



## Education Report: Reporting on the Delivery Progress of COVID-19 Recovery and Response Funding Initiatives

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	12 March 2021	<b>Priority:</b>	High
<b>Security Level:</b>	Budget Sensitive	<b>METIS No:</b>	1252297
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<b>Messaging seen by Communications team:</b>	Yes / No	<b>Round Robin:</b>	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) and to inform the Budget 2021 decision-making process.

**Note** that this report delivers on your request for an ongoing monthly progress update on implementing education initiatives funded by the CRRF [METIS 1244473 refers].

### Summary

- 1 The report demonstrates the accomplishments and progress towards delivering the 44 CRRF 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, 33 (75%) are currently being implemented (Annex 1 refers) and 11 initiatives (25%) were completed prior to 31 January 2021 (Annex 2 refers). Of the 33 ongoing programmes:
  - a. 11 initiatives (33.3%), valued at \$458.0 million, are **red**
  - b. 15 initiatives (45.4%), valued at \$417.9 million, are **amber**
  - c. 7 initiatives (21.2%), valued at \$117.8 million, are **green**.
- 3 To date, \$7.7 million in underspends have been returned to support Budget 2021 where completed programmes did not require the full appropriation.

## Recommended Actions

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The Ministry of Education recommends you:

- a. **Not proactively release** this report due to the content being budget sensitive.

Release/Not release



Emily Fabling  
**Deputy Secretary**  
**Strategy, Planning and Governance**

12/03/2021

Hon Chris Hipkins  
**Minister of Education**

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## Ministry of Education CRRF background

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- 1 The \$50 billion CRRF was intended to support New Zealanders and the economy through the ongoing effects of COVID-19 and the global recession.
- 2 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.
- 3 The packages funded 44 initiatives, of which there are **28 Vote Education** and **16 Vote Tertiary Education** initiatives. Many of the initiatives are comprised of multiple work programmes that deliver targeted supports to learners, whānau and teachers in the education and tertiary education sectors.

## Summary of expenditure as of 31 January 2021

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- 4 Vote Education and Vote Tertiary Education were allocated \$1.147 billion for the 2020/21 financial year. Of those funds:
  - a. \$346.3 million (30%) has been spent as of 31 January 2021
  - b. \$508.7 million (44%) has been contracted to be spent by the end of the 2020/21 financial year, in addition to the actual expenditures
  - c. \$7.7 million (0.6%) has already been returned
  - d. \$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.
  - e. \$278.4 million (23%) can likely be returned.
- 5 Financial information is based on the most accurate information available.

## Summary of programme implementation status as of 31 January 2021

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- 6 The ongoing CRRF initiatives have been assigned a Red, Amber, Green status to support the monitoring and oversight of risks to the initiatives' delivery. Of the 33 ongoing initiatives:
  - a. 11 initiatives (33.3%), valued at \$458.0 million, are **red** (at high risk of not being fully spent by the end of the financial year)
  - b. 15 initiatives (45.5%), valued at \$417.9 million, are **amber** (require regular monitoring)
  - c. 7 initiatives (21.2%), valued at \$117.8 million, are **green** (on track to be fully spent).

## Initiatives at risk of having funds returned to the centre

- 7 Of the ongoing initiatives, the following three carry significant risks, particularly the risk of Treasury prioritising the funds for return to the centre. Together, the following initiatives are expecting to spend \$98.7 million in the four months remaining in the financial year.

### **Supporting Māori Learners and Whānau and Te Reo Māori post COVID-19**

2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21 (\$m)
\$60.00	\$50.00	\$200.00	N/A	\$4.00	\$8.00	\$56.00

Table 1: Supporting Māori Learners and Whānau and Te Reo Māori Post COVID-19

- 8 This initiative supports Māori learners and whānau to reconnect with education services following COVID-19, ensure they access the full range of education and wellbeing services, and achieve successful outcomes. Procurement discussions are progressing well and are anticipated to be completed by the end of March 2021. Even so, there is a risk that if procurement takes longer than expected, some of the contracted funding payments will need to be extended to the next financial year. In this case, a late expense transfer will need to be discussed to mitigate whether payments can be funded through next year's baseline or whether funding needs to be carried forward. 9(2)(g)(i)

### **Increasing Wellbeing and Mental Health Support to Learners and Education Workforce**

2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21 (\$m)
\$74.03	\$30.87	\$176.58	\$0	\$34.91	\$7.70	\$65.57

Table 2: Increasing Wellbeing and Mental Health Support to Learners and Education Workforce

- 9 This initiative provides funding to increase wellbeing and mental health supports, including guidance counselling and the Urgent Response Fund, in alignment with the Government priority focus on mental health. The Treasury have identified this initiative as potentially contributing to part of the additional \$150 million underspend return due to having low levels of actual and committed spend and slower than expected delivery progress. The exception to this is the Urgent Response Fund, which is responsible for delivering \$34.4 million (98.5%) of the funds allocated. 9(2)(f)(iv)

**Establishing Workforce Development Councils to Support COVID-19 Recovery**

<b>2020/21 Opex funding (\$m)</b>	<b>Ongoing outyear Opex funding (\$m)</b>	<b>Total Opex funding (\$m)</b>	<b>Total capex funding (\$m)</b>	<b>Actual spend to date (\$m)</b>	<b>Contractually Committed spending (\$m)</b>	<b>Overall Expected spending 20/21 (\$m)</b>
<b>\$46.00</b>	<b>\$65.00</b>	<b>\$230.00</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$16.00</b>

**Table 3: Establishing Workforce Development Councils to Support COVID-19 Recovery**

- 10 This initiative provided funding to accelerate the establishment of Workforce Development Councils (WDCs) to give industry greater leadership and support the delivery of the skills to recover from COVID-19. The timeline for the establishment and funding of the WDCs has been delayed as it is dependent on Cabinet decisions and Orders in Council. Up to \$4 million in CRRF funding will be used by an Establishment Unit to support the establishment of the WDCs in 2020/21. As at the end of February, the Tertiary Education Commission signalled that at least \$30 million of the \$46 million appropriated for 2020/21 is expected to be returned.

