

ANALYSIS REVIEW – NATIONAL AND INTERNATIONAL EVIDENCE TO INFORM THE ESTABLISHMENT OF A CO-LAB HUB IN HAWKES BAY.

**Prepared for Food and Fibre Centre of Vocational Excellence
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BACKGROUND

The Hawke's Bay Regional Skills Leadership Group (RSLG) is one of 15 RSLGs established around the motu as part of the Reform of Vocational Education.

Since their establishment in 2020 these groups have gathered intelligence and insights into the skills and training priorities to support their individual region to meet its workforce needs.

All RSLGs released their regional workforce plans by the end of 2021 containing a range of actions to progress social and economic priorities in regions. These include identifying priority industries, skills and training initiatives, and key partners and stakeholders to progress the actions and solutions identified in the work plan.

The Food and Fibre CoVE (FFCoVE) is working alongside the Hawke's Bay RSLG to help implement the first three actions of the Hawkes Bay regional workforce development plan¹.

Action 2 of the Plan is to lead the development of a (virtual) collaboration Hub (Co-lab Hub) which will bring together rangatahi, school leavers, wāhine, job seekers, employees, employers, and industry. Developed in collaboration with local and national government organisations, Iwi, PSGEs, Taiwhenua organisations, providers, and employers, the Hub will provide a space for all to connect, share and access skills, information, and employment support.

This paper considers national and international best practice and evaluations of Hub models. It seeks to provide an evidence base with which to inform the development and establishment of a co-lab Hub here in Hawkes Bay.

DEFINITIONS

What do we mean by co-lab Hub?

There is no one accepted definition to describe an education-based hub. Our research found that across the world and in New Zealand there are hundreds of place-based education Hubs aimed at bringing together various actors to support education and employment. Each of these Hubs have very similar aims, to support people into education and employment, and to provide a ready pool of employees for industry.

As this is an initial study, we have focused our analysis on domestic student education hubs. Eligible international students would however be included in the use of any established Hub within Hawke's Bay.

Therefore, for the purposes of this paper, the definition of a Hub is as a physical or virtual meeting space aimed at connecting employers, providers, and industry to, employees, job seekers, unemployed youth, career changers, and school leavers of all backgrounds.

¹ Hawke's Bay Regional Workforce Plan Te Mahere Ohu Mahi ā-Rohe o Te Matau-a-Māui, 2022

INTERNATIONAL REVIEW

Overview

The Hub concept is common around the world with many countries adopting some form of Hub model.

The literature review sought to find and review examples of Hubs throughout the world. It also sought effective best practice to meet the intended outcomes of each Hub.

We have included examples of Hub models from Australia, the UK, the United States and Canada, and Africa. We have provided information on the evaluation of these models and drawn conclusions of their effectiveness where evidence exists.

Australia

MTC Australia – Opportunity Hub

MTC Australia is a training centre that provides a variety of education and employment programmes and services, including the Opportunity Hub. The Opportunity Hub provides Aboriginal and Torres Strait Islander young people in years 5-12 with support to successfully transition from secondary school into further education or employment. The Hub is part of OCHRE (Opportunity, choice, healing, responsibility, and employment) established under the Department of Training Service NSW. Students are referred to the Hub by their school or can voluntarily enrol.

The Hubs are based in Campbelltown and Wollondilly and work with over 60 government and non-government schools. They also work with Aboriginal leaders and organisations to help students remain connected to their cultural heritage.

Each student is given a dedicated Hub advisor. Advisors can assist them with a variety of tailored support including:

- Engaging with parents and the local aboriginal community to ensure support for the student.
- Providing links to local education and training providers, and youth support services.
- Engage with local employers and broker work placement opportunities, apprenticeships, mentoring, scholarships etc.

The Hub maintains links with local training providers and engages with employers and industry to help find the best solution for each student.

The MTC's Annual report 2021-2022 stated that the Opportunities Hub engaged with 446 Aboriginal and Torres Strait Islander young people across 25 schools. 127 students were placed in employment or further education opportunities: a 44% increase from the previous year.

A recent example of the opportunities the Hub provides for young people is a 5-week Barista course offered through the Campbelltown TAFE.

Students received free barista training which provided them with practical hands-on experience in the hospitality sector. As part of the course, they also completed two accredited units and became qualified baristas.

The Hub also offers workshops and career expos to help expose students to a variety of career options and employers.

<https://www.flipsnack.com/mtcaustralia/mtc-australia-annual-report-2021-2022.html>

<https://www.mtcaustralia.com.au/about/our-story/>

Yarra Valley Seasonal Employment Hub

The Yarra Valley Seasonal Employment Hub was developed to help connect job seekers with local horticultural businesses. The Hub is mostly an online service and provides resources and information for people looking for seasonal employment and employers looking to hire in the horticulture sector. The Hub is funded through the Department of Jobs, Precincts and Regions.

