the institutions funded in the first quarter.

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Mitigating Impacts Of Socioeconomic Disadvantage: School Lunches (op) This initiative provides funding to relieve food insecurity and improve educational outcomes for students through expanding the Free and Healthy School Lunch Programme to up to 190,000 more Year 1-13 students. Delivery targets schools with the highest disadvantage using the Equity Index. Before the pandemic around one in five children lived in households with severe or moderate food insecurity. This initiative will help cushion the blow of Covid-19 impacts on students in already socio-economically disadvantaged households who will now be experiencing heightened financial stress, job and income losses. In Term 3 recruitment, planning and systems development will support the scaled up programme, with expansion of school lunches starting in Term 4.	Expand the Free and Healthy School Lunch programme to cover 200,000 students in 2021.	106.90	109.8	216.70	3.90	Funded through to end of school year (December 2021) Without the fund students living with food insecurity will no longer be able to receive a free and healthy school lunch, which will reduce educational outcomes for those students.	Cabinet has already approved a fiscally neutral adjustment of 25.642 to provide for the access to free period products in schools and kura initiative	9.8	86.8	86.8	We are in the process of finalising the contracting with 120+ suppliers who will begin delivery in the first half of the year. * We are requesting that 7.5 is transferred to 21/22 to cover the ongoing costs of around 4,000 additional students that are in the programme (over the 211,000 that are currently funded) * There are still emerging costs as part of the implementation. Examples are providing shelf stable food to small and remote schools, managing the dietary needs of some special schools and providing additional support to small schools who require extra support to start the programme.	<ul style="list-style-type: none">The Ka Ora, Ka Ako programme is currently serving lunches to more than 39,000 students in 182 schools nation-wide.Over 300 jobs created as a result of the programme In the next 12 month: <ul style="list-style-type: none">Starting delivery in 740 schools (170,000 students) in Term 1 and 2, 20212,000 jobs created	<ul style="list-style-type: none">Funding is until the end of 2021 but schools have expectations that the programme will be ongoing. Risk of push back from the sector if the programme ends	This programme is intended to relieve food insecurity for students with the highest disadvantage, thereby improving educational outcomes. The benefits of this programme are anticipated to be fully realised when it rolls out in full in Term 1, 2021.
100% Qualified And Certificated Teachers This initiative provides funding to reinstate a higher funding band for teacher-led, centre-based services (i.e. kindergartens and education and care centres) that employ a 100% qualified and certificated teaching workforce. This is expected to improve the quality and frequency of teacher-child interactions, and lead to better learning and developmental outcomes for children in services employing a 100% certificated workforce. COVID-19 is likely to lower demand for early learning services. This initiative maintains employment opportunities for qualified ECE teachers in an environment when fewer services are likely to be operating.	Reinstate the higher funding band for services that employ a fully qualified and certificated teaching workforce (the '100% funding band') from 1 January 2021.	12.24	112.3	278.25	0	Outyear funding is required to maintain the higher funding rates that have been implemented If the initiative is not funded, outcomes of ELAP to improve the quality and frequency of teacher-child interactions, and lead to better learning and developmental outcomes for children will not be achieved	No	0	0	12.24	Budget 2020 initiative linked to the ELAP. Demand Driven Initiative. Any changes to expected expenditure will be captured as part of the MBU demand driven forecast update.	Increased funding rates come into effect from 1 January 2021. Demand Driven Initiative. Will distribute funding in alignment with the increased funding rates when the programme comes into effect from 1 January 2021. Eligibility for the new rates will be determined again in March 2021.	NA	This programme is expected to improve the quality and frequency of teacher-child interactions, and lead to better learning and developmental outcomes for children in services employing a 100% certificated workforce. Outcomes will begin to be achieved from 1 Jan 21 once the initiative comes into effect.
Early Intervention: Te Kohanga Reo – Learning Support Initiative And Targeted Covid-19 Response The Ministry of Education (the Ministry) will partner with Te Kōhanga Reo National Trust (the Trust) to co-design and co-deliver targeted strategies and support for the kōhanga whānau (kaiaiko, parents, whānau) to support tamariki with learning support needs to recover from COVID-19 and reduce the gap in access to learning support. With an emphasis on keeping Kōhanga whānau connected during alert levels enabling a safe return of all tamariki and whānau to Kōhanga.	Continue to implement the 10-year Early Learning Action Plan and meet the needs of the youngest children in particular	1.14	0.276	2.84	0.00	Outyear funding will enable the Trust to continue to build Kōhanga kaiaiko and whānau understanding of learning support needs through PLD, build trust with the Ministry and increase access to Ministry provided learning support services. It will also enable learning support resources to be developed based on kaupapa Māori from a Te Ao Māori perspective. More tamariki will receive the support they need to learn. If the outyer funding removed it will result into loss of trust in Ministry and government by Te Kōhanga Reo National Trust. Tamariki Māori learning support needs will not be met, with a consequential negative impact on their learning as they enrol in and attend school and kura.	No	0.01		1.14m	This funding supports implementation of key Ministry strategies, Ka Hikitia and the Learning Support Action Plan Undertaking preparatory work and expect to be fully spent by the end of the funding period. Contract has been drafted and we are due to sign with the Trust in February 2021	<ul style="list-style-type: none">Māori educational psychologist (1FTE) commenced working with the Trust in November 2020Partnering with Te Kōhanga Reo National Trust to co-design and co-deliver targeted strategies and support for the kōhanga whānau and kaiaiko to support tamariki with learning support needs and increase access to learning support.	We are taking steps towards meeting Government's commitments to Māori and Te Tiriti o Waitangi by working differently to deliver this and other Māori programming. Working differently means that we are better engaging Māori and ensuring that Māori learners succeed as Māori with their whānau. Shifting the working paradigm to recognise and value te ao Māori may result in a slower payments schedule, but is crucial to the long-term success of the programme and the Ministry's ongoing relationship with the sector.	This programme is anticipated to support tamariki with learning support needs to recover from COVID-19 and reduce the gap in access to learning support. Outcomes will achieved across the four years, when relationships and trust are further and more widely established between the Trust and the Ministry at national office and regionally.
Expansion Of Creatives In Schools This initiative seeks to expand the Creatives in Schools programme, in which professional artists and creative practitioners partner with schools and kura to share specialist artistic knowledge and creative practice. This is an expansion of an existing initiative, funded through Budget 2019, with the new funding enabling the Ministry of Education to increase the total number of projects from 304 to 510 over the first four years of the programme.	Expand the Creatives in Schools programme.	1.600	NA	4.000	0.000	NA	No	0.1373	0.152	1.6	Project is progressing as planned. Additional 23 projects will be funded for 2021, on top of the planned 120 projects. This decision was made by the cross-agency team to avoid any underspend and this was endorsed by the Creatives in Schools governance group. <ul style="list-style-type: none">\$4M will be spent up to year 2023. \$4M includes Departmental and Non-Departmental budget Most of the spending for 20/21 will be done once the agreements for 2021 projects are signed with the selected 143 schools. We are in process of finalising the agreements and they will be ready by mid February 2021. <ul style="list-style-type: none">We are confident that all the Non-Departmental budget will be used to fund the projects. There is strong interest in Creatives in Schools from the sector. For the first two rounds, we have received far more applications than we have been able to fund.The Cross agency working group is progressing work to make a case for funding in outyears, based on the success of this initial funding.	R2 assessment and selection process finalised on 27 Nov 2020. R2 Results announced to schools and kura on 30 Nov 2020. <ul style="list-style-type: none">R2 agreements finalised by 15 February 2021R2 70% payment for up to 130 projects by 26 February 2021R2 results announcement publicly by 26 February 2021Induction of selected schools and kura by 26 February 2021R2 Evaluation contract finalisation by end of March 2021Regional coordinators role appointment by Mid April 2021R2 balance 30% payment for up to 90 projects by 25 June 2021R3 applications open in last week of June and close in 3rd week of August 2021		Around 90 out of 143 projects will finish by end of July 2021. The benefits of this programme have already been realised. In Round 1, 34 successful projects were funded. The Round 1 evaluation report highlights significant successes of the programme in its first year.