**Initiatives identified as Red and Amber status**

- 11 The following initiatives have been identified as **red**, at high risk of not being fully spent by the end of the financial year:

**No. Initiative Title**

- 2 Increasing Trades Academy Places and Supporting Secondary Transitions
- 5 100% Qualified and Certificated Teachers
- 11 Supporting Maori Learners and Te Reo Maori Post Covid-19
- 12 Technology Support for School Children with Learning Support Needs
- 13 Targeted Support for Pacific Learners and Families (operating contingency)
- 14 Sustaining the Early Learning Network (operating contingency)
- 18 Establishing Workforce Development Councils to Support Covid-19 Recovery
- 20 Meeting Increased Learner Need for Tertiary Education
- 23 Transitional Industry Training Organisation and Workforce Development Council-Led Covid-19 Response Projects
- 24 Critical Funding to Address Supplier Contractual Obligations Arising from The Impact of COVID-19
- 28 Providing Digital Identity Required for Online Assessment and Learning

- 12 The following initiatives have been identified as **amber**, requiring regular monitoring:

**No. Initiative Title**

- |    |  |
|----|--|
| 4  | Mitigating Impacts of Socioeconomic Disadvantage: School Lunches (op)  |
| 6  | Early Intervention: Te Kōhanga Reo – Learning Support Initiative and Targeted COVID-19 Response  |
| 8  | Increasing Ongoing Resourcing Scheme Teacher Aide Hours  |
| 9  | Maintaining Kōhanga Reo Viability during the Post-COVID-19 Rebuilding Phase (Previously: Sustaining Kōhanga Reo and Revitalising Te Reo Māori) |
| 10 | NCEA Online: Transforming Assessment for Learners  |
| 15 | Targeted Support for At Risk Ākonga (operating contingency)  |
| 17 | Adult and Community Education (ACE) – A modern approach to night classes   |
| 22 | Targeted Training and Apprenticeship Fund  |
| 25 | Enable providers to deliver education offshore and develop quality assurance   |
| 26 | Te Mana Tuhono (Network-As-A-Service and Cybersecurity For Schools)  |
| 27 | Ongoing Resourcing Scheme Cost Pressure for Teacher Aide Hours   |
| 29 | International Education Strategic Recovery: Communications, marketing and brand awareness  |
| 30 | International Education Strategic Recovery: Diversification of international education products and services                                   |
| 31 | International Education Strategic Recovery: Funding For NZ-based learners to access English language courses                                   |
| 32 | International Education Strategic Recovery: Immediate targeted support for private training establishments                                     |

### Next steps

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- 13 The Ministry will continue to monitor CRRF funding.

### Proactive Release

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- 14 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.

# Annex 1: Ongoing CRRF initiatives

Name	2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21	Expenditure and delivery	Risks and mitigations	Status
<p>1 Equitable Digital Access</p> <p>Provision of devices to students, and provision of internet service to student's households.</p>	17.92	7.3	25.22	20.2	31.3	38.5	23.6	<p>Over 45,000 Internet connections have been allocated to households with learners across the country, and over 37,000 devices have been distributed to learners.</p> <p>This funding has been modified throughout the year to date to respond to evolving needs. METIS 1224603 provided initial funding of \$23.94m OPEX and \$12.5m Capex. METIS 1241053 enabled the continuation of the MoE supplied internet service to student households through to February 2021 further funding of \$4.8m Opex. METIS 1237093 enabled the provision of a further ~8,100 devices to students following the approval of additional funding of \$6.5m Capex. OBU 2020 FNA transferred out of Non-Dept Opex (Internet service connections related) -\$2.32m Opex METIS 1248643 reprioritised existing funding of up to \$10.2m forecast underspend from the previous funding. Included within this, are three discrete but related financial adjustments and transfers approved:</p> <p>1) transfer of up to \$6.6 million operating from 2020/21 to 2021/22 for internet connectivity costs between July and December 2021</p> <p>2) transfer a further \$0.7 million operating from 2020/21 to 2021/22 for any additional connections demand in the event of further COVID-19 related school and kura closures</p> <p>3) transfer of \$1.2 million operating to capital in 2020/21 for purchase of additional devices in anticipation of increased demand in the event of further COVID-19 related closures.</p>	<p>Services to connected households have been extended through to December 2021.</p> <p>A small but immediate response capability exists in the form of ~2,000 devices warehoused and ready for distribution in the event of a Covid-19 resurgence.</p> <p>Funding has been set aside to allocate a further ~2,000 new connections, to be arranged in the event of a Covid-19 resurgence (or in advance should approval be given).</p>	●
<p>2 <b>Increasing Trades Academy Places and Supporting Secondary Transitions</b></p> <p>This initiative provides funding for two components:</p> <p>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.</p> <p>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.</p> <p>Led by the Minister of Education.</p>	6.19	<p>2020/21 - \$6.194m</p> <p>2021/22 - \$10.181m</p> <p>2022/23 - \$7.974m</p> <p>2022/23 - \$7.974m</p> <p>Four year total - \$32.323</p>	32.32	0.00	0.78	11.28	6.194	<p>Funding fully committed for 2021 calendar year (i.e. funding covering 2020/21, and first 6 months of 2021/22).</p> <p>Specialist staff appointments expected to be completed during Q3 2020/21.</p> <p>1,000 additional Trades Academy places fully subscribed for 2021 calendar year (and expected to be in future also).</p>	<p>As noted in Expenditure and delivery column, Trades Academy funded place uptake will be washed up for the January-March 2021 period following the 1 March school roll-return reporting. Preliminary reporting from schools in July 2020 came before 2021 places were allocated in August/September 2020.</p>	●