The Hub runs both a Job Seeker and Growers hub.

The Job Seekers Hub advertises jobs within the Yarra Valley, but it also includes a virtual Hub with interactive resources, videos, and information so job seekers can explore what it's like to work in various jobs within horticulture and within the Yarra Valley area.



Participants can explore the links and videos to get an idea of what it's like working in the various available jobs.

The Hub includes other information to support job seekers and employers. These include:

- Accommodation information
- Incentives for job seekers
- Migrant support services
- Harvest calendar
- Remuneration information

The Growers Hub includes a job advertising service but also provides essential employment information such as financial support information, legal requirements, health and safety requirements and checklists for employers to use when looking to hire casual or full-time employees.

Both growers and job seekers have the support of the Seasonal Workforce Coordinator to help guide and support them through the application and hiring process and while they are working/harvesting.

This Hub model is relatively straight forward when compared to other models. What makes it effective is how easy it is to navigate and the variety of information available for both job seekers and employers. It is also well advertised and supported by Victorian government and agribusiness Yarra Valley.

<https://www.yarravalleyseasonalwork.com.au/>

The United States of America and Canada

American Job Centers

American Job Centers (AJCs) are the foundation of the US system for delivering public employment and workforce development services. They are a collective initiative administered by the U.S Department of Labour.

There are approximately 2,400 centres across the United States. Given this, the network is understandably complex with individual centres having local-level discretion and flexibility in how they operate. This combined with the involvement of numerous partner programs and agencies, have resulted in a service model that varies widely across states, local areas, and centres.

However, the purpose of AJCs remains the same across the country which is to support education and employment needs in their community by providing a full range of assistance to job seekers in one place. Job seekers and employers can visit a centre in person or connect to the centre's information online.

While individual centres vary the following is an example of an AJC in operation.

The Southern Indiana Works

The Southern Indiana Works helps to connect job seekers and employers. Their aim is to help people to develop a sustainable career path that aligns with local market demands. They run four centres throughout six counties in Southern Indiana and work with local business and providers to provide education and employment services. These can be accessed in person or online.

Examples of resources and support for adults, young people, and veterans include:

- Job search resources – online job boards and assistance with preparing for work.
- Vocational training, apprenticeships and internships, technical training and higher education through to degree level
- One-on-one Career coaching
- Workshops – work ready skills, financial planning, career exploration.
- Financial assistance to support education and training opportunities.
- Transition support for veterans and their families from the military to civilian workforce

They support businesses and employers but offering online job boards, hosting recruitment events, working with businesses and their employees to respond to worker layoffs and closures and brokering upskilling services for staff.

The center offers a fully comprehensive service that is inclusive of job seekers, local businesses and communities and is a good example of a well-designed model. Its website is easy to navigate and has a wide range of resources allowing for a positive user experience.

Further to its strength lies in its connection with government organisations at all levels. The centre is well aligned to the workforce development strategies and to the multiple organisations tasked with delivering on those strategies within the State.

<https://www.dol.gov/general/topic/training/onestop>

<https://www.soinworks.com/>

Youth Employment Services (YES) Orange County USA

YES is a pre-employment and job seeking service for young people aged 16-24 years based in Santa Ana, Orange County, California.

They are a not-for-profit and have been supporting youth into training and employment for over 50 years. They partner with other non-profits and local high schools and have an employer partners network of over 150 organisations.

They mostly offer a face-to-face workshop-based support model with topics covering:

- CV writing and cover letters,
- How to apply for jobs including interview preparation,
- Personal finance,
- One to one mentoring to help young people plan and understand their career options,
- Customer service workshops,
- Job search boards that include linking young people to their local employer partners, and
- Job fairs and career-based events.

Participants register with YES and must undertake two foundational classes aimed at increasing their confidence in a workplace/job seeking situation and one mock interview as a prerequisite before they are able to access more bespoke support.

YES workshops and services are run by a volunteer-based team who are familiar with the local community and employers and who are dedicated to working with young people to support them into work.

A review of their annual reports since 2016 shows a general increase year on year on youth served (2020 being an exception due to the pandemic). In 2016 they worked with 302 young people growing to 813 in 2022. Their clients come from various ethnicities with many coming from low socioeconomic backgrounds including many marginalised groups and people with disabilities.

They support young people into employment across a range of different industries for example – retail, finance, automotive, food and trades.

Their employment success rate ranges from 80% to 89% over the various years.

ACCESS – Aboriginal Community Career Employment Services Society

Based in Vancouver, ACCESS provides training and employment services for their urban indigenous community.