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Increasing Ongoing Resourcing Scheme Teacher Aide Hours This initiative delivers an increase in teacher aide hours for over 10,000 students in the Ongoing Resourcing Scheme (ORS). This initiative means schools with ORS students will receive increased funding to employ teacher aides for more hours to help with the transition back to school. Initially this will support high and very high needs students with physical distancing and hygiene practices, however it will also allow schools to respond to the individual needs of the student upon their return to school. Parents will experience greater wellbeing as a result of their children receiving the support they need to return to school safely. Led by the Minister of Education.	N/A	44.78	33.147	144.22	0.00	Once a student is verified as ORS they are supported throughout their educational life. ORS students are the highest needs students that MOE support (around 1% of students at school). COVID-19 caused significant disruption to their educational patterns which has resulted in increased ongoing teacher aide support needed for these most vulnerable students If this funding is removed, the average TA hours will reduce with likely negative impacts on the attendance, engagement, participation and learning of students verified by ORS. It will also cause additional stress and negatively impact the wellbeing of their families, whānau, schools and teachers.	5m one year only	17.1		39.8	This initiative has three elements: a 3-hour ongoing average weekly increase in TA support for students verified by ORS; a \$31m ORS COVID-19 Response Fund being allocated in two phases (\$12m or 39% of the Response fund is funded by this initiative and the remaining \$19m of the Response Fund is funded by the ORS cost pressure initiative below); and the cost of the Teacher Aide Pay Equity Claim for the additional TA hours. In phase 1 of the Response Fund, 60% of the total Response Fund (\$18.6m) was allocated to schools. We are currently assessing applications for phase 2 (the remaining 40%, \$12.4m) of the Response Fund. We expect to have a 50% uptake of the phase 2 funding based on current and forecast applications of \$6.2m, \$2.4m of which will come from this budget line (39% of the total forecast expenditure). TAPEC payments estimated to be \$8.1m will be made in March. We estimate that the additional 3 hour ongoing average weekly increase TA allocation for the rest of 20/21 will cost \$12.2m. This gives a total estimated spend in 201/21 across the three elements of \$39.8m. This is an estimated underspend of \$5m for this year only. We will review this forecast in March after the TAPEC settlement payments are made and phase 2 applications are confirmed, including the volume of new applications received in Term 1 2021. The ongoing additional 3 hours average per week funding is paid four times a year. We have paid two of these by the end of December 2020. Teacher Aide Pay Equity Claim will be paid in March. This will be backdated to include all the additional hours provided. This is estimated to be \$8.1 million. ORS COVID-19 Response Fund phase 2 (\$12.4m) will be paid from Term 1 2021 based on approved applications from schools. The TAPEC settlement payment will take place in March meaning expenditure is not evenly distributed.	<ul style="list-style-type: none">Announced \$31m, allocated in two phases, for schools to employ additional teacher aide support for ORS students who need extra help on their return to school.Distributed Phase 1 funding of \$18.6m (60%) directly to schools with ORS-verified students in the October 2020 operational grant to provide an average increase of three teacher aide hours a week on an ongoing basis to the end of Term 4, 2020.Providing phase 2 funding of \$12.4m (40%) on an application basis for schools to support the COVID-19-related needs of students who are ORS-verified. Funding will be made available during Terms 1 and 2, 2021.Received 306 applications for phase 2 funding since an online plan template went live in November 2020.10,000 ORS students will receive increased access to teacher aides to help with the transition back to school. Fundholder schools have received \$6 million additional funding in Terms 3 and 4, 2020 to support an average additional 3 hours. ORS students enrolled in non-fundholder schools are having hours moderated to determine the additional levels of support they need. On average the ongoing TA support for high needs students will increase from 10 to 13.0 hours per week. ORS students with very high needs will on average increase from 17 to 20.0 hours per week.We are allocating \$8.146 million in March 2021 for the Teacher Aide Pay Equity Claim element based on actual employed teacher aide hours.	NA	This programme is intended to employ teacher aides for more hours to help learners with the transition back to school. Phase 2 funding will be made available during Terms 1 and 2, 2021.
Maintaining Kohanga Reo Viability During The Post-Covid 19 Rebuilding Phase (previously: Sustaining Kohanga Reo and Revitalising Te Reo Maori) The initiative provides funding to improve the sustainability, capacity and capability of Kōhanga Reo. This will assist the Crown to revitalise te reo Maori and help integrate it into the learning of children by 2025. The initiative will increase the funding rates for each Kōhanga reo and the annual funding the Ministry provides the Kōhanga Reo National Trust (the Trust) to support the kohanga reo network. The support for the Trust includes funding to assist with assessment of, and associated remedial and rehabilitation work on, Kōhanga reo properties. Led by the Minister of Education and the Associate Minister of Education, Hon Kelvin Davis.	Continue to implement the 10-year Early Learning Action Plan and meet the needs of the youngest children in particular	24.44	25.498	99.96	0	This initiative has two discrete components; An increase to operational funding rates to improve the sustainability of Kōhanga Reo, and separate grant based funding to remediate the condition of Kōhanga Reo Properties <u>If not funded</u> Increased funding rates: Funding rates will not be able to be maintained without breaching the appropriation. Property Remediation: No remediation of Kōhanga properties.	No	12.051	18	24.44	For the Demand Driven portion of this Initiative: Any changes to expected expenditure will be captured as part of the MBU demand driven forecast update. The spend on property remediation is dependant on Te Kōhanga reo National Trust providing a final plan for their property program. This was due to the Ministry by 31 Dec	Valued property remediation work at \$21.2 million. The Trust held a series of hui with individual Kōhanga Reo to assess current needs. They are currently finalising their property programme and will seek Board's approval prior to drawing down on the funding. <ul style="list-style-type: none">Provided the Trust with operational funding rate increases valued at \$65.1 million over four years. The cost of this increase is \$8.7 million between July and December 2020.The Trust will receive \$13.8 million, paid in instalments over the next 4 years, to support Kōhanga Reo network and enhance the capability and capacity of its people. Paid \$3.3 million for the first four milestones to December 2020.	We are taking steps towards meeting Government's commitments to Māori and Te Tiriti o Waitangi by working differently to deliver this and other Māori programming. Working differently means that we are improving our engagement with Māori and ensuring that Māori learners succeed as Māori with their whānau. Shifting the working paradigm to recognise and value te ao Māori may result in a slower payments schedule, but is crucial to the long-term success of the programme and the Ministry's ongoing relationship with the sector.	This programme is intended to revitalise te reo Maori and help integrate it into learning by 2025. Operational funding increases have ben delivered. Property remediation will commence once TKR provide a plan for their programme of work
NCEA Online: Transforming Assessment For Learners This initiative will provide funding to continue to implement digital National Certificate of Education Achievement (NCEA) examinations. Access to digital external examinations is a critical component of the response to COVID-19 and reflects today's expectations for digitally supported teaching and learning. Building on significant investments already made and progress so far, a flexible sector technology asset will enable digital assessment across all appropriate NCEA subjects and levels. It will support the further development of resilient operating models for assessment undertaken by the New Zealand Qualifications Authority, including supporting the implementation of the proposed NCEA changes. Led by the Minister of Education.	Develop tools to better understand children and young people's learning progress, renewing the curriculum and implementing changes to NCEA to strengthen literacy and numeracy requirements. Continue work to make NCEA more robust, consistent, inclusive and accessible.	14.850	4.772	38.680	0.000	Outyear funding is required to support and continually improve the underpinning digital assessment platform, including ongoing vendor application licensing. It also ensures the ongoing growth and development of digital assessments, including the implementation of the outcomes of the NCEA Review and Review of Assessment Standards. If not funded NZQA will no longer be able to support the digital assessment platform, and associated business costs, which will lead to digital assessments no longer being available to schools and students.	No	7.93	8	14.85	<ul style="list-style-type: none">Transferred funding to NZQA to implement this programme.Expenditure tracking as planned.It is not possible to scale/reprioritise without adversely affecting the consistent delivery of digital assessments.Core programme funding ends 30 June 2022. NZQA operating reserves/baseline will fund the ongoing development and operation of NCEA Online. The eventual roll-out of digital assessments across all schools and to all students is dependent on student access to devices, connectivity and on the voluntary 'opt in' decision of each school.	For 2020 digital external examinations, 277 schools and 22,590 individual students participated. This is a 41% increase in schools from 2019 and a 55% increase in students. All NCEA examinations at levels 1,2 and 3 will be scanned and marked digitally. The digital assessment platform will be used for RAS pilots, CAAs, and Lit-Num trial The first scholarship exams will be digitally available The new interface will be introduced to digital assessments to improve accessibility [when?].	Some NCEA subjects, such as maths, science and music, are more difficult to digitise to optimise the student user-experience. These subjects are the focus of ongoing research and innovation trial initiatives.	This initiative is intended to enable access to digital external examinations, which is a critical component of the COVID-19 response. The NCEA Online programme is taking an progressive, incremental approach to implementation that keeps in lock-step with schools capability and capacity to deliver digital assessments. The incremental approach to implementation means that outcomes are being progressively achieved. Full implementation will depend on all schools opting-in to participate, all students having access to a digital device, connectivity and al NCEA subject being available as digital examinations.
Support For Schools Payroll This initiative provides funding for Education Payroll Limited (EPL) to cover the additional costs and increased workload incurred as a result of COVID-19. This includes funding for temporary staff to clear the backlog of operations work and to cover the increase in costs regarding the delayed implementation of Education Payroll Development Programme (EPDP) and the new payroll user interface, EdPay. Led by the Minister of Education.	N/A	1.960		1.960		N/A	No				Funding was distributed before 31 October 2020.	<ul style="list-style-type: none">Provided \$1.9 million in operating funding to support EPL address their increased workload and delay of programme implementations.EPL's temporary staff were extended for 3 months to September 2020.Cleared the backlog of delayed payroll tickets.Extended design and development staff to complete EdPay and EPL Development Programme change, design, and build work.		This programme is intended to provide funding for Education Payroll Limited (EPL) to cover the additional costs and increased workload incurred as a result of COVID-19. The benefits of this programme have already been realised. Funding cleared the backlog of delayed payroll tickets.