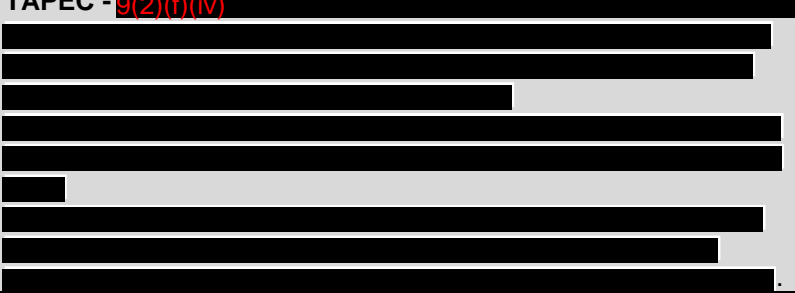


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<b>3 Increasing Wellbeing and mental Health support to Learners and Education Workforce.</b> This initiative will provide funding to increase the provision of wellbeing and mental health support to learners and the education workforce in response to COVID-19. Led by the Minister of Education.	74.03	30.87	176.68	0	34.91	7.70	65.57			
<i>Frontline curriculum support and resources</i> <i>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.</i>	5.154	0	32.754	0	0.5	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.	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.	
<i>Increased access to workplace wellbeing support for educators</i>  <i>This initiative will provide wellbeing and mental health support to the education workforce in response to COVID-19.</i>	7.85	4.65 (2021/22) 3.488 (2022/23)	15.988	0		6.2 for EAP services through to 30 June 2021.  1.5 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 \$1m (Māori Organisations): 2x contracts are being developed to provide supports and services for the education workforce within Te Rūnanga Nui and Ngā Kura ā-Iwi Māori organisations. This provides for \$600k to support the TRN workforce and \$400k for NKAI. \$6.2m (EAP): a contract was 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 provided for \$4.2m to support the Auckland education workforce through to 3 Feb 2021 and \$2m for any further support that may be needed due to resurgence. 9(2)(g)(i) [REDACTED] [REDACTED] [REDACTED] [REDACTED] The current COVID-19 outbreak will be monitored. We are planning to provide the Minister with advice on spend for the remaining \$7 million and seek decisions around any surplus funds in April. \$1.5m (Korowai Wellbeing Hub): The Hub is due to be launched in T1 2021. \$1.5m for development and maintenance of the Hub is due to be contractually committed this month through to 30 June 2023. The service Provider is Vitality Works.		
<i>Supporting Pastoral Care in Schools through Guidance Counsellors.</i>  <i>This initiative provides resourcing for the provision of guidance counselling and pastoral care in primary schools.</i>	11.022	21.64	75.842	0	3.7	0.727	9.022	Budget 2020 provided \$75.8m over four years to increase access to counselling in schools, consisting of \$31.8m to fund an increase in the guidance staffing entitlement for large secondary schools and \$44m to increase access to counselling support for primary and secondary students through contracts with community organisations.		



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Guidance counsellors provide support for students experiencing personal problems and mental health issues. Counselling has positive impacts on social and family connections and mental health and wellbeing. Guidance counsellors can work with other professionals to provide timely support to students who may present more complex needs.								<p>The need for guidance counsellors may increase as students face additional strain due to Covid-19. Recent research has shown that guidance counselling, as part of pastoral care, can support the social and family connections that students have, as well as their mental health and wellbeing.</p> <p>Mental distress can be heightened by the pandemic and the lockdown, and many young people can have their wellbeing compromised as seen in previous national emergencies.</p> <p><b>Primary and small Secondary school provision</b> The RFP for these services is now live on GETS and closes on 8 March to start in May 2021. 9(2)(f)(iv)</p>		
Strengthening mental health services for tertiary students	2.0	10	25	0	0	0	0	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. This funding is being administered by Ministry of Health.		
Establishment of an urgent response fund for early learning services, schools and kura	50	0	52	0	34.4	0	50	Two thirds of the \$50m <b>Urgent Response Fund</b> have been distributed as at the end of January 2021, and programmes had begun to have a positive impact on students, based on early learning services, school and kura responses to an interim outcomes survey. The \$32.8m allocated to date is for 39,624 learners across 684 early learning services, ngā kohanga reo and 335,672 learners across 1,607 schools and kura. Allocations respond to needs related to attendance, re-engagement with learning, wellbeing to support attendance and cultural wellbeing to support attendance.		
<b>4 Mitigating Impacts of Socioeconomic Disadvantage: School Lunches (op)</b> 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.	106.90	109.8	216.70	3.90	16	86.8	102.8	<p>We have finalised the contracting with 120+ suppliers who will begin delivery in the first half of the year.</p> <p>* A further 77,000 students have started lunch delivery at the beginning of Feb (approximately 123,000 are now receiving a daily lunch)</p> <p>* Cabinet has agreed to a fiscally neutral transfer of 25.6m from lunches to the Access to Period Products initiative.</p> <p>* 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.</p>	Funding is until the end of 2021 9(2)(g)(i)	
<b>5 100% Qualified and Certificated Teachers</b> This initiative provides funding to reinstate	12.24	112.3	278.25	0	1.212	0	12.24	Initial Funding payments were made in November 2020 for the January and February advance funding payments. Next payment is due to be made in March 2021.	Bulletin articles are used to update the sector on this initiative.	