While technically a training provider, the ACCESS operating model is similar to a Hub model. They have three Employment Services offices in located Vancouver where people can go to access a one-stop shop support model. Participants can book one-on-one sessions with an indigenous employment advisor or access job seeker and education resources.

ACCESS offers a range of programmes for young people and job seekers aimed at increasing their skills and supporting them into sustainable long-term employment.

Employment Services

People can access their centres and find help with pre-employment services like CV writing, cover letters, interview skills, what to wear to work, access to computers and job seeking services. They are also provided with one-on-one coaching with Employment Advisors.

Bladerunner programme

The Bladerunner programme is a long-standing initiative that has helped hundreds of people into jobs within the trade sector including construction, hospitality, and warehousing. It is aimed at at-risk youth and seeks to overcome barriers to learning and employment often experienced by this group. It includes job coaches that provide ongoing support, life skills training, job referrals, and helps with transportation and driver licencing.

Essential Skills for Aboriginal Futures (ESAF)

The ESAF delivers workshops throughout the year to assist Indigenous people in developing essential skills. ACCESS list nine essential skills that are core learning required for all aspects of work and life. These are: Reading, Document Use, Numeracy, Writing, Oral Communication, Working with Others, Thinking, Digital Technology, and Continuous Learning.

ACCESS is a not-for-profit organisation and is funded via the Indigenous Skills Employment and Training (ISET) Program agreement with funding secured until 2029.

The United Kingdom

The United Kingdom has set out a comprehensive career and employment policies that includes Hubs as an element in their approach to better employment and labour outcomes. The following evaluations have been published in the UK and provide recommendations on success factors in the establishment of Hubs.

The Careers and Enterprise Company (CEC)

The CEC was established in 2015 and is funded by British Government to be the national body for careers education in England.

One of their key initiatives is the development of Careers Hubs. These Hubs bring together schools, colleges, employers, and apprenticeship providers in local areas across England. The goal is to make it easier for schools and colleges to improve how they prepare young people to make career decisions.

Hubs offer schools and colleges support and facilitate partnerships with key employers to improve student access and knowledge of careers within their local area. Careers Hubs

measure a school's progress against the Gatsby Benchmarks² and bring together best practice and local labour market insight.

The CEC model includes:

- An Enterprise Advisor Network that links students via their schools/college to senior level business volunteers (Enterprise Advisors) and supports the development of Career Leaders based in schools/colleges.
- A Careers Leader who are trained in best practice career advice.
- A local careers hub where activity is coordinated by a Hub leader, and institutions work together to make sure young people have access to all the employment and education options.
- A national body (the Careers and Enterprise Company) to share best practice and promote consistency.

As of May 2021, the Careers Hub model includes 45% of mainstream schools and colleges in England.

In 2021, the CEC commissioned an evaluation of their network and careers hubs.

The four key findings from that evaluation were:

1. Increased opportunities for young people
 - a. The hubs enabled more opportunities for young people to engage with employers. It also found that the quality of those engagements had increased by being part of the hub network.
2. Collaboration between career leaders
 - a. The hubs have provided a space for career leaders to learn from each other and be trained in best practice career guidance. Findings found that participation in a hub career led to leaders feeling empowered to request further training and resources from their senior leaders to better support career guidance in their schools.
3. Employer engagement
 - a. It has allowed for more interactions and connections to be made between students, schools/colleges and employers, businesses, and the local community.
4. Alignment to regional strategic priorities.
 - a. It has also raised the profile of career guidance allowing schools/colleges to better interact with and deliver on the government's career strategy.

The research also found that hubs have led to better results for participating schools when measured against the Gatsby Benchmarks than those schools not engaged with their local hub.

Overall, the research found there were three key success factors for this model.

1. The relationship between the school/college and their Enterprise Advisor. Ensuring a good relationship between the two allowed for better communication and engagement in the hub activities and the schools careers programme.

² <https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/> The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and form a part of the UK Government's framework for improved career provision.

2. Senior leadership buy-in. This was seen as critical to the success of each schools/college's careers programme. Participation in the hub has led to more senior leaders understanding the importance of career planning and guidance.
3. Having a central agency providing key resources that allow the network and hubs to run effectively. Having a national and regional lens means individual hubs have access to a wider range of resources and best practice career guidance.

The Hub and Network model provides some good insight and examples of best practice where the aim is to increase schools/colleges awareness and engagement with career guidance. The evidence found in their review of the programme suggests that the model works, especially when measured against the Gatsby Benchmarks.

The strength of the model is the intensive support it provides for career practitioners based in schools enabling them in turn support students with career decision making. The model also depends heavily on employer buy-in. This approach means students are given access to more employers leading to better choices and opportunities for employment.