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Supporting Maori Learners And Te Reo Maori Post Covid-19 This initiative will: * Support Māori learners and whānau to reconnect with education services following COVID-19 to ensure they access the full range of education and wellbeing services and achieve successful outcomes by engaging Iwi and Māori organisations to provide facilitation and brokerage services; * It will also strengthen the delivery of Māori Language in Education through enhanced distance- and place-based blended approaches, including targeted support for the education workforce, resource development and information to learners and whānau. Led by Associate Minister of Education, Hon Kelvin Davis.	* Build the cultural competency of the education workforce, to meet the needs of Māori learners (including through Te Hurihanganui and Tātaiako) and Pacific learners (including through the Action Plan for Pacific Education and Tapasā); * Continue to support the revitalisation of te reo Māori and implement the aspirations set out in the Maihi Karauna; * Continue to support and encourage more te reo Māori teachers, integrate te reo Māori in schools, work to attract and develop a strong, culturally competent education workforce.	60.00	50	200.00	N/A	The funding addresses inequities in learning outcomes for Māori students. It includes six interrelated initiatives, combining supports for teachers, learners and whānau together for more effective learning and wellbeing outcomes for Māori learners. The outyear funding is needed to: * Ensure sustained duration for building and strengthening wellbeing and resilience of Māori learners, and keeping them engaged in education through building their cultural capital (Māori learners' well-being is strongly influenced by a clear sense of identity; * Build and embed cultural competencies of education workforce through active learning, usage and teaching of te reo, mātauranga and tikanga Māori; * Support development of long-term learning focused partnerships with whānau, hapū and iwi; * Build and strengthen whānau engagement in their tamariki and rangatahi education; * Extend and normalise te reo Māori use in the classroom, school and community - all over the long-term. * To reconnect and re-engage those Māori learners and their whānau whose education provider lost contact with and who were not able to access support and resources during Covid 19 Lockdown because of their education provider not being able to contact or maintain relationships with their enrolled learners	No	4	8	56.00	* Circa 90% of 2020/21 funds expected to be spent over forecast period across all initiatives * \$4.2m request to be transferred to 2021/22 (across three initiatives, Te Ahu o te Reo Māori, Te Aho Ngārahu, Rauemi) * Whānau reconnecting with education services initiative - Regional offices are negotiating funding agreements now but cannot formalise with signatures until all relevant approvals have been secured. Approvals process is in progress. - \$3.3m contractually committed for Mātauranga Iwi Leaders Group and Ngā Kura ā-Iwi o Aotearoa (\$1.9m) and \$600k committed for Te Rūnanga Nui o Ngā Kura Kaupapa Māori (Milestone report due March 2021) - Pūhoro STEM Academy pending for \$500k - Contracts signed for Mātauranga Iwi Leaders Group and Ngā Kura ā-Iwi o Aotearoa (\$1.9m) and \$600k committed for Te Rūnanga Nui o Ngā Kura Kaupapa Māori (Milestone report due March 2021) * Te Ahu o te Reo Māori - It is expected that up to 20 providers will be contracted by the end of March 2021. The first payment will be distributed on signing, and the subsequent payments will be actioned through each milestone set out in each individual contract between March and the end of June 2021 * Te Kawa Matakura - Funding is intended to provide: 1) the revision of the Diploma programme (contract approved, planned completion by the end of April 2021); 2) Tertiary provider support for the degree level delivery; working in partnership with iwi to plan degree programmes and degree delivery (planned for the end of March)	* Support for Māori learners and whānau to reconnect with education services - Funding Allocation models completed end of August; Internal Funding split tested in September and finalised in November; NDOE/DOE split of funding confirmed end of September; FTE allocation criteria developed end of August; FTE allocation confirmed in November; Guidelines developed and approved in December; Procurement Plan completed end of Jan 2021 Procurement Plan to be completed. All Funding Agreements in place. FTE recruitment completed. * Te Ahu o te Reo Māori - Released RFP for national providers and received 21 proposals. Launched opening of registrations on 8 December and received over 600 registrations by 16 December. Providers contracted, develop national promotion campaign to boost registrations. National delivery begins. * Te Kawa Matakura - 50% of Diploma in Mātauranga ā-Iwi delivered and programme review undertaken Regional Offices to indicate EOI endorsements planned by 15 February 2021; procurement to be finalised by 1 March 2021 (for \$2m) * Kura Whānau Reo - Preparatory work completed for 2021 launch - Iwi and Māori invited by designated regional MOE personnel to register (through EOI) Regional Offices to indicate EOI endorsements planned by 15 February 2021; procurement to be finalised by 1 March 2021 (for \$2m) * Te Aho Ngārahu - We received 116 applications from 42 iwi. 30 have been selected to progress to contract. Round 4 successful applicants to be informed by the end January and procurement completed by the end of February (for \$1.5m) * Rauemi - completed initial approach and thinking for quality resources that meet the needs of different learners across the whole sector Procurement in process, planned to be completed by the end of February (\$4.950m)	Re transferring \$4.2m to 21/22, delays early in the procurement process will not affect delivery of Te Ahu o te Reo Māori, Te Aho Ngārahu and Rauemi as we put processes in place to mitigate these delays. We expect procurement to be completed by the end of February 2021.	The benefits of these suite of initiatives will be realised when they roll out in 2021 and continue to be realised and reported against over the next four years.
Technology Support For School Children With Learning Support Needs This initiative will provide funding for school children with learning support needs to access devices or assistive technology to enable them to fully participate in learning, either at home or at school. Led by the Minister of Education	Continue to address the digital divide in New Zealand schools.	1	0	1	0	NA	No	0	0	1	<ul style="list-style-type: none">Anticipating a full spend directly to students and ākonga in schools and kura in Terms 1 and 2, 2021. This funding is in addition to the existing baseline funding for assistive technology for students with additional learning needs.	Application forms and comms drafted ready for term 1 2021 <ul style="list-style-type: none">Recruitment of FTEs with a focus on expanding the reach of the Assistive Technology Roadshow, providing it in te reo Māori, targeting kura kaupapa Māori and promoting the benefits of assistive technology for Māori ākonga.Applications received and additional devices and assistive technology allocated to approximately 250 students with additional learning needs in Terms 1 and 2, 2021.	Meeting with Te Rūngana Nui and Ngā Kura ā Iwi in January 2021. They may not accept our proposal to employ 1.5FTE to provide the AT Roadshow in kura kaupapa Māori.	This programme is intended to help children with learning support needs to access devices or assistive technology to enable them to fully participate in learning. Outcomes will be realised when devices and assistive technology is provided to students and ākonga in schools and kura in Terms 1 and 2, 2021 and when new resources are developed in te reo Māori and the AT Roadshow is delivered in kura kaupapa Māori.
Targeted Support For Pacific Learners And Families (operating contingency) This contingency provides funding to ensure Pacific learners and families are equipped to access education during the COVID-19 response. It supports Pacific learners' access to education by: funding brokerage services between Pacific learners and families and education services, Pacific providers and government agencies; establishing a Pacific Education Innovation Fund to promote culturally sustaining practice in the COVID-19 context; enabling leaders in Tautai o le Moana, a principal leadership collaborative, to promote culture change in schools to support Pacific learners; providing governance and management support for Pacific early learning centres; and translating and distributing key materials in Pacific languages.	Build the cultural competency of the education workforce, to meet the needs of Māori learners (including through Te Hurihanganui and Tātaiako) and Pacific learners (including through the Action Plan for Pacific Education and Tapasā).	16.20	0	80.24	0.00	NA	No	1.0		16.2	In Budget 21 proposals would build teacher capability to support Pacific learners, not replace these initiatives received a total of 324 applications to funds amounting to \$23.4 million. These will be assessed by regional panels and paid at the start of 2021. Funding so split by regions to allow local decisions to be made.	<ul style="list-style-type: none">Opened the Pacific Education Innovation Fund in September. Received 194 applications valued at \$15.6 million by 9 November 2020.Opened the Pacific Education Support Fund. Received 130 applications valued at \$7.8 million by 9 November 2020. Distributed \$0.0005 million.Hiring a regional FTE by early 2021.Will start Professional Learning and Development design workshops in early 2021.Assessing applications for both funds with decisions to be made in December 2020/January 2021 with payments being made in February 2021 onwards .Undertaking the remaining three initiatives funded by this package. Funds have been disbursed to the regions and funding agreements for grants are anticipated to be finalised in December 2020 / January 2021.	NA	Communities have been engaged and applications to the fund made for 20/21 these are currently being assed. We will monitor the impact on learners these investments have. This time-limited funding is intended to provide targeted support for Pacific learners and families to engage in education as part of the COVID-19 response. We would expect to see some outcomes from the end of 2021, But this is a multi year programme and more deeper impacts are expected to take at least 2 years
Targeted Support For Pacific Learners And Families (operating contingency) - Tautai o le Moana <i>Enabling leaders in Tautai o le Moana, a principal leadership collaborative, to promote culture change in schools to support Pacific learners; Tautai o le Moana – Navigators of the Ocean is a professional learning and development initiative designed to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners.</i>		0.45		2.89	0	NA		0.101	0.348	0.45		<i>Scale up implementation initiated, second cohort of Tautai underway bringing number of Tautai clusters to 4, 2 in Tamaki Makaurau and 2 in Te Whanganui-a-tara . Delivery of Tautai o le Moana secured via 2 full time facilitators.</i> <i>Progression of cohort 2 Tautai clusters & maintenance cohort 1. Initiation of cohort 3 late 2021. Development of resources, initial evaluation report. Build facilitation capability.</i>		<i>Tautai o le Moana school action plans in place</i> <i>Simple outputs expected in up to 18 months; deep impacts -2 years +</i>