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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.									We will manage queries as they come in on a case by case basis. We are working with our ELSA colleagues to feed into Teacher Supply initiatives in response to sector feedback signalling some service providers are having difficulty recruiting qualified teachers.	
<b>6 Early Intervention: Te Kohanga Reo – Learning Support Initiative and Targeted Covid-19 Response</b> The Ministry of Education (the Ministry) will partner with Te Kohanga Reo National Trust (the Trust) to co-design and co-deliver targeted strategies and support for the kōhanga whānau (kaiako, 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.	1.14	0.276	2.84	0.00	0.01	2.223 over life of contract	1.14m	This funding supports implementation of key Ministry strategies, Ka Hikitia and the Learning Support Action Plan.  The Ministry has employed a Māori learning support educational psychologist as a Kaitohutohu Ārahi to work for the Trust full-time on this project until June 2022. She commenced this role in November 2020.  We have negotiated an outcome agreement committing this funding to the Trust. We are on track to have this signed by both parties by the end of February.	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.	
<b>7 Creatives in Schools:</b> 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	1.600	NA	4.000	0.000	0.148	1.360	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. • \$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 15 outstanding agreements and they will be ready by mid February 2021. • We are confident that all the Non-Departmental budget will be used		

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from 304 to 510 over the first four years of the programme.								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.		
<b>8 Increasing Ongoing Resourcing Scheme Teacher Aide Hours – Richard Thwaites</b> 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.	44.78	33.147	144.22	0.00	17.3		39.8	This initiative has three elements: 1) <b>A 3-hour average increase</b> - a 3-hour ongoing average weekly increase in TA support for students verified by ORS 2) <b>ORS COVID-Response Fund</b> , a \$31m fund being allocated in two phases. \$12m (39%) of the Response fund is funded by this initiative and the remaining \$19m of the Response Fund is funded from the ORS cost pressure initiative below; and 3) <b>TAPEC</b> - the cost of the Teacher Aide Pay Equity Claim for the additional TA hours. <b>3-hour average increase</b> - We estimate that the additional 3-hour ongoing average weekly increase TA allocation for the rest of 20/21 will cost \$12.2m. 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 January 2021. The next payment will be made in Term 1. <b>ORS COVID-Response Fund</b> In phase 1 we allocated 60% of the total Response Fund (\$18.6m) to schools. We are currently assessing applications for phase 2, which is the remaining \$12.4m. A small amount of funding was distributed to schools in January (approximately \$200,000 from this budget line and \$300,000 from the Ongoing Resourcing Scheme Cost Pressure For Teacher Aide Hours, below). Funding will be paid from Term 1 2021 onwards, based on approved applications from schools. We expect uptake of \$6.2m (50% of the balance) given current and forecast applications. \$2.4m will come from this budget line (39% of the total forecast expenditure). <b>TAPEC - 9(2)(f)(iv)</b> 	<b>Increasing Ongoing Resourcing Scheme Teacher Aide Hours – Richard Thwaites</b> 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.	
<b>9 Maintaining Kōhanga Reo Viability during the Post-Covid 19 Rebuilding Phase (previously: Sustaining Kōhanga Reo and Revitalising Te Reo Māori) – Colin Meehan</b> The initiative provides funding to improve the sustainability, capacity and capability of Kōhanga Reo. This will assist the Crown to revitalise te reo Māori and help integrate it into the learning of children by	24.44	25.498	99.96	0	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 dependent on Te Kōhanga reo National Trust providing a final plan for their property program. This was due to the Ministry by 31 December.  Update: The Trust has provided a draft 3-year priority outcomes plan. The plan covers outcomes such as 2% increase in mokopuna attending kōhanga; development of online tools and guidance for	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	

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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 Kōhanga 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.								kōhanga reo kaimahi; Toru tohu whakapakari holders in every kōhanga reo by 2030. We continue to work with the Trust to finalise this plan.  9(2)(g)(i)  ECE funding subsidies are paid every 4 months.	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.	
<b>10 NCEA Online: Transforming Assessment for Learners</b>  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.	14.846	4.722	38.675	0.000	8.638	13.900	14.846	<ul style="list-style-type: none"> <li>As part of our COVID-19 response, NZQA fast tracked the initial implementation of digital practice exams on the NCEA Online platform, with 96 schools and 6,236 students accessing the practice exams developed by three subject associations</li> <li>In November 2020, NCEA Online delivered to 22,751 students (+55% on 2019) from 276 schools (+41%). Digital assessments were available in 21 subjects (+50%) across NCEA Levels 1-3 were available, including for the first time foreign languages.</li> <li>Expenditure tracking as planned.</li> <li>Core programme funding ends 30 June 2022. NZQA operating reserves/baseline will fund the ongoing development and operation of NCEA Online.</li> <li>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.</li> </ul>		
<b>11 Supporting Maori Learners And Te Reo Maori Post Covid-19</b> 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	60.00	50	200.00	N/A	4	8	56.00	<p><b>* Whānau reconnecting with education services initiative</b></p> <ul style="list-style-type: none"> <li>Regional offices are negotiating funding agreements now but cannot formalise with signatures until all relevant approvals have been secured. Approvals process is in progress.</li> <li>Pūhoro STEM Academy pending for \$500k</li> <li>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)</li> </ul>		