However, the model is funding and resource intensive. It requires significant investment from central government and is dependent on schools/colleges, employers, and local businesses buying-in to the model and providing time and staff to enable its success. Without this support the model may not be as effective.

<https://www.tandfonline.com/doi/full/10.1080/03069885.2022.2044014#>

Youth Future Foundation evaluation of DWP Youth Hubs

The Youth Future Foundation was established in 2019 as an independent, not-for-profit organisation aimed at reducing the youth employment gap. They identify what works and why, investigate evidence generation and innovation, and focus on ensuring all young people have fair access to good quality jobs.

The UK Department of Work and Pensions (DWP) agreed to fund Youth Hubs, based throughout the country, to combat youth unemployment and ensure that young people have the skills they need to look for, find and keep employment. These Hubs are either physical or virtual depending on availability of space and resources.

Each young person (18-24yrs) is referred to the Hub via Jobcentre and is given a youth employment coach to help support and address their needs. Services include:

- in depth face to face interventions
- CV, application, and interview preparation support
- identifying training provision and opportunities to develop employability skills, reviews of provision and work-based opportunities
- advocating for the young person with employers and providers, and
- up to 6 weeks of 'in work support' when they start work.

The Youth Futures Trust has reviewed various research and evaluation reports related to employability support services. It has recommended the following opportunities for the design of the DWP Youth Hubs and for effective co-location of employment support services for young people generally.

Based on their research, each Youth Hub model should:

1. include good governance systems and partnerships.

- a. The most effective models had clear structures and active leadership and included inclusive and constructive working arrangements with meaningful partnerships established with all stakeholders.
- b. have good project management in place. This ensured that systems and processes ran smoothly with effective communication.
2. focus on attracting and engaging young people.
 - a. create the right environment for young people to feel included and comfortable when engaging with the Hub. This includes having outreach services for engaging hard-to-reach young people and active case management and tracking needs of support to minimising drop out.
 - b. High quality coaching support. One- to-one support from a coach who is helpful, caring, approachable and knowledgeable was deemed essential.
3. include co-design with active feedback from young people.
 - a. embedding the 'lived experience' of young people into the design of the Hub. This helped form the nature and delivery of activities and helped shape the available training and employment offerings.
4. ensure data, systems and effective review and evaluation of services.
 - a. sharing of data between agencies, on an informed consent basis, vastly improve the quality of support offered.
 - b. having up-to-date information on supply and demand, to better understand the underlying barriers to employment. This can be done through utilising local labour market trends, local intelligence and through brokering local relationships and networks.

The DWP Youth Futures Hubs are aimed at supporting those youths Not in Employment, Education or Training (NEETs) and hard to reach youth. Feedback from youth futures evaluation suggests that design and implementation of the Youth Future's Hubs needs to be a 'one-stop shop' for these young people with cross-agency funding and cooperation to ensure that disadvantaged youth are fully supported into employment.

There is little discussion on the role of the employer or training providers in this model and evaluation. However, they do recommend collaboration across local authorities and with communities to provide better access to job opportunities and training for youth.

https://youthfuturesfoundation.org/wp-content/uploads/2020/10/Youth_Hubs_what_works_.pdf

Africa

There is no comprehensive evidence of reviews undertaken of Hub models in Africa. However, we were able to find some examples of initiatives that provide employment and training support delivered via Hubs.

Youth employability Egypt

Job search clubs are an initiative that provides job guidance to Egyptian youth. They aim to support youth employment by providing intensive coaching on job search related skills. These two-week programmes engage youth in searching for jobs, teaching them how to access the job market, creating a support group of individuals with similar needs and a network that fosters successful job hunting. The objective of the club is to enable job seekers to find suitable employment within the shortest feasible time frame.

<https://www.unicef.org/egypt/stories/youth-gearing-employability>

Youth Employment Services (YES) Hubs South Africa

YES Hubs connect youth and the community to global best practice in training and technology, specially located and designed to address barriers to youth employment and economic inclusion.

Participants who register at the Hub are offered access to networks, training, markets, work opportunities, ideas for careers or new businesses, and the necessary partner support to make it happen.

Hubs deliver a host of programmes that include a basket of digital courses, textile manufacturing centres, ceramics labs, creative agencies, small business support centres, drone programming, culinary academies, beauty therapy, biodegradable sanitary pad production, 3D printing labs, and urban farming.

<https://yes4youth.co.za/>

DOMESTIC REVIEW – HUB MODELS IN NEW ZEALAND

There are many examples of employment, career, and training Hubs across Aotearoa. Almost every major city and region has at least one Hub that caters for people looking for education and employment opportunities.

Like their international counterparts, many of these Hubs offer pre-employment services to help support people into employment and help connect people to employers and industry and vice versa.