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		11.128		11.729	0	N/A	No	0.16	2.6 million has been committed for F20/21 and F21/22 and F22/23 to date.	F20/21 \$520,00 0 F21/22 \$1.3m F22/23 \$780,00 0	To enable funding to reach the target groups requiring the support as soon as possible funding has been split into two rounds. The first was a closed/selective procurement process for initiatives that commenced from Term 4 of the 2020 academic year. The second is a contestable open tender process for initiatives commencing in Term 1 for the 2021 academic year. Up to 30% of the total funds for contestable funding was set aside for a selective procurement process to ensure support could be provided to ākonga in 2020. Spending has followed expectations to date.	Five providers were selectively procured to support ākonga and their whanau and community from Week 5 of Term 4 in 2020.	NA	85 participants attended three hui to share their insights and experiences of the impact of COVID-19.
					0	N/A	No			3,930,000 F20/21 3,930,000 F21/22	Approximately \$7.8 million is available to allocate over a two-year period through the contestable process	The Ākonga Youth Development Community Fund RFP went live on 16 Nov 2020 Ākonga Fund assessment panel convened, and funding decisions made by 31 Jan 2021 Contracts negotiated and signed with preferred providers by early Feb 2021 Delivery of services to commence from Term 1, 2021	NA	Same as above
					0	N/A	No	0.114	0	661,000 F20/21 601,000 F21/22	The funding covers FTE salaries, regional hui, travel and discrete projects that will be contracted externally (e.g. evaluation framework etc) Three of the 4.5 FTE roles are filled. The remaining roles will be filled by end of Feb 2021. The team will also set out the discrete projects that will be contracted externally to ensure the workload is manageable and programme deliverables are on track.	Ākonga team recruitment (as per expenditure commentary)	NA	Same as above
Careers System Online: Tiro Whetu This initiative enables TEC to develop a free, consistent, accessible, high quality tool for learners and workers to use throughout their lifetime to plan and manage their careers. It will help New Zealanders to understand their transferrable skills and develop a personalised career plan targeting the vulnerable and supporting key government agencies. The tool will help New Zealanders understand the skills they have and their transferability to other jobs; it clarifies job-to-job flows, and raises confidence that their experience has given them skills relevant to jobs in demand. It will help secondary school students to gain line of sight to career opportunities and learning pathways needed, broadening their options to enable good decision-making. Led by the Minister of Education.	N/A	1.16	4.425	11.48	15.00	To complete the build of the system and to support the system once created. If funding is removed - Would not support the ongoing funding needs of the tool, which would lessen the quality and availability of careers advice and information services to people.	No	2.5	3.8	9.2	We remain on track for 2020/21	Delivery of Minimum Viable Product (MVP) Feb - April 2021. Delivery of first tranche of product by end of 2021.	NA	This programme is intended to help New Zealanders to understand their transferrable skills and develop a personalised career plan. Outcomes from exploring job opportunities based on transferrable skills will start being realised from launch of MVP in early 2021. Broader outcomes will start being realised from the launch of the first tranche at the end of 2021.
Adult and Community Education (ACE) funding increase This initiative provides funding for building the capability of providers and expanding the range of Government-funded Adult and Community Education (ACE) to better meet the learning needs of New Zealanders in the post COVID-19 21st century. Led by the Minister of Education	Roll out Budget 2020 boost to Adult and Community Education.	2.28	4.563	15.97	0	To continue supporting adult and community education programmes, especially in new areas of employability skills, community language learning, digital inclusions, and health and wellbeing. Without the fund Learners, especially underserved learners such as Maori, Pacific disabled learners, and learners whose initial learning was unsuccessful, will be impacted and not be able to receive training in critical areas such as employability skills, social and cultural inclusion, digital inclusion, and health and wellbeing.	No	0	0.75	1.78	Expected spending is based on current allocations, may be additional learner needs over 2021- too early in year to estimate	Funding has been allocated to 42 community providers, REAPs and PTEs; 17 schools; and Te Pukenga and 1 wananga for the calendar year 2021. Delivery of ACE programmes against committed spending	NA	This programme is intended to better meet the learning needs of New Zealanders in the post COVID-19 21st century Actual delivery and spending for 2021 will be confirmed in Jan 2022.