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development and information to learners and whānau. Led by Associate Minister of Education, Hon Kelvin Davis.										
Te Ahu o te Reo Māori Supporting Maori Learners And Te Reo Maori Post Covid-19 Budget 2020/21 \$30.650m	30.65				2.951		14.837? (26.414- 11.577?)	<p>\$11.577m Reprioritised to core curriculum supports \$2.951m Committed to date (includes reprioritised funding) \$26.414m Remaining to be committed (includes reprioritised funding)</p> <ul style="list-style-type: none"> <li>- 14 providers to be contracted (\$20.258m)</li> <li>- Planning, procurement, management and implementation (\$5.128m)</li> <li>- Kauwhata Reo (\$980k)</li> <li>- Te reo Māori resources (\$2.628m)</li> <li>- Curriculum, progress and achievement (\$206k)</li> <li>- Te Reo Māori and Māori medium panel (\$165k)</li> </ul> <p>\$2.951m Paid to date (includes reprioritised funding)</p> <p>There was a request for an expense capital transfer (ECT) of \$6.965m for Te Ahu o te Reo Māori due to procurement process delays. This has been resolved. Procurement evaluation resulted in 14 providers being approved to move to contract negotiations; completion due by the end of March 2021. Payments will be actioned according to milestones set out in each individual contract.</p>		
Te Kawa Matakura Supporting Maori Learners And Te Reo Maori Post Covid-19 Budget 2020/21 \$1.650m					0.194	0	0.194	<p>\$0.194m Committed to date \$0.00 Remaining to be committed \$0.194m Paid to date</p> <p>Funding is intended to provide: 1) the revision of Te Taitokerau diploma delivery model (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).</p>		
Kura Whānau Reo \$2.000m Māori Education Budget 2020/21					0	0	2	<p>\$0m Committed to date \$2.000m Remaining to be committed \$0m Paid to date</p> <p>Procurement plan to be completed in February with Expressions of Interest from Iwi and Hapu on programme and delivery to be received, evaluated and contracted in March. Iwi, programmes and delivery in the months of April, May and June 2021.</p>		
Te Aho Ngārahu	1.5				0		0.8	<p>\$1.500m Māori Education Budget 2020/21 \$0m Round 4 committed to date \$0.800m Remaining to be committed \$0m Paid to date</p> <p>9(2)(g)(i) [REDACTED] [REDACTED]. This has been resolved.</p> <p>We are in the final stages of approving 30 stories as part of Te Aho Ngārahu round 4. Funding is intended to provide: 1) funding to service providers to design the resource in collaboration with their iwi; 2) licencing fee to iwi.</p>		

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<b>Rauemi</b>								<p>\$3.000m Māori Education Budget 2020/21  \$0.120m Committed to date  \$0.660m Remaining to be committed  \$0.115m Paid to date</p> <p>9(2)(g)(i) [REDACTED]  [REDACTED] This has been resolved.  Funding is intended to provide: 1) external stakeholder engagement;  2) resource concept scope and design; 3) initial funding to support  development of resources based on the concept scope and designed  agreed.</p>		
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. Led by Associate Minister of Education, Hon Kelvin Davis.	8.2	5.2	41		0.1	1.3	8.2	<p>The regions are in partnership discussions with iwi in their region on the use of the funding. One region has committed all its allocation in contracts with iwi to date.</p> <p>See initiative 12. This is a subset of that, needs to be amalgamated,</p>		
12 <b>Technology Support for School Children With Learning Support Needs</b> 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.	1	0	1	0	0	0	1	<p>Anticipating a spend of \$666,000 directly to students and ākonga in schools and kura in Terms 1 and 2, 2021. Schools will be informed of the application process through the School Bulletin (and other communication channels) on 23 February 2021.</p> <p>Note this funding is in addition to the existing baseline funding for assistive technology for students with additional learning needs.</p>		
13 <b>Targeted Support for Pacific Learners and Families (operating contingency)</b> 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.	16.20	0	80.24	0.00	1.0		16.2	<p>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 split by regions to allow local decisions to be made. Applications to the Innovation and Support Funds were oversubscribed. Funding Agreements are being finalised (by end Jan 2021) and all funds are expected to be spent by June 2021.</p>		
Targeted Support for Pacific Learners and Families (operating contingency) - Enabling leaders in Tautai o le Moana, a principal leadership collaborative, to promote culture change in schools to support Pacific learners;	0.45		2.89	0	0.101	0.35	0.45	<p>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.</p>		
Supports the translation and distribution of key education materials in 10 Pacific languages to digitally excluded Pacific families. This initiative provides funding for translation of essential materials into 10 Pacific languages from July 2020 to June 2022. It also covers the printing and distribution of hard copies of essential	1.5		1.5	0	0.0324		0.5	<p>Pacific language translations provide access to key information that Pacific parents and learners need to achieve, while affirming their identity, language and culture. Pacific language education materials were invaluable in helping families and communities to support the achievement and wellbeing of their learners during the COVID-19 lockdown. This helped address some of the education equity issues for Pacific peoples during this time.</p>		