TĀMAKI jobs and skills hub

The Tamaki jobs and skills hub has helped over 1000 people find employment in the past five years. They are funded by Tamaki regeneration company and run by the Auckland Chamber of Commerce.

The Hub is based in Glen Innes and is a physical space where people can come in and talk to advisors. Advisors can help people with:

- career advice
- finding free training courses or apprenticeships
- coaching on interview skills
- CV writing
- driver's licencing
- applying for jobs online, and
- matching people with local jobs

The Hub offers tailored services to meet individual needs and provide support for the job seeker throughout the process of getting work ready. They also run various workshops to cater for job seeker needs. For example, their career start programme that helps job seekers with pre-employment skills such as applying for jobs and going to interviews.

They also have a Ready to Roll programme which supports people who have been out of work and employment for a while get back into the workforce.

They also provide advice on apprenticeships and how to access government funding like fees free training.

The Hub provides a full wrap around service and will continue to mentor jobseekers for up to a year after they find employment.

It is their approach to supporting people that sets the Hub apart from other models. Through their values of aroha and manaakitanga the Hub helps create a friendly environment where people can feel comfortable coming and talking to advisors and to gain the confidence needed to be successful.

<https://maitamaki.co.nz/mai-tamaki/jobs-and-skills-hub/>

Youth Employment Success (YES)

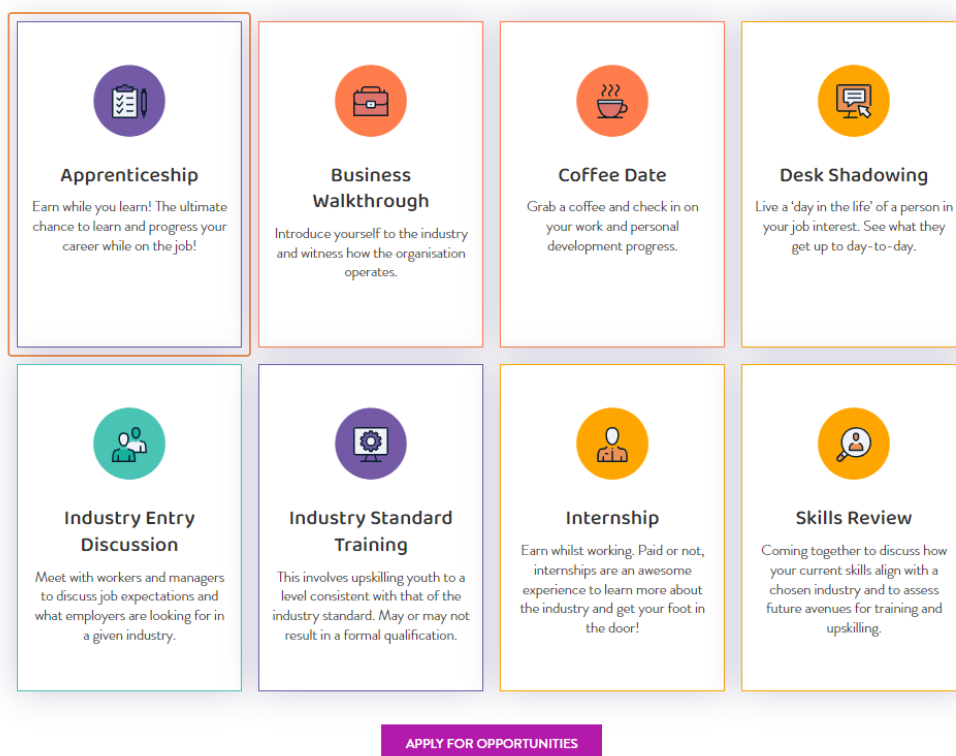
Youth Employment Success (YES) is an online platform established in 2016 that offers free employment services to 16 – 24-year-olds based in the Dunedin area. Since its establishment YES has expanded to six other regions across New Zealand.









The participant sets up a profile online and can browse available job opportunities and employers. YES are also able to broker introductions with potential employers for participants.

Participants can click on an employer that interests them and then explore potential opportunities such as, apprenticeships, industry entry discussion or simply a coffee date with an employer to find out more about the role and industry. The below image shows the different opportunities participants can access and explore.

Opportunities

If you'd like to take advantage of any opportunities seen, please apply here or click the apply button below.