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Establishing Workforce Development Councils To Support Covid-19 Recovery This initiative provides funding to accelerate the establishment of Workforce Development Councils (WDCs) to give industry greater leadership across the vocational education and training system, and help ensure the delivery of the skills industries need to recover from the impact of COVID-19. WDCs are a foundational component of the Government's Reform of Vocational Education. Led by the Minister of Education.	NA	46	65	230	0	No baseline funding for WDC's will not allow these entities to function	No	0	0	46	Cabinet noted that upon establishment each WDC would get up to \$7 million covering capitalisation and start up costs. The establishment unit, which is undertaking some establishment functions common to all WDCs, such as setting up appointment processes and IT systems, is costing \$4m in 2020/21. \$42m is estimated to capitalise the WDC entities on stand-up. Given the establishment dates, some of this funding, may need to be transferred into the 21/22 financial year.	Consultation began on 16 December 2020 and will close on 5 February 2021. 6 WDC's to be established in statute by May 2021.	Risk: Industry and other stakeholders have indicated concerns about consulting over the holiday period and also the online mechanism of consultation. Mitigation: The consultation timeline has been extended to 5 Feb to allow for more time after holidays and the project team are working on scheduling online hui to allow feedback to be provide via other virtual means. Risk: Extending the consultation period to 5 February delays formal WDC Establishment until end of April or early May 2020, which creates some risk that WDCs will not be established by End June 2021. This has been mitigated by the set up of an Establishment Unit to enable a 'fast start' for the WDCs once they are established in statute. This Establishment Unit is to be set up in Feb 2021.	Wider outcomes to come once WDC's established. Stand up entities by the end of the financial year
Maintaining Support For Onshore International Students And International Education This initiative provides funding to offset the shortfall in revenue from the Export Education Levy (EEL). The EEL is paid by providers with international students and the funds are used to deliver services to support international education and international students. As far fewer students are able to study in New Zealand due to COVID-19, the projected EEL revenue is lower than needed to fund the pastoral care services, marketing and promotion activities. We propose to lessen the financial impact on education providers by 'freezing' EEL payments for the last trimester of 2019 and not collecting them for 2020. We are also seeking funding to hold in contingency to cover reimbursements for students where private providers fail as a result of COVID-19. Led by the Minister of Education.	Continue the Strategic Recovery Plan for the International Education sector to ensure the sector is rebuilt following the impacts of COVID-19.	7	0	7	0	N/A	No	4.136	2.64	7	Core pastoral care and support services for international students have continued: - Administration of the Code of Practice and Disputes Resolution Scheme. Policy development and advice to support the sector. Promotion, marketing and strategy development, International digital media campaigns, long-term retention strategy development and engagement planning for the regions are all underway. Research and intelligence: Brand monitor, TRA social licence research, SX survey, creative testing and long-term retention research is being carried out. ENZ staffing and third party retainers are in place to deliver ongoing support, research commitments, co-funding agreements and project deliverables for the remainder of FY20/21 and beyond. Funding is also available to reimburse international students affected by private provider failure, if required. ENZ's brand protect digital media campaign reached over 30m people, average engagement rate of the media was 22.35% (outside of China), while in China we achieved a reach of over 11m and exceeded our targets for engagement by 224%.	The passing of the Education and Training Act 2020 has confirmed the suspension of the EEL payments for calendar years 2020 and 2021. Pastoral care and Disputes Resolution Scheme services have continued. Regional development co-funding for Northland and Waikato was provided. <u>Promotion, marketing and strategy development:</u> 2 digital media brand protect campaigns have been launched since July 2020. These have reached 7 key markets. A strategic approach has been developed for the long-term retention workstream, kicking off with TEC data sharing and developing insights, followed by a research piece with Martin Jenkins in January 2021. A regional engagement approach has been developed and the roll out plan is being created, to be finalised January 2021. A further digital media campaign for NZ education will be launched in China in January 2021. This will extend the previous brand protect messaging. The long-term retention research will be carried out and findings collated. The regional engagement plan will be rolled out. Starting with regional workshops at the end of January 2021. <u>Research and intelligence:</u> A brand health monitor and TRA social licence research projects have both been carried out late in 2020. ENZ and MoE deep dive workshops with the sub-sectors are to commence in February 2021. An additional brand health monitor and the student experience survey will be carried out. - Fieldwork completed in April 2021 - Top level findings in May 2021 Creative testing for the global campaign creative due in May 2021.	N/A	Achieved: Co-funding has been provided and sub-sector workshops are in development. Promotion, marketing and strategy development: Brand protect digital campaign specific engagement outcomes have all exceeded expectations. Research and intelligence: all research has been conducted and findings fed into activities that are currently ongoing in FY 20/21. Expected: Promotion, marketing and strategy development: Further digital media campaign engagement outcomes are expected for the brand protect campaign in China in January 2021. The long-term retention outcomes will be expected from FY22/23 onwards. Regional outcomes will be seen by 30 June 2021. Research and intelligence: Outcomes all research and intelligence workstreams are due by end of FY 20/21.
Meeting Increased Learner Need For Tertiary Education This initiative provides funding to manage the cost of funding additional tertiary education enrolments from 1 January 2021 to 31 December 2023 resulting from the impact of COVID-19, Led by the Minister of Education	N/A	79.45	0	334.1	0	NA	No	0	49.83	79.45	There is an uncertainty around scale of enrolment increases due to impact of COVID on labour market, economic conditions and key population demographics (with net-migration changes). Not fully allocating the funding at start of 2021 does not reflect it is not needed for enrolments, this is so funding is available to respond to enrolment growth where it is presented in the sector, and if it is needed. Possibility of reprioritisation of the fund cannot be assessed until we have enrolment data in 2021, such as from April reporting.	Funding confirmation letters issued to TEOs, that agree the volume and value of delivery. Additional enrolments funded in 2021	TEC will continue to monitor delivery to funding allocations and make additional payments where increased demand is evidenced. To help match funding to demand from learners, TEOs can continue to apply for additional funding over 2021.	This programme is intended to support the forecasted increase in student demand in 2021 (in particular SAC 3+). Student enrolling and completing study during 2021
Support For Group Training Schemes To Retain Apprentices In Preparation Of Post-Covid-19 Economic Recovery This Supporting Learners and Providers initiative funds Group Training Schemes to continue to employ apprentices whose host employers (primarily small construction businesses) are unable to support them and provide on-the-job opportunities. Retaining these apprentices through the COVID-19 restrictions will enable a quick restart of training once the restrictions are lifted and business opportunities improve for host employers. This will ensure apprentices can continue with their training and become work-ready sooner. Led by the Minister of Education.	N/A	16.13	0	19.36	0.00	N/A	No	12.24	15.97	16.13	Specific details will be published about each Group Training Scheme including funding received and its use. Reporting will also be provided to Minister	Maintain apprentices in training. Funds have primarily be utilised to extend wage subsidies for apprentices and waive employer fees. Continue to maintain apprenticeships		This programme is intended to support host employers (primarily small construction businesses) employ apprentices to provide on-the-job learning opportunities. Outcomes are expected by the end of 20/21 FY