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materials to families waiting for internet connection and/or devices in the short term, for example, distributing fact sheets on how to support learning at Alert Level 3 to Pacific families who are digitally excluded. In the medium term, translated materials will continue the provision of accessible information for Pacific families regarding education in the COVID-19 context, for example translating information on how high-risk children should engage with on-site learning at Alert Level 2 and distributing this information to families who are not digitally connected.								<p>This initiative ensures Pacific learners and families have access to information, essential learning materials that are translated into their first language.</p> <p>Without the fund Pacific Learners and their fanau are excluded from accessing educational resources and learning supports regarding learning in a post Covid environment.</p> <p>There are 10 languages to translate materials into - that means there is 0.150 available per language. The amount of material to be translated will be determined by the amount of funding allocated.</p>		
<b>Targeted Support For Pacific Learners And Families (operating contingency) -</b> To ensure Pacific learners and families are equipped to access education during the Covid-19 response through: funding to support Pacific learners and families access the services and supports they need; the establishment of an Innovation Fund; governance and management support for Pacific early learning centres.	14.73		75.819	0	0.88		14.73	<p>Recruitment for the 7 senior advisors to support centre governance and management is underway or planned for across the 5 priority regions. Advisors are expected to be in place in March – April 2021. The initial tranche of centres receiving PLD due to be enrolled and receiving support by 31 April 2021.</p> <p>Designing PLD and resources required to support governance and management in Pacific centres will involve codesign of both internal staff and external providers and experts. Design workshops will be held in February and March 2021. Findings from design workshops will be shared and further developed by the senior advisors as part of their induction in April 2021.</p> <p>Recruitment of the lead advisor, learning support is due to be completed in February. It is expected the appointee will be in place in March 2021.</p> <p>An initial workshop with Pacific centres to assist their inclusion of children with additional learning needs is expected in April 2021. Planning for the initial Pacific centre forum will commence February 9<sup>th</sup>. Likely to be held in Wellington in late April 2021.</p> <p>The forum will be an opportunity for centres to share their change and development ideas, effective practice and network.</p>		
<b>14 Sustaining the Early Learning Network (operating contingency)</b> This contingency provides support for the viability of early learning services.	206.00		206.00	0.00	3.9	0.6	See expenditure commentary	<p>Tagged operating contingency set aside at Budget 2020. A second round of applications for the \$30m sustainability fund opened on 1 January and will run until 30 April. We are anticipating an underspend but the amount is unspecified at this stage. Ministers agreed to extend operating contingency until 31 March 2021 (Metis 1244100 refers) to enable consideration of remaining contingency as part of Budget 2021. Second round of funding remains open. To date we have received 4 applications. We are working with the service providers to assess and finalise.</p>		
<b>15 Targeted Support for At Risk Ākonga (operating contingency)</b> This contingency provides targeted support for at-risk ākonga	22.9		36	0	See below	See below	See below	See below.	See below	
Ministry controlled At Risk Intervention	11.786		24.271	0	6.8		11.786m	<p>Funding was drawdown in September 2020.</p> <p>We have spent 57% of the funding to December 2020.</p> <p>There will be further expenditure over end of February/March months as initiatives under the fund are implemented further.</p>		

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MYD Funding controlled by MSD (Support for community programmes supporting rangatahi at risk of disengaging: MYD Community Fund)	11.128		11.729	0	0.274	2.6 million has been committed for F20/21 and F21/22 and F22/23 to date.	F20/21 \$520,000  F21/22 \$1.3m  F22/23 \$780,000	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.		
<b>16 Careers System Online: Tiro Whetū</b> 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.	1.16	4.425	11.48	15.00	3.0	3.8	7.3	TEC remain on track for 2020/21  First deliverable of Skill Net job-job tool on track for 24 Feb 2021	NA	
<b>17 Adult and Community Education (ACE) - a modern approach to night classes</b> 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	2.28	4.563	15.97	0.00	0.0	0.8	1.8	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.		
<b>18 Establishing Workforce Development Councils To Support Covid-19 Recovery</b> 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	46.00	65	230.00	0.00	0	0	\$16m	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. It is anticipated that the first WDC Council meetings, the six WDCs will consider their 90 day establishment plan to allow TEC to release an estimated \$12m in total. Consultation began on 16 December 2020 and closed on 5 February 2021. The Minister is considering advice on the outcome for this prior to a Cabinet paper being submitted. The expected profile of expenditure is affected by the current timeline for establishing WDCs, as WDCs will have a core role of skills leadership and planning in the new vocational education system. These are now expected to be established in May 2021, and the funding will	The draft OiC proposals contain a mixture of appointment processes, Ministerial appointments, or nominated processes. The timeline for the appointment process is tight. There is also a risk that we will not be able to attract sufficient suitable candidates.	

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component of the Government's Reform of Vocational Education. Led by the Minister of Education.								focus them quickly in the challenges for their industries resulting from Covid. The project remains linked into the WDC establishment programme of work, so that funding can be provided for WDCs for projects once they have been established, and continuity of response achieved in the new system. The Minister has agreed to a timetable of 20 May for the establishment of the WDCs, to ensure the consultation results in industry led bodies, although this is later than originally intended.	Both these risks are being actively managed.	
<b>19 Maintaining Support for Onshore International Students and International Education</b> 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.	7	6.61	7	0	4.512	2.488	7	re 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%.	NA	
<b>20 Meeting Increased Learner Need For Tertiary Education</b> 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	79.45	0	334.10	0.00	0.0	49.8	79.5	There is uncertainty on volume as economic forecasts have improved since 2020, but until we have enrolment data in 2021, from April reporting, we cannot be certain around volume needs. Funding confirmation letters issued to TEOs, that agree the volume and value of delivery. 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.	NA	
<b>21 Support For Group Training Schemes To Retain Apprentices In Preparation Of Post-Covid-19 Economic Recovery</b> 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	16.13	0	19.36	0.00	12.2	16.0	16.13	Maintain apprentices in training. Funds have primarily be utilised to extend wage subsidies for apprentices and waive employer fees.  Specific details will be published about each Group Training Scheme including funding received and its use. Reporting will also be provided to Minister	NA	