 <p>Apprenticeship Earn while you learn! The ultimate chance to learn and progress your career while on the job!</p>	 <p>Business Walkthrough Introduce yourself to the industry and witness how the organisation operates.</p>	 <p>Coffee Date Grab a coffee and check in on your work and personal development progress.</p>	 <p>Desk Shadowing Live a 'day in the life' of a person in your job interest. See what they get up to day-to-day.</p>
 <p>Industry Entry Discussion Meet with workers and managers to discuss job expectations and what employers are looking for in a given industry.</p>	 <p>Industry Standard Training This involves upskilling youth to a level consistent with that of the industry standard. May or may not result in a formal qualification.</p>	 <p>Internship Earn whilst working. Paid or not, internships are an awesome experience to learn more about the industry and get your foot in the door!</p>	 <p>Skills Review Coming together to discuss how your current skills align with a chosen industry and to assess future avenues for training and upskilling.</p>

APPLY FOR OPPORTUNITIES

Employers interested in hiring young people can also set up a profile on the portal indicating what opportunities they have available.

YES also offer open sessions where employers and businesses can open their doors to perspective employees who can meet with them and find out what that job and industry entails.

They also provide useful online resources for young people and employers to support their job search including interview advice, showcasing specific industries, tips for getting the most out of employees and labour market insights.

YES is an innovative Hub platform for connecting young people with employees and vice versa. In 2022 they delivered a YES, Operation Find My Job digital job fair that was attended by over 500 people over two days. The event was awarded an award for social impact at Australia's Good Design Awards.

YES is a great example of an innovative approach to a Hub model. It helps facilitate a direct connection to employers and let's participants explore multiple options through a range of different mechanisms. This allows people to build relationships as sort of 'try before you buy' model that benefits both the potential employee and employer.

[Home » Youth Employment Success \(youthemployer.nz\)](#)

Ara Education Charitable Trust (AECT)

The Ara Education Charitable Trust (AECT) also known as the Ara Airport Jobs and Skills Hub facilitates education and employment opportunities for people in South Auckland and young people in five South Auckland schools. They coordinate between the local community, schools, students, and workplaces to create career and training opportunities to support Auckland Airport's long-term development needs with a primary focus in the construction industry. AECT contributes to the Government's Construction Skills Strategy alongside several other Hubs located in Auckland, the Manawatu and Dunedin.

They aim to support job seekers into employment and students with their transition from school or work. It also seeks to identify and fill any pre-employment gaps for example, obtaining certification and driver's licences. Opportunities arising from this pre-employment training include contract work, apprenticeships, or full-time employment.

AECT's Board is made up of the five principals of the participating schools – Aorere College, Mangere College, Manurewa High, Onehunga High, and Southern Cross Campus. They also have a strong relationship with Auckland International Airport as a founding partnership in 2015. Since then, Airport Limited acts as a lead industry partner in helping AECT bring together various industries to find work placements and experiences for students.

There is also strong governance and representation from government agencies, industry partners and local community.

AECT have established several initiatives.

The Pasifika Women in Construction

This initiative is aimed at supporting Pasifika women into the construction industry. They run a monthly workshop where girls can learn about the construction industry and make connections with employers. They are also given access to further support mechanisms such as getting their drivers licences.

The House Renovation Project

This project involves students from across the participating schools helping to renovate houses for eventual sale and relocation. Houses are based on a lot and students are supervised by industry professionals to learn construction and trade skills for example, how to lay new floor, frame widows as well as plumbing and wiring skills.

This project provides students with foundation experience in construction and opens career pathways for them to explore and consider.

AECT is a prime example of how Hubs can act as a conduit in connecting young people to employers and industries by providing them with valuable experiences and insight into potential careers. While for employers it provides a pool of talent to tap into and helps promote workforce development especially in industries struggling to find and recruit employees.

In 2017 and 2018 two evaluative reports were commissioned by the Ministry of Business and Innovation (MBIE)³. The first report looked at the approach to managing and improving Ara and the potential for expanding or replicating the model in other regions. The second report explored a proposed intervention logic and operating model for future jobs and skills hubs more broadly.

Key findings and themes from these reports found that having:

- a physical onsite location was important for employers and employees to drop in and discuss their needs with someone at the Hub.
- onsite training is seen as important by employers and employees. This meant employees weren't required to leave the workplace and reduced costs.
- Hub staff do the lead-in work and pre-employment screening for employers. This takes the burden off employers and reduces their costs.
- formalised credentials were seen as a nice to have but not essential – employers were after 'just in time' skills.
- A clear understanding of the local labour needs, employment sustainability and available career pathways was seen as essential.
- measurable data from the Hubs inception to measure the Hubs impact and outcomes.
- a strong, joined up whole of government approach to the high-level operation of the Hub and strategic direction. This provides sufficient overarching support while allowing for local implementation.
- a neutral coordinator to run the operational 'on the ground' aspects of the Hub. This coordinator provides a focus point for relationships with industry and sub-contractors outside of the individual government entities.
- strong links to and relationships with the local community – employers, schools, providers, other partners, and stakeholders.
- A consistent and single funding source.