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Targeted Training And Apprenticeship Fund Funding vocational learning options fees-free over the immediate period of the economic recession, 2020-2022, to support people to upskill during the economic downturn, within the workplace, or at providers. It would support education and training towards qualifications to meet industry skill needs, and vocational learning for roles that support community wellbeing. It would also include training in smaller learning blocks, which support more flexibility around delivery during the pandemic alert levels and gaps in learners' employment. Led by the Minister of	N/A	160	0	320	0	N/A	No	72.2	204	160	The funding allocated for TTAF through CRRF1 was the additional Fees Free payment funding needed for TTAF policy. Some TTAF learners, who are first-time tertiary learners. would have had fee payments met through existing policy settings under the Fees Free policy, and therefore the fees free payments for these learners were part of the existing baseline for Fees Free payments, and so funding for this group was not needed from CRRF for the TTAF policy. We expect this full amount of CRRF funding to be utilised for TTAF, and some of the existing baseline funding to meet fee payments.	Around 90,000 learners benefited from the TTAF in 2020. Note that some would have received partial fee payments through the TTAF, as some study is prior to the start of TTAF. Further learner fee payments being met through TTAF.	There is a risk TTAF may require additional funding if enrolment growth is higher than estimated in 2021, or for 2022/23, given only the first two years of additional Fees Free payment funding was provided for TTAF from CRRF, when the policy runs for two and a half years. This is being managed by undertaking some further cost estimates now that some actual TTAF payment data is available, and assessing funding needs, and then assessing other funding options within the vote, if this is needed.	This programme is intended to support people to stay in training, and train or retrain, in skill areas that support the economic recovery. Fee payments continued to be met over 2021 and 2022
Transitional Industry Training Organisation And Workforce Development Council-Led Covid-19 Response Projects This Enabling the System to Respond initiative provides funding for projects led by Transitional Industry Training Organisations (TITOs) and Workforce Development Councils (WDCs), involving industries, industry groups and training providers, to: • develop local and industry training responses to COVID-19, • design alternative arrangements for apprentices who have lost jobs, • design with providers learning pathways that work for industries, and • review existing training standards and programme components so they are fit for purpose as short packages of learning or as part of changed pathway designs.	N/A	10.30	0	16.36	0.00	N/A	No	0.0	5.3	10	Will assess later in 2021, after further WDC developments, but half of current financial year funding has been committed by existing entities Funding for projects that support industry through impact of COVID and training needs for the recovery	Funding allocated for projects, with existing entities able to utilise funding Funding for projects that support industry through impact of COVID and training needs for the recovery	Delays in establishing WDCs may cause delays in expenditure, as WDCs will have a core role of skills leadership and planning in the new vocational education system. This is mitigated by the project remaining linked into the WDC establishment programme of work, so that funding can be provided for WDCs for projects once they have been established.	This programme is intended to support industry impacted by COVID and training options that support the recovery Outcomes expected once projects have been completed with industry
Contingency: Critical Funding To Address Supplier Contractual Obligations Arising From The Impact Of Covid-19 This contingency provides funding to reimburse school property contractors who have incurred additional unavoidable costs as a result of COVID-19.	N/A	18.000		18.000	89.000	Outyear funding - N/A (1 yr. funding held in contingency) Relation to Coved-19 Recovery - provides funding to cover the fair and reasonable costs that construction suppliers incurred as a result of their suspension of works through COVID-19 and increase in material costs from original tender.	TBC END OF JANUAR Y 2021				As of December 2020, the Ministry has paid out \$5m in claims to contractors and consultants. So far, this has been funded through baseline and will be reimbursed through the first contingency drawdown in January 2021 [METIS 1245468 refers]. This contingency expires 30 June 2021. Claims have been less than expected to date with claims received primarily centred around the de-mobilisation and re-mobilisation of project sites, the non-working time during the level 4, and reduced productivity under level 3. Some of the identified impacts were expected to manifest over a period of months after lock down.	To date we have received claims for increased costs as a result of Covid against 204 projects from contractors and a further 92 projects from consultants. Received \$5.4 million worth of contractor claims and \$0.4 million in consultant claims. Following the QA process, we have paid out \$5 million in claims by December 2020. Currently developing a communications campaign to raise awareness and boost the amount of funding disbursed in the coming months. Preparing an Education Report for the first drawdown from this contingency in January 2021 [METIS 1245468 refers]	//4	This programme is expected to support school property contractors with live projects underway. Our suppliers identified 'cash flow' as the greatest pressure on their long-term viability. Our support enabled contractors to remain viable and recommence on-site once the lockdown ended. We are still receiving claims for suppliers affected by the lockdown and also the ripple effect of COVID.
Funding to support schools to manage the immediate costs of COVID-19 This initiative will support state and state-integrated schools to manage the immediate financial pressures of COVID-19. This initiative provides funding for cleaning and sanitation costs, additional staff to support small schools, and relief teachers. This initiative also supports the school hostel workforce who have been adversely impacted by COVID-19.	NA	38.33	0	21.379			No				Programme is complete			This programme was intended to help state and state integrated schools better manage the immediate financial pressures of COVID-19.
Cleaning and hand sanitiser Contribution towards cleaning and hand sanitiser costs for all state and state integrated schools based on the proportion of total students enrolled in each school. This was distributed in the October 2020 operational grant instalment.	NA	10.568	0	10.079			No				This funding provided a contribution towards additional cleaning and hand sanitiser costs for all state and state integrated schools. The funding was allocated based on the proportion of the total number of students enrolled on the July 2020 roll return. Programme is complete.			
U1 & U2 teaching principal support Distributed one-off funding to 508 small schools with U1 or U2 principals to allow teaching principals more time to manage the COVID-19 response in Term 3, 2020. This was distributed in the October 2020 operational grant instalment.	NA	8.449	0	8.416			No				Schools with a U1 or U2 principal received additional funding to allow release time for teaching principals. The amount received by each of the 508 small schools was a one-off contribution of \$16,631 in their October 2020 operational grant instalment. Programme is complete.			

