TOI EDA

Eastern Bay of Plenty Economic Development Agency
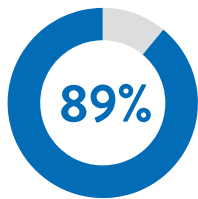
EASTERN BAY OF PLENTY YOUTH SURVEY
RESULTS REPORT

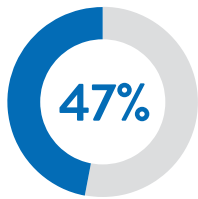JUNE 2021

EBOP YOUTH SURVEY 2021 – KEY STATISTICS
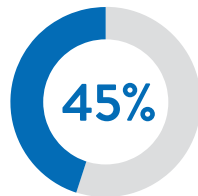
370 respondents aged 15-19 attending school in the Eastern Bay

89% 89% said they were somewhat, very or extremely confident in achieving their study/work goals after finishing school

47% 47% said they planned to enrol in a university course after finishing school

45% 45% said they currently had paid work
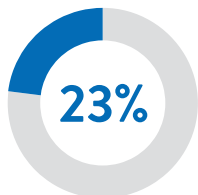
23% 23% said they had done some form of unpaid work in the last four weeks
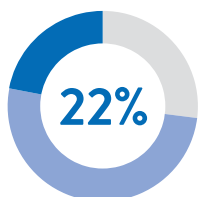
22% 22% said there are major barriers to achieving their study/work goals after finishing school – and 51% were unsure

Executive summary

The 2021 Eastern Bay Youth Survey asked school / kura students aged 15-19 about their future plans, current paid or unpaid work, and ideas for improving local youth job opportunities. The survey was completed by more than 370 students, representing around 10% of the population of Eastern Bay young people. The sample size and broadly representative profile means there is a relatively high degree of confidence the results would have been quite similar if every Year 11-13 Eastern Bay student had participated. The sample was under-represented by males and Māori young people.

Key findings include:

- **47% said they planned to enrol in a university course after finishing school**, while a further 15% said they would look for a job in the local area, 12% get an apprenticeship or traineeship, and 10% look for a job somewhere else.
  - Females were almost twice as likely as males to say they planned to enrol in university after finishing school; whereas males were twice as likely to say they planned to look for a job or get an apprenticeship or traineeship.
  - Māori were less likely than European respondents to say they planned to enrol in university after finishing school (45% compared to 56%).
- Respondents said they were **interested in a variety of jobs and career paths**, ranging from drama/science teacher or forensic scientist to youth worker, social worker or venturing into sports and recreation.
- **89% of respondents were somewhat, very or extremely confident in achieving their study/work goals after finishing school.**
  - There was a slight decrease in confidence from Year 11 to Year 12 respondents, but an increase in confidence for Year 13 respondents.
- When asked: **'Are there any major barriers to you achieving your study/work goals after finishing school'**, 22% said yes, 27% said no, and 51% were unsure.
  - The most frequently cited barriers were financial difficulty (12%) and mental health (11%), followed by academic ability (8%), family/whānau responsibilities (8%), and 'where you live' (8%).
  - A range of other barriers were also noted, including ADHD, dyslexia, family separation, hearing, weight, and transport options.
  - Female respondents (31%) were notably more likely than males (17%) to indicate there were any major barriers to achieving their study/work goals after finishing school.
- **45% of respondents said they currently had paid work.**
  - Of those with paid work, 55% said they worked regular hours during term time; 36% worked occasionally (e.g. casual, temporary or odd jobs); and 13% said they worked regular hours during school holidays only.
  - Of those with paid work, 16% worked an average 1-5 hours per week, 25% worked 6-10 hours, 19% worked 11-15 hours, 15% worked 16-20 hours, 9% worked 21-30 hours, 8% worked 40+ hours, and 8% did not specify.
  - Respondents cited a wide range of industries and occupations in which they worked, from retail and office work to 'babysitting', cleaning, food and hospitality, packhouse and farm-related work.
  - Not surprisingly, the percentage of respondents who said they currently have paid work was progressively higher in the older Year levels.