AECT demonstrates how government, schools, employers, and industries can work together via a single organisation like a Hub to deliver on education and employment opportunities for people. This cooperation and coordination help simplify and streamline resources providing a more impactful and valuable experience for all participants.

<https://www.araeducation.org.nz/about-1>

³ Ara – Airport Job and Skills Hub, an evaluation. Berl. Feb 2017.
Jobs and Skills Hubs Final Report – Review of the Jobs and Skills Hub model. Proposed intervention logic and operating model for future Jobs and Skills Hubs. Martin Jenkins. 14 December 2018.

Examples of other Hubs throughout Aotearoa

Jobs and Skills Hubs – The Construction Skills Action Plan

As part of the Government's commitment to increasing and strengthening the construction and infrastructure sector the Ministry of Business, Innovation, and Employment (MBIE) have funded the development of Jobs and Skills Hubs based in Auckland, the Manawatu and Dunedin.

These Hubs are aimed at helping local people find training, apprenticeships, and jobs to support a career in these industries. For jobseekers, the Hub offers free services like CV writing, job interview training, advice on training and certifications and career guidance.

For employers, Hubs help find skilled workers for major projects, generate a pool of potential candidates, and provide training and upskilling opportunities for current staff.

A further Hub is planned for Lower Hutt in the first half of 2023.

[Jobs and Skills Hubs | Skills in Construction](#)

- [City Centre Jobs and Skills Hub | Skills in Construction](#)
- [Manukau Jobs and Skills Hub | Skills in Construction](#)
- [Northern Jobs and Skills Hub | Skills in Construction](#)
- [Central Region Skills Hub | Skills in Construction](#)
- [Workforce Central Dunedin \(WFCD\) | Skills in Construction](#)

<https://news.fuseworksmmedia.com/a070bbf5-2e6d-458c-9cd3-e366dd4e5f25>

Te Kaha O Te Rangatahi Indigenous Youth Hub

Te Kaha O Te Rangatahi Indigenous Youth Hub is a one stop shop for youth health, wellness, education, development, and employment. Established in Manurewa in 1990, Te Kaha has created a safe space for young people to learn and prepare for the workforce. Their mission is to enhance the wellbeing of youth, to grow, develop and prosper by educating and developing Rangatahi to become Champions of Change.

<https://yea.org.nz/project/te-kaha-o-te-rangatahi-indigenous-youth-hub/>

Le Fale Jobs and Skills Hub

Le Fale Jobs and Skills Hub has been established as part of the Porirua Development Project and is run by the community services arm of Whānau Manaaki Kindergartens.

Its aim is to connect people with training, advice, job opportunities and financial skills. It also offers other services such as childcare advice on what to wear to interviews and work or assistance with driver training. Le Fale is in Cannons Creek and is part of the \$1.5 billion regeneration project underway in Porirua.

<https://www.scoop.co.nz/stories/AK2209/S00323/le-fale-jobs-and-skills-hub-opening-porirua.htm>

Coast Connect Employment and Career Hub

The Coast Connect Employment and Career Hub is operated out of Te Pukenga - Tai Poutini Greymouth campus.

The Hub is a physical space where job seekers can go to find employment and to access pre-employment services such as:

- Information on career and study options
- Guides to preparing a CV
- Assistance with interview skills and preparation
- Career action plan creation
- Career planning tools
- Internet access to help with the job process

<https://tpp.ac.nz/coast-connect-employment-and-career-hub/employment-and-career-hub/>

ANALYSIS AND THEMES

International review

There is very little international literature on what effective practice looks like in the design and implementation of Hub models. There is even less empirical evidence on how well they encourage people into training and employment and the benefit to employers, providers, and industry. While we can draw conclusions of a Hub's impact from anecdotal evidence based on participant testimonies, more research is required to ascertain the full effectiveness of Hubs.

Worldwide, our review found that Hubs are a popular model for linking job seekers, youth, and employees to employment and career services, and with local employers, providers, and the community.

Most Hubs catered for all people and backgrounds, with only a few examples of Hubs developed for specific groups. In the USA for example some Hubs had specific services aimed at getting veterans or people who had just come out of the justice system into employment and skills training. ACCESS in the US and Canada catered for their indigenous communities. These Hubs followed very similar models as those focused on services for all communities but provided more targeted services aimed at those addressing their clients' specific circumstances, needs or experiences.

The key function of most of the Hubs we reviewed is that they mostly provide pre-employment services i.e., CV writing, interview practice, social services, or drivers licencing. Many also offer one-on-one coaches or mentors to allow for more focused support where needed and help broker people into employment. We also found workshops that provide training in core foundation skills to be common among international hubs.