Initiative Name and description	Manifesto commentary	2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Purpose of outyear funding and relation to COVID-19 recovery	Opportun- ity to scale/ reprioritis e	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21	Expenditure and delivery commentary	Key milestones	Issues /risks /mitigations	Outcomes commentary
International Education Strategic Recovery: Communications, marketing and brand awareness This initiative provides funding to support international education communications, marketing and brand awareness so that we can drive and convert demand when circumstances allow, and ensure that NZ's education brand and reputation do not diminish while borders are closed.	Continue the Strategic Recovery Plan for the International Education sector to ensure the sector is rebuilt following the impacts of COVID-19.	2.00	1	3.00	0.00	Maintain visibility and competitiveness of NZ international education by continuing to deliver the global brand activity including digital media, PR, and new content development from July - December 2021. If removed: Partial delivery of the global brand activity and risk of not achieving the intended outcome of maintaining brand awareness of, and preference for, NZ education in a globally competitive environment.	No	0.5	0.3	2	<p>This initiative is required to position NZ competitively for international education amongst high quality student audiences and ensure conversion to study across all modes of education delivery (not merely student attraction) once borders reopen.</p> <p>In order to help the sector retain as many students as possible over the summer period and into 2021 ENZ worked with INZ and delivered a campaign, and virtual fair.</p> <p>Developing long-term brand strategy with global brand campaign to be launched in May 2021. This will be aligned with NZ Story and Tourism NZ global brand campaigns. The majority of the budget to be used in Q3/Q4 production of creative assets, website development and digital media to reach audiences. Statements of work are being drafted with third parties to deliver on these streams of work.</p> <p>An objective for this initiative is to leverage NZ's current strong global standing to build long term preference for a NZ education amongst high quality student audiences.</p> <p>Initial planning assumed borders would reopen in 2021 and we could begin to welcome a substantial number of new International students to NZ.</p>	<p>Short-term retention campaign delivered. Summer in NZ virtual fair was held on 31st Oct. NauiMaiNZ content and social media channels updated. WeChat mini programmes that were developed to provide updated content to Chinese audiences. Development of the tu ngatahi brand component has supported all short-term retention activity, specifically providing a strong, creative voice and position for the IE sector.</p> <p>The long-term brand strategy is in progress. The digital global brand campaign creative territory has been agreed and concepts are being developed.</p> <p>ENZ will continue to provide updated content for the sector and students via all communication channels.</p> <p>The strategy work will continue and the global brand campaign creative concept will be shared with the IE sector in January 2021. Campaign will showcase ENZ's offerings of alternative modes of delivery and support long-term brand preference. The campaigns initial launch will be in May 2021.</p> <p>ENZ will continue to provide updated content for the sector and students via all communication channels.</p> <p>The strategy work will continue and the global brand campaign creative concept will be shared with the IE sector in January 2021. Campaign will showcase ENZ's offerings of alternative modes of delivery and support long-term brand preference. The campaigns initial launch will be in May 2021.</p>		<p>The outcomes for the global brand campaign are both short term, in terms of campaign engagement and also long term, in terms of enduring brand preference.</p> <p>Achieved: For all short term campaign activity, all outcomes have been achieved.</p> <p>- Emails reached approx. 30,000 recipients. - Social media impressions, 990,000 (increase of 132,000) - Fair registrations, 454 and fair attendees, 130. - NauMailNZ WeChat mini programme registrations, 507. - NZ summer website visits, 5,068 (increase of 988). - NauMailnz community size grown by 1,290.</p> <p>In part - for the global brand campaign this is ongoing with the launch due in May 2021.</p> <p>Expected: Further retention outcomes will be ongoing as students complete their courses.</p> <p>There will be short-term/immediate campaign engagement outcomes, these will be defined in April 2021 but will include engagement metrics such as views, clicks, lead generation. This will come from the global campaign activity from May 2021. There will be long-term brand outcomes which may flow onto FY22/23 and will include enduring brand preference and consideration in a changing environment.</p>
International Education Strategic Recovery: Diversification Of International Education Products And Services	Continue the Strategic Recovery Plan for the International Education sector to ensure the sector is rebuilt following the impacts of COVID-19.	1.85	8.15	10.00	0.00	Pathways: Pathway initiative funding provides for the extension of the initiative to develop dedicated New Zealand Centres, providing a physical New Zealand-centric education experience in international markets. These Centres would also provide a platform for broader diplomatic and trade outreach in priority markets. If outyear funding was removed, the pilot programme would not be able to extend to the New Zealand centre concept. Platform, Products and Services: For continued project implementation, extending delivery beyond initial pilots and prototypes for future development. If outyear funding was removed, initiatives will not be developed past the concept stage into testing and implementation.	No	0.72	0.45	1.85	<p>Pathways: Current spend YTD – Website extension build and brand development for Phase 1 NCUK launch, Inc. contractor spend for technical support. Remaining year spend projection – Phase 1 promotional campaign (\$0.5 million), designed to develop conversion from NCUK and existing pathway partnerships. Balance development of New Zealand Centre. TEOs are able to meet their respective learner targets outlined in their funding agreement. TEOs gave feedback that they are seeing an increased number of ESOL learner enrolments since the initiative started and that the funding allocated is not enough for them to meet increased learner demand.</p> <p>The contractually committed spend covers the existing consultancy contracts and marketing co-funding commitments for NCUK study centres.</p> <p>Platform, Products and Services: As per the drawdown paper signed 16 October 2020, work to date has been establishing the project team, scoping and initial workshoping. The majority of spend will occur from February to June 2021 as the project moves into design and implementation phases.</p>	<p>Pathways: The NCUK Partnership announced by Minister 4 December 2020; eight universities have recognised NCUK programmes and committed \$300,000+ in scholarships per year; completed the Study in NZ Website Extension. Launched Pathway study options on all digital consumer facing channels including language sites. Conducted local launch events (physical and virtual) for China, Vietnam & Thailand. Phase 1 milestones by 31 March: - First stage of existing pathway programmes uploaded onto Study in New Zealand website. Phase 2 milestones by 30 June: - Confirmation of New Zealand Study Centre models, including selection criteria and shortlisting, completed Platform, Products and Services: Established project ownership and delivery team structure. Commenced sector expert and key government agency engagement. Conducted development workshops with industry leaders to further explore options for maximising long-term vision. Platform, Products and Services: - By 30 April - Completed prototype design. - By 31 May - Completed stakeholder engagement and audience testing. - By 30 Jun - Submitted business case to Treasury and drew down funding successfully. - Year 2 project roadmap to be implemented from 1 July 2021. - By 30 April - Will complete prototype design. - By 31 May - Will complete stakeholder engagement and audience . - By 30 Jun - Will submit business case to Treasury and draw down funding successfully. - Year 2 project roadmap to be implemented from 1 July 2021.</p>	<p>Pathways: A risk assessment has been presented to the ENZ Board, and has informed the development of Phase 1 of the Pathways initiative in 2020/21.</p> <p>Platform, Products and Services: Risk register and mitigation plan is under development January 2021.</p>	<p>Pathways: NCUK and ENZ forecast that the pathway initiative will deliver 1,800 university sector enrolments in NZ between 2022-26, with an estimated economic value of \$110 million over these years. Initiative is projected to deliver over \$110 million in economic benefits to NZ by 2027. Estimated approximately 1,800 new enrolments during this period. This initiative demonstrates the sector's shift to a more diversified offering, becoming more resilient and sustainable in the current/future environment.</p> <p>Platform, Products and Services: Delivery of initial outcomes to stakeholders is planned for 2021/22. Including the delivery of feasibility study and business case to Treasury by 30 June 2021. Value outcomes are to be co-created with stakeholders in Q3 and Q4 of 2020/21</p>
International Education Strategic Recovery: Funding For Nz-Based Learners To Access English Language Courses The PTE ESOL Fund has a dual purpose. The funding will help increase demand for English language training, to be met by English Language Schools. In addition, this fund will also help with upskilling and improving the employability of New Zealanders with English language needs, including migrant partners and dependents of New Zealanders.	Continue the Strategic Recovery Plan for the International Education sector to ensure the sector is rebuilt following the impacts of COVID-19.	1.50	0.00	1.50	0.00	NA	No	0.50	1.50	1.50	<p>Remaining allocated funding will be paid out to TEOs in six instalments, from January to June 2021.</p> <p>TEOs have given feedback that while are able to meet operational costs (including cost of rental and wages) with the current funding, they are unable to continue operating should borders not open by June 2021.</p>	<p>The allocation has funded 13 providers.</p>	N/A	<p>This programme is intended to increase the English language skills of partners and dependents of New Zealand citizens or residents.</p>
International Education Strategic Recovery: Immediate Targeted Support For Private Training Establishments PTE TAF aims to support the stability of PTEs that contribute to regional significance or skill development needs. The providers can then in turn support their regions when international students return.	Continue the Strategic Recovery Plan for the International Education sector to ensure the sector is rebuilt following the impacts of COVID-19.	10.00	0.00	9.90	0.00	This funding is only for 2021/22. It will partially offset the shortfall in revenue for the Export Education Levy (EEL). The EEL is paid by providers with international students, and funds key international education pastoral care and promotion services. To support providers, collection of the EEL has been suspended for 2020 and 2021, and this funding ensures that key services are maintained.	1.82	4.04	4.04	8.08	<p>Approximately \$1.8 million dollars is left in fund. This is due to the fact that the TEC did not fund that amount to L3 CTS Airline Academy earlier in the year. The funding panel deemed that the risk of the provider closing down was significant.</p> <p>Remaining allocated funding will be paid out to TEOs in their second instalment in February 2021.</p> <p>TEOs have given feedback that while are able to meet operational costs (including cost of rental and wages) with the current funding, they are unable to continue operating should borders not open by June 2021.</p>	<p>The allocation has funded 22 providers.</p>	N/A	<p>This programme is intended to give financial assistance to Private Training Establishments that experience hardship due to a dramatic decline in international student enrolments as a result of border closure.</p> <p>Outcomes are expected to be achieved by the end of 2021.</p>

Initiative Name and description	Manifesto commentary	2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Purpose of outyear funding and relation to COVID-19 recovery	Opportun ity to scale/ reprioritis e	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21	Expenditure and delivery commentary	Key milestones	Issues /risks /mitigations	Outcomes commentary
Maintaining Support For International Education (Export Education Levy Funded Activities) This initiative provides funding to partially offset the shortfall in revenue for the Export Education Levy (EEL). The EEL is paid by providers with international students, and fund key international education pastoral care and promotion services. To support providers, planned legislative changes propose suspending collecting the EEL for 2021 (in addition to 2020, covered by Budget 2020). COVID-19 has seen a significant drop in international student numbers. Led by the Minister of Education.	Continue the Strategic Recovery Plan for the International Education sector to ensure the sector is rebuilt following the impacts of COVID-19.	0.00	0	6.61	0.00	<p>This funding is only for 2021/22. It will partially offset the shortfall in revenue for the Export Education Levy (EEL). The EEL is paid by providers with international students, and funds key international education pastoral care and promotion services. To support providers, collection of the EEL has been suspended for 2020 and 2021, and this funding ensures that key services are maintained.</p> <p>There will be a significant impact if outyear funding is removed, as these are core international education services which are essential to both current and future international students in New Zealand. These are long-term services that cannot be stopped or the costs absorbed from agency baselines.</p>	No	0.00	4.82	0.00	<p>Note: this relates to 2021/22 only.</p> <p>Funding has provided core pastoral care and support services, administration of the Code of Practice and Disputes Resolution Scheme, policy development and advice to support the sector and marketing and development.</p> <p>Funding to reimburse international students affected by private provider failure, if required.</p>	<p>This funding is for 2021/22 only, so has not yet achieved any milestones.</p> <p>It will be used to continue to support ENZ core business and other programmes previously covered by export education levy (suspended by Cabinet).</p>	N/A	<p>This funding is for 2021/22, so outcomes will be delivered between July 2021 to June 2022.</p>

Reporting on Delivery Progress of COVID Recovery and Response Quick Reference Guide 2020

WHAT IS REQUIRED: The Minister of Finance has requested Portfolio Ministers to provide information on delivery progress and is seeking reprioritisation opportunities to ease pressure on allowances while still supporting the recovery.