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<b>24 Critical Funding to Address Supplier Contractual Obligations Arising From The Impact Of Covid-19</b>  <i>This contingency provides funding to reimburse school property contractors who have incurred additional unavoidable costs as a result of COVID-19.</i>	18.000	N/A	18.000	89.000	So far this has been funded through baselines and will be reimbursed through the first contingency drawdown early March (METIS 1245468).			<p>As of January 2020, we have received claims for increased costs as a result of COVID-19 against 205 projects from contractors and a further 96 projects for consultants. We have received \$5.9m in contractor claims and \$0.4m in consultant claims with a total assessed value of \$5.8m (following QA) of which and \$5.5m has been approved.</p> <p>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 lockdown.</p>	<p>Current evidence indicates that the industry has handled the COVID-19 disruption and impacts much better than many economic specialists predicted throughout and shortly after lockdown. However, all indicators point to a continuing disruptive market, particularly in areas of materials and labour. The Ministry expects continuing cost pressures throughout 2021 until border restrictions are eased, allowing trade to flow more freely and the wider construction sector to return to a more stable market. The Ministry has recently updated the financial risk model for the potential impacts of COVID-19 on the Education construction market. On the basis of this provisional modelling, we have suggested: Revising the contingency fund to \$51m total (reduced</p>	

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									from \$107m, returning \$56m to the pot) Revising the timescale for contingency to 30 June 2022.	
25 Enable providers to deliver education offshore and develop quality assurance	0.50	0	0.50	0.00	0.1	0.2	0.5	Expenditure is tracking as planned.		
26 Te Mana Tuhono (Network-As-A-Service And Cybersecurity For Schools) This initiative provides essential funding to strengthen the resilience of delivering online learning systems, including NCEA Online. It ensures that schools' aging network hardware is upgraded and cybersecurity protection is installed to tackle the increasing risk of phishing scams, data leaks, and exposure to harmful websites.	5.79	6.970	27.48	21.560	2.7	24.2	8.0	The Ministry is progressively installing active ICT network management and monitoring for all opted-in state and state-integrated school. As at 3 February, 152 installs had been completed with high levels of satisfaction. N4L has been contracted to deliver an initial set of security operations services.  On track for the final end date over a 4-year period despite slight delays in August caused by the Auckland regional lockdown.	The programme suffered initial delays during the periods of COVID lockdown when the Auckland based engineers could not access schools to perform upgrades. Initially engaging with N4L to commence upgrades was delayed due to embargo on budget decisions.	
27 Ongoing Resourcing Scheme Cost Pressure for Teacher Aide Hours This initiative provides funding to address cost pressures arising from the urgent need for an increase in teacher aide hours for more than 10,000 high and very high needs students in the Ongoing Resourcing Scheme (ORS). The level of student need and resulting demand for teacher aide hours has been higher over the past year than is currently funded, creating an ongoing baseline cost pressure.	19.010		19.010		11.74	0.0	See expenditure commentary	See also: <b>Error! Reference source not found.</b> This initiative provides 61% of the funds for the ORS COVID-19 Response Fund. At present we are assessing applications for phase 2 of the Response Fund which makes \$12.4m available for schools to apply for additional TA support for students who need more help on their return to school.  <b>9(2)(f)(iv), 9(2)(g)(i)</b> [Redacted] [Redacted] [Redacted]  Phase 2 (\$12.4m) will be paid from Term 1, 2021 onwards. A small amount of funding was distributed to schools in January (approximately \$300,000 from this budget line and \$200,000 from the Increasing Ongoing Resourcing Scheme Teacher Aide Hours, above).  Phase 1 (\$18.6m) has already been distributed to schools.		
28 Providing Digital Identity Required For Online Assessment And Learning This initiative provides funding to add functionality and identity records to the	2.63	2.819	13.2	6.9	0.16	0.013	1.90	The project is forecasting less expenditure in 2021 (0.7M) due to a longer planning cycle through to June.	Contention for critical resources with competing projects which could impact	



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Education Sector Logon system for secondary schools students so that they can sit NCEA online securely. This logon system could be rolled out across the remaining student cohorts in the school sector in the future at marginal cost to support online enrolment and learning.								Current project progress includes procurement for service design, solution architecture design and requirements mapping.	current planning cycle. The mitigation is to secure a wider pool of expertise available to support.	
<b>29 International Education Strategic Recovery: Communications, marketing and brand awareness</b>  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.	2.00	1	3.00	0.00	0.5	0.3	2	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. 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. 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. 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. Initial planning assumed borders would reopen in 2021 and we could begin to welcome a substantial number of new International students to NZ.		
<b>30 International Education Strategic Recovery: Diversification Of International Education Products And Services</b>	1.85	8.15	10.00	0.00	0.72	0.45	1.85	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. The contractually committed spend covers the existing consultancy contracts and marketing co-funding commitments for NCUK study centres. 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 workshopping. The majority of spend will occur from February to June 2021 as the project moves into design and implementation phases.	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.  Platform, Products and Services: Risk register and mitigation plan is under development.	
<b>31 International Education Strategic Recovery Funding For NZ-Based Learners To Access English Language Courses</b> The PTE ESOL Fund has a dual purpose. The funding will help increase demand for	1.50	0.00	1.50	0.00	0.50	1.50	1.50	Remaining allocated funding will be paid out to TEOs in six instalments, from January to June 2021.  TEOs have given feedback that while are able to meet operational costs (including cost of rental and wages) with the current funding,	N/A	

Name	2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21	Expenditure and delivery	Risks and mitigations	Status
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.								9(2)(g)(i) [REDACTED]		
<b>32 International Education Strategic Recovery</b> 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.	10.00	0.00	9.90	0.00	4.04	4.04	8.08	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. Remaining allocated funding will be paid out to TEOs in their second instalment in February 2021. 9(2)(g)(i) [REDACTED] [REDACTED] [REDACTED]	N/A	
<b>33 Maintaining Support For International Education (Export Education Levy Funded Activities)</b> 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.	0.00	0	6.61	0.00	0.00	4.82	0.00	Note: this relates to 2021/22 only.  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.  Funding to reimburse international students affected by private provider failure, if required.	N/A	