- o 48% of female respondents said they currently have paid work compared to 40% of male respondents.
  - o 53% of European respondents said they currently have paid work compared to 36% of Māori respondents.
- **23% of respondents said they had done some form of unpaid work in the last four weeks.**
  - o Unpaid work included 'babysitting', catering for a marae, coaching sports, housework, mowing lawns, volunteer work for various organisations, and other types of unpaid work.
  - o Year 12 and 13 respondents were less likely than Year 11 respondents to report having done any unpaid work in the last four weeks.
- The most frequently cited **jobs or industries that respondents said they would like to know more about** were:
  - o Health Care and Social Assistance (26%)
  - o Education and Training (18%)
  - o Agriculture, Forestry and Fishing (16%)
  - o Construction (16%)
  - o Arts and Recreation Services (16%)
  - o Respondents also cited a wide range of other jobs or industries of interest.
  - o There is a relatively close match between the major employment industries in the Eastern Bay and top four areas of interest by Year 11-13 school students. While arts and recreation services were fifth on the list of interest areas, they are only 16th on the list of major employing industries. Conversely, manufacturing is the second largest employing industry in the Eastern Bay but was only 13th on the list of industries of interest.
- The most **preferred ways to learn about industries, jobs and opportunities** were:
  - o Personal experiences (e.g. talking with people, field trips to workplaces, having a work experience/internship) (68%)
  - o Internet (e.g. video clips, website, email) (44%)
  - o Family experiences (e.g. family workshop, family night) (44%)
  - o Social media (e.g. Facebook posts, Instagram) (38%)
  - o There were some differences in preferred ways of learning about industries, jobs and opportunities by Year level, school, gender and ethnicity but overall a similar order. This was also the case when this question was asked in 2018.
- Many respondents provided their **ideas to help improve youth employment opportunities in the Eastern Bay**, including (in their own words):
  - o *Create courses for young teenagers to keep them out of trouble. Helping and making sure that they're in a good and healthy environment.*
  - o *Employers coming into school to maybe talk to someone who wants to get employed*
  - o *Give people ideas of what occupation opportunities there are. A lot of people my age have no idea what they are interested in because they have not been introduced to many different opportunities*
  - o *Giving us better responsibilities so we as youth can learn from our mistakes and be better people from learning them.*
  - o *Have guest speakers come to rural schools more often*
  - o *Teach us how to apply for jobs correctly.*
  - o *Training course, work experience courses that could offer jobs, apprenticeship*
  - o *You only live once so go make your life worth living and make it a good life. Do what benefits you and something that makes you happy*

Contents

Introduction

This report presents findings from the May-June 2021 Eastern Bay Youth Survey undertaken by Toi EDA. The survey asked school / kura students aged 15-19 in the Eastern Bay of Plenty about their future plans, current paid or unpaid work, and ideas for improving local youth job opportunities.

Questionnaire design

Toi EDA's 2018 Eastern Bay youth survey was used as a starting point for designing the 2021 questionnaire, along with a review of recent youth surveys from other areas. A copy of the final questionnaire is in **Appendix 1**. The table below summarises questionnaire items in the 2021 Eastern Bay youth survey and their source. Relevant comparative data are included in the report findings.

Table 1: Survey design components and source

Question	Question source	Comparative data source
1. Email address	Nil– used for prize draw	Nil
2. Year level	2018 Eastern Bay Youth Survey	Prior survey results, Ministry of Education data
3. School / kura	2018 Eastern Bay Youth Survey	Prior survey results, Ministry of Education data
4. What do you plan to do after leaving school?	Adapted from Queensland Youth Survey (2019)	n/a (different categories used)
5. Is there a particular job or career path you would like to follow	Adapted from 2018 Eastern Bay Youth Survey regarding 'dream job'	n/a
6. If 'yes', what is the particular job or career path you would like to follow?	As above	n/a
7. How confident are you in achieving your study/work goals after finishing school?	Adapted from Mission Australia Youth Survey (2019)	Mission Australia Youth Survey (2019) results
8. Are there any major barriers to you achieving your study/work goals after finishing school?	Adapted from Mission Australia Youth Survey (2019)	Mission Australia Youth Survey (2019) results
9. If 'yes', what are the barriers that may impact on achieving your study/work goals?	Mission Australia Youth Survey (2019)	Mission Australia Youth Survey (2019) results
10. Do you currently have paid work?	2018 Eastern Bay Youth Survey	Prior survey results
11. If yes, is the paid work occasional or regular?	n/a	n/a
12. If yes, how many hours per week on average do you do paid work?	n/a	n/a
13. If yes, in what industry or occupation do you do paid work?	n/a	n/a (note this is an 'open' item and cannot be readily coded to ANZSIC categories)
14. Have you done any unpaid work in the last four weeks?	Census	n/a (note: Census item is asked in a different way)
15. If yes, what type of unpaid work?	n/a	n/a (note this is an 'open' item and cannot be readily coded to Census categories)