Worldwide the use of Hubs is supported by educators, industry, and government as a recognised model for preparing and supporting people into training and/or work. It is an especially popular model for reaching those people that lack the skills, knowledge, or confidence to seek out employment on their own.

We found that funding for these models varies. Some are government funded, others are funded via NGOs and some through regional or state funding initiatives. A key to success, as demonstrated in the UK models, is having suitably resourced Hubs that are well coordinated and governed.

Domestic review

New Zealand Hubs offer similar models and experiences for participants as those found internationally.

The number of Hubs throughout New Zealand shows that it is also a popular model here. However, just like overseas, there is little formal research into the effectiveness of Hubs. We have, however, drawn out some common themes.

In general, Hubs are viewed as a successful model for connecting job seekers, and young people to employers and do lead to career opportunities. The Hubs we reviewed all had examples of success stories from people who had accessed the Hubs services. Videos, testimonials, and statistics shared on the Hub websites demonstrated that Hubs are placing people into jobs and supporting local employers with their labour needs.

Key to this success are the pre-employment services. Like their international counterparts these include supporting people to become 'work ready' by helping to develop their interview skills, CVs and certifications.

New Zealand Hubs are also closely connected to their local communities and reflect the culture and needs of the people and employers within their rohe. The Tamaki and Ara Hubs are good examples of this model. Having dedicated staff that understand the people, culture and the local job market creates a place in the community where people are comfortable to seek career guidance and support.

Hubs are funded largely via central and local governments and supported by local industries. There is a recognised need from government at all levels to support people into training and employment. This speaks to a particular strength and potential for the proposed new Hub to streamline and co-ordinate resources – particularly in terms of managing the multiple relationships and entitlements associated with central agency initiatives and funding.

A word on types of Hubs. There was no obvious evidence when it came to virtual vs physical Hubs in that one type leads to better outcomes. However anecdotal evidence suggests there are strengths and weaknesses associated with both models.

Overall, our literature review found more examples of physical Hubs than virtual ones. Findings from the MBIE reports found a preference towards physical Hubs. Having a physical site where employers and employees/learners can go to speak with staff face to face was found to support a better customer service approach. Being able to talk through a need or issue with someone with whom they can build a relationship was seen as valuable and helped to resolve issues more easily.

Physical Hubs can also become a focus point for a community and add to the sense of community for an area, or region. It could offer services outside of its direct remit, for example as a community meeting space, civil defence centre or similar. They are however costlier to set up and run.

Virtual Hubs have the potential to reach more people as they can be accessed by anyone, anywhere at any time if managed well. They could therefore connect more employers to potential employees/job seekers.

A virtual hub will also need to have effective functionality inbuilt. To engage and support people the Hub would need to have chat functions and online meeting facilities that were easy to use and provided that comprehensive customer experience. This is especially true

for those people with limited or no technical/computer competency and may create an access barrier for those without computers or the internet.

This is an obvious area where compliance and transaction costs can be reduced through co-operative activity, rather than repeated across every individual provider. It would also free up providers to focus on core business – the Hub deals with the “Wellington tape” so the providers don’t have to, and the strength of the collective results in more stable and sustainable resourcing. This is also pertinent in situations of transient or seasonal employment – the Hub can be engaged to both analyse and co-ordinate employment opportunities that occur across the year, to optimise the deployment of the available workforce, keeping more people more employed, for more of the year.

Where traditional training providers can’t fill learning gaps, Hubs have been used to provide this service furthermore can act as a central point where advice and services are streamlined. This simplifies the system making it easier for people to understand and access the right support and opportunities.

CONCLUSIONS

While case studies and examples abound, we found few examples of formal evaluations of Hubs and their success factors. This being said, the popularity of Hubs as a model for placing people into work alongside the anecdotal evidence would indicate that Hubs are a successful model – broadly speaking as a co-ordinating mechanism to promote transparency and a ‘shared mission’ across multiple providers.

These commonalities should be included in the development of the operating model of the new Hub to help ensure the successful implementation. These factors are a mixture of findings from our international and domestic review.

Success factors include:

- Having good governance oversight, and alignment to policy at all levels.
- A consistent source of funding.
- Having well-coordinated operational systems and management in place, including having easy to navigate systems and support mechanisms.
- Providing a welcoming and friendly environment with knowledgeable staff the genuinely care about their clients aligned to community and cultural values. Staff having a high level of cultural competence is important in ensuring all peoples feel welcome and catered for in a Hub environment.
- Co-design is critically important during the development phase of the Hub.
- Offering free, pre-employment advice and services that targets the needs of the people and community the Hub serves.
- Establishing and maintaining close connections and relationships with employers and industry to create a genuine platform for engagement between potential employees and employers, ensure employment opportunities for people, and provide value to employers and industry.