## Annex 2: Completed CRRF initiatives

Name	2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21	Expenditure and delivery	Risks and mitigations
<b>1 Establishing A Student Hardship Fund For 2020</b> This intervention establishes a COVID-19 student hardship fund for 2020 of \$20 million to be available immediately. This will help students who may fall through the cracks of the general COVID-19 financial supports to access money and allow them to remain connected with their education provider. Led by the Minister of Education			20.000	0.000	19.500			2020 Delivery completed. Majority of funds distributed to over 100 providers. Spend is CY 2020 TEC and MoE conducting a review to identify enhancements in policy and operating aspects of the Fund, and will use this information to inform the future state of the Hardship Fund.	
<b>2 Support to learners for distance learning while schools, kura and services were closed under COVID-19 Alert Levels 3-4</b> The initiative provided funding to ensure that learners and whānau could access teaching and learning if their school or kura was temporarily closed. [CAB-MIN-20-0136 refers]			36.44					With this funding, the Ministry provided several learning from home options to minimise disruption to learners, including the distribution of learning hard packs and government-funded internet connections. Moreover, this funding facilitated business continuity planning to accommodate ongoing COVID-19 related disruption to these at-risk learners. The distance learning package was designed to support and empower parents, whānau and caregivers to support their children's learning from home, in partnership with kaiako and teachers, in response to COVID-19.	
<b>3 (Support to schools for online learning) - Additional support to learners for distance learning while schools, kura and services were closed under COVID-19 Alert Levels 3-4.</b> A subsequent \$51.34 million was approved to continue this initiative [CAB-MIN-20-0130 refers]				51.340				As above.	
<b>4 Wage support for school hostel employees due to COVID-19</b> This appropriation is limited to providing grants as determined by Cabinet to education providers who have suffered a loss of income as a result of COVID-19.			9.910	0.000	2.563			Programme is complete. All eligible school hostels and boarding houses, owned by state and state integrated schools, received funding for the school hostel employee wage support scheme. Extension of scheme is provided in initiative "Funding to support schools to manage the immediate costs of COVID-19".	
<b>5 Extension of emergency payment for casual staff in the school sector</b> This initiative provides funding necessary to continue support for casual contingent State sector schooling workers (those paid using time-sheet and hired on an "as needed" basis such as day relief teachers and a range of non-teaching staff) who are unable to work due to COVID-19 under Alert Level 2			4.750	0.000	4.751			Completed programme.. Re-established the scheme to support the casual schooling workers affected by Auckland moving to Alert Level 3 in August 2020. Paid 3,500 employees \$4.6 million and staff \$0.07 million Supported casual contingent State-sector schooling workers who were unable to work due to COVID-19 under Alert Level 2.	
<b>6 Supporting At-Risk Akonga To Re-Engage And Attend School During The Covid-19 Recovery</b> This initiative provides resources for one year to existing Attendance Services (AS). This funding will support Attendance			2.870	0.000	2.575			Completed programme . Allocated all funding to providers via contracts that will be paid in [MONTH] 2020/21. • Planning to commit the remainder of funds to support at-risk ākonga in 2021	

Name	2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21	Expenditure and delivery	Risks and mitigations
Services to work with schools to provide outreach to re-engage ākonga who have become disengaged from learning during the COVID-19 response and support their regular attendance. These ākonga are at higher risk of poor engagement in distance learning which increases the risk that they will either fail to re-engage and return to school and/or experience poor attendance once schools reopen. This initiative will prioritise ākonga in the primary years (Years 1-8). This initiative is led by the Associate Minister of Education								Supported Attendance Services to work with schools to provide outreach to re-engage ākonga who have become disengaged from learning during the COVID-19 response and support their regular attendance	
<b>7 Transition Support For State And State Integrated Schools That Have Lost International Revenue As A Result Of Covid-19</b> This initiative provides funding for schools to meet cost pressures arising from a sudden decrease in international student revenue due to COVID-19. It supports state and state integrated schools to transition to a lower income stream, minimising disruption for students and staff while continuing to meet existing expenses (mainly staff costs)			20.000	0.000	20.00			Programme is complete. In the October 2020 operational grant instalment, the Ministry distributed \$18 million to support state and state integrated schools that have lost international revenue. \$2.0 was reserved to allocate to schools that expected an increase of enrolled international students in 2020. Four schools requested a review and received additional funding in January 2021. The remaining funds were paid out to all the schools that lost international revenue in January 2021	
<b>8 Continuation of Support for the Casual Schooling Workforce Unable to Work Due to COVID-19</b> This initiative provides support for casual and vulnerable staff who work in state and state-integrated schools and kura and are unable to work due to the restrictions of alert levels three and two			19.700	0.000	19.300			Completed programme. Funded income support for contingent schooling workers who are unable to work or are restricted in their ability to work due to COVID-19 or Public Health Guidelines at Alert Level 3. Will return underspend of \$0.4 million at the end of the fiscal year.	
<b>9 Funding to support schools to manage the immediate costs of COVID-19</b> 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.	38.33	0	38.33	0	21.38	0	21.38	Programme is complete.	
<b>10 Support for Schools Payroll</b> 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	1.96	N/A	1.96	N/A				Project activities complete.	Not applicable

Name	2020/21 Opex funding (\$m)	Ongoing outyear Opex funding (\$m)	Total Opex funding (\$m)	Total capex funding (\$m)	Actual spend to date (\$m)	Contractually Committed spending (\$m)	Overall Expected spending 20/21	Expenditure and delivery	Risks and mitigations
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.									
11 Ensuring continuity and adequacy of student support – increase in student loans.	Treasury confirmed no need to report on this initiative.								