Question	Question source	Comparative data source
16. What types of jobs or industries would you like to know more about?	2018 Eastern Bay Youth Survey	n/a (prior survey used different categories, 2021 survey used ANZSIC standard categories)
17. How do you most like to learn about industries, jobs and opportunities?	2018 Eastern Bay Youth Survey	2018 Eastern Bay Youth Survey
18. What are your ideas to help improve youth employment opportunities in the Eastern Bay?	Youth Employment Ideas Survey (2017)	n/a (open question)
19. Gender?	Census	Census data
20. Ethnic group/s?	Census	Census data

Note: Websites for the relevant secondary data sources are:

- Census data: http://nzdotstat.stats.govt.nz/
- Ministry of Education data: www.educationcounts.govt.nz/
- Queensland Youth Survey (2019): www.missionaustralia.com.au/news-blog/news-media/young-australians-raise-pressing-concerns-around-mental-health-environment-bullying-and-voice
- Youth Employment Ideas Survey (2017): www.surveymonkey.com/r/youth-May292017

Survey implementation

Following design stage, the questionnaire was converted into online SurveyMonkey format.

Toi EDA set itself a sample target of achieving at least 10% of the age cohort (i.e. at least approximately 340 completed surveys). As an incentive, respondents had the opportunity to go into a draw to win one of twenty $50 Prezzy cards.[1]

On Wednesday 12 May 2021, the survey was launched on the Toi EDA website and Facebook page. The date was chosen to coincide with the Eastern Bay of Plenty Career Expo 2021. Toi EDA's stall at that event included both online and hard copy options for completion.

On 13 May 2021, the survey was distributed to school and kura principals and key career-focussed personnel, followed by three reminders over subsequent weeks. A number of responses indicated that the survey had been posted on school Facebook sites, etc.

After two weeks, a check of responses to date in terms of the range of schools and kura, year level, ethnicity and gender enabled further targeted follow-ups to specific contacts where there appeared to be gaps.

The survey deadline was 11 June 2021, one month from opening. The final effective sample size was 370, excluding a small number of initial test surveys and incomplete surveys.

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[1] Prezzy Cards can be spent in any outlet where Visa is accepted electronically.

Survey results

Data cleaning

In total there were 380 responses, including initial testing (i.e. raw data sample size).

A small amount of data cleaning was undertaken prior to the analysis stage to delete three initial test surveys. Additional data cleaning was undertaken as per SurveyMonkey guidance to remove respondents who:[2]

- only answered a small portion of the questions (partial responses)
- didn't meet the target criteria
- sped through the survey[3]
- 'straight-lined' through the survey
- provided unrealistic answers
- gave inconsistent responses
- offered nonsensical feedback in open-ended questions.

In total this resulted in the removal of 10 responses, resulting in an effective sample size of 370.

A further aspect of data cleaning was adding a small number of 'other' ethnicity responses into ethnic group categories where this was clear (e.g. 'Cuban' into the 'Middle Eastern/Latin American/African' category) to support cross-tabulations at the analysis stage. In all cases the 'other' response was left untouched. In cases where there was no clear categorisation, the response remained solely as 'other' (e.g. South African, British).

Table 2: Data cleaning summary

	No.
Total surveys (raw data)	380
Less:	
Test surveys	3
Incomplete surveys	7
Total effective sample size	**370**

Prize draw

Following the data cleaning stage, email addresses were selected using a random number generator. This list was provided to Toi EDA to notify the winners and arranged to deliver the prizes. Email addresses were not used for any other purpose than the prize draw.

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[2] www.surveymonkey.com/curiosity/survey-data-cleaning-7-things-to-check-before-you-start-your-analysis/

[3] Survey response times ranged from 1 ½ minutes up to around 10 minutes, with a small number of respondents taking longer.

Sampling error

The effective sample size of 370 equates a moderate sampling error of approximately **+/- 5%** at the 95% confidence level.[4] The sample size represents approximately 10% of the overall population of Eastern Bay young people. Cross-tabulations throughout this report by Year level, school, gender and ethnicity have a larger sampling error due to the smaller sub-sample sizes.