CONTEXT OF REPORTING

- The fiscal position is challenging, with COVID-19 creating a structural deficit beyond the forecast period. It will be significant at Budget 2021, and tough trade-offs will be required to accommodate cost pressures while still meeting set budget allowances.
- Substantial amounts of funding was allocated this year to support the COVID-19 response based on assumptions made when the funding was requested. Some of these assumptions will now be different to the time funding was requested. We will revisit whether all the funding is required and what changes might need to be made to achieve the recovery.
- The Government wants to ensure it has the right mix of initiatives to help New Zealand recover from COVID-19. We are reviewing what is working and what is not, and adjusting as necessary. This was a unique event; we need to take a different approach as required and be able to demonstrate how our actions have supported New Zealand.

HOW IS THE INFORMATION TO BE PROVIDED?

- This spreadsheet template, pre-filled with some basic details on each initiative, has been prepared for your use. Please ensure the template is submitted from just one agency. If any of the pre-populated information is incorrect, please update it.
- Information provided should be *as of date 31 December 2020*.
- The completed template is to be uploaded and submitted through CFISnet, please contact IUSupport@treasury.govt.nz for more information.
- The deadline to return data to the Treasury is by **close of business Friday, 29 January 2021**.

WHAT DATA IS BEING COLLECTED?

A list of all the data points with definitions and notes is shown below. Where a data point is not relevant to your initiative, please leave it blank, focusing on deliverables and outcomes of initiatives.

Initiative basic information	Minister	Responsible Minister for relevant portfolio
	Portfolio	Vote/Portfolio
	Initiative ID	Initiative IDs are tracked back to budget to retain reference to the Initiative ID
	Agency	Lead agency for monitoring and reporting to the other agency and ensure the template is completed
	Initiative Name	Initiative name - ideally use the name from the initiative description
	Initiative Description	Initiative description as per organisation
	Manifesto related initiative? (Yes/No)	Please indicate whether the initiative is related to the manifesto
	Manifesto commentary	Please use this field to indicate whether the initiative is related to the manifesto and manifesto commitment

Funding	2020/21 opex funding	\$m
	Ongoing outyear opex funding	\$m (ongoing funding after 2024/25)
	Total opex funding	\$m (total funding allocated, including 2020/21)
	Total capex funding	\$m
	Purpose of outyear funding and relation to COVID-19 recovery	Please explain why the outyear funding is needed
	Impact if out-year funding is removed	What would be the impact if out-year funding is removed?
	Is there opportunity to scale/reprioritise funding	Please indicate whether there is opportunity to scale/reprioritise funding
	Annual amount of funding able to be scaled/reprioritised?	If yes, please provide estimated amount
Additional funding commentary	Please use this field to indicate any additional funding related comments.	
Expenditure	Actual spending to date	How much has been spent to date
	Contractually Committed spending	\$m: How much funding has been contractually committed
	Expected spending 20/21	N/A where it is not applicable to the initiative
	Expenditure commentary	How much is expected to be spent over the next 12 months
Delivery Progress and Risks to Delivery	Key milestones achieved to date	Please outline any key milestones achieved to date
	Key milestones to be achieved over next 12 months	Please outline any key milestones to be achieved over the next 12 months and the public. See previous notes for more detail.
	Is the initiative on track? (Yes/No)	Is the initiative still on track to deliver the intended outcomes?
	Is there any changes since the initial proposal? (Yes/No)	Have any of the original assumptions/outcomes/impacts changed? (Y/N)
	Additional delivery commentary	Please use this field to provide brief additional commentary
	Are there any risks or issues without clear mitigation plans in place? (Yes/No)	Are there any risks or issues without clear mitigation plans in place?
Outcomes	Remaining issues and risks to delivery	If yes, please outline those risks here
	Have outcomes been achieved? (Yes/No/in part)	Whether any outcomes have been achieved
	When are outcomes expected? (Actual or estimated)	When are outcomes and impacts expected?
	Outcomes commentary	Please outline any outcomes/impacts achieved Eg: Outcomes have been achieved in 2020 calendar year
DATA COLLECTION OF COMPLETED INITIATIVES Regarding completed CRRF initiatives, data points collected focus on deliverables and outcomes, derived from the initiative report.		
Initiative basic information	Minister	Responsible Minister for relevant portfolio
	Portfolio	Vote/Portfolio
	Initiative ID	Initiative IDs are tracked back to budget to retain reference to the Initiative ID
	Agency	Lead agency for monitoring and reporting to the other agency and ensure the table is updated

		Initiative Name	Initiative name - ideally use the na
		Initiative Description	Initiative description as per organia
	Funding	Total opex funding	\$m
		Total capex funding	\$m
	Expenditure	Total actual spending	\$m
	Deliverables and outcomes	Key deliverables	Please outline key deliverables ach
		Impacts/outcomes achieved	Please outline any outcomes/impa
		Additional commentary	Please outline whether any deliver
	Evaluation	Is there any evaluation of this scheduled?	Is there any evaluation of this sche
		Additional commentary	Please indicate the timeframe if ye

Provide a report on progress of spending allocated to initiatives supporting the COVID-19 response, including meeting Government priorities

period. The pressure on allowances will
and new policy commitments within
n assumptions on what would happen
ing was requested, so now is the time
ie objectives.

om COVID-19. This means actively
need to learn from it, adjust our

HOW WILL THIS INFORMATION BE USED?

This information will be used to maximise the value of government spending by:

- Identifying what initiatives may be monitored on an ongoing basis.
- Informing potential reprioritisation of funding towards high priority initiatives as part of Budget 2021.
- Informing the assessment of new requests for funding as part of Budget 2021.
- Demonstrating the value achieved with this expenditure.

l for each agency. For initiatives where you have joint responsibility with another agency, please liaise with the relevant agency. If any of the related fields are changed, please indicate in red.

ort@treasury.govt.nz or your Vote analyst if you have any trouble using the template.

ort@treasury.govt.nz or your Vote analyst if you have any trouble using the template.

For any field that is not applicable for an initiative, please put "NA" in that field. Fewer data points are being collected for complete

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Budget initiatives, please fill where not pre-filled yet. Initiatives can be reported together or split but

Reporting on initiatives. For initiatives where you have joint responsibility with another agency, please use the template to be submitted from just one agency.

ame used in public documentation, such as the Summary of Initiatives.

al funding request. If you alter the pre-populated text, can you please highlight this in red.

itive is related to the manifesto (Y/N)

Which Government document the commitment is identified in, demonstrate the connection between the commitment and the manifesto, and any other manifesto related comments

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nding is needed or just #NA where not applicable

year funding is removed. This does not need to outline the impacts that would no longer be achieved
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hen the funding was agreed in the funding commentary (eg: CRRF1, CRRF2, B20, March 16) and any

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that are expected to be achieved over the next 12 months. Focus on the key milestones of interest
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iver the intended milestones/deliverables and outcomes/impacts? (Y/N)

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ef reasons for the initiative not being on track and for any changes from the initial proposal.

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ere. Please also indicate if there are any significant risks remaining even after mitigation has been pu
n achieved? (Y/N)

expected to be achieved? (actual or expected)

acts achieved to date. Please outline whether any outcomes have not been achieved as anticipated.
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udget initiatives, please fill where not pre-filled yet. Initiatives can be reported together or split but
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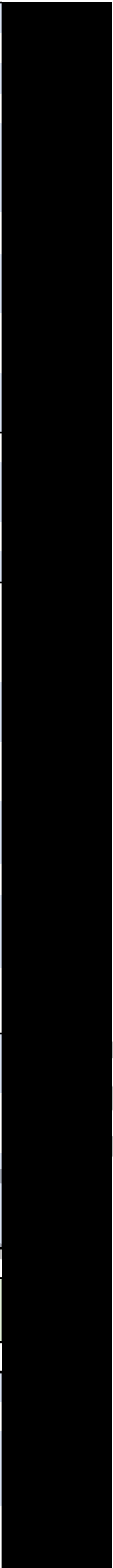
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