The inclusive and broadly representative range of school students who responded gives a relatively high degree of confidence that the high-level results in this report are similar to what would have been found if every Eastern Bay student in Year 11-13 had participated in the survey, although the sample was under-represented by males and Māori young people.

Sample demographics

Year level

Of the total respondents in Years 11-13, 34% were in Year 11, 28% in Year 12 and 38% in Year 13. Compared to overall school enrolments overall in the Eastern Bay, the sample was broadly representative of Year 11, 12 and 13 students.

Figure 1: Year 11-13 responses vs actual student enrolments
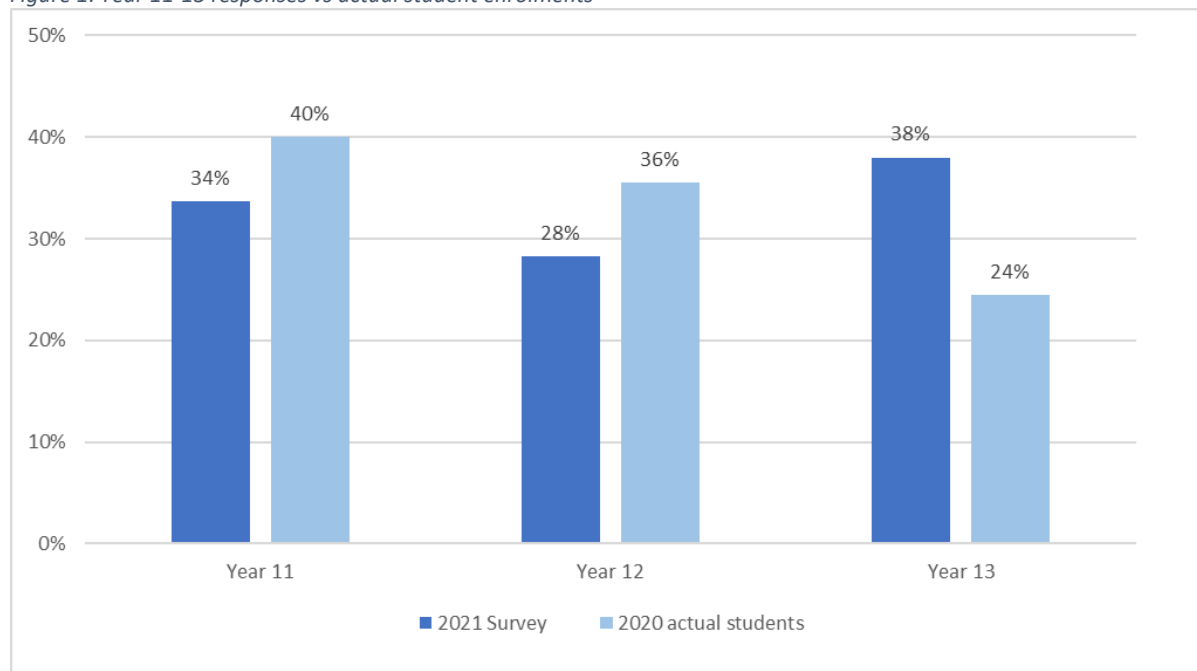
Notes: Student enrolments (2020) from Education Counts, School Rolls Dashboard, total rolls for Kawerau, Opotiki and Whakatane. Denominator excludes Year 10 students.

Responses were also received from 18 young people in Year 10. The low Year 10 response was anticipated, as few 15-year-olds are in Year 10 in the first half of each year. While these have been included in the overall responses and cross-tabs by school, gender and ethnicity in this report, the sub-sample of Year 10 students is too small to be analysed on its own. Only a small number of respondents (1%) did not specify their Year level.[5]

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[4] Calculated using www.surveymonkey.com/mp/margin-of-error-calculator/
[5] 'Other' responses were '18' and 'Year 14'.

School / teen parent unit

Responses were received from students of Trident High School (49%), Whakatane High School (28%), Opotiki College (13%), Edgecumbe College (4%), Murupara Area School (4%), Whakatane Teen Parent Unit (1%), Tarawera High School (1%) and Kawerau Teen Parent Unit (one respondent). In addition, one person said they were no longer at school and four provided other responses, namely: Heretaunga College, Toi Ohomai, Te Puawaitanga o Te Kakano and Te Aho Kura Pounamu. While these responses did not precisely fit the target sample, they were included within the results.

Figure 2: School / teen parent unit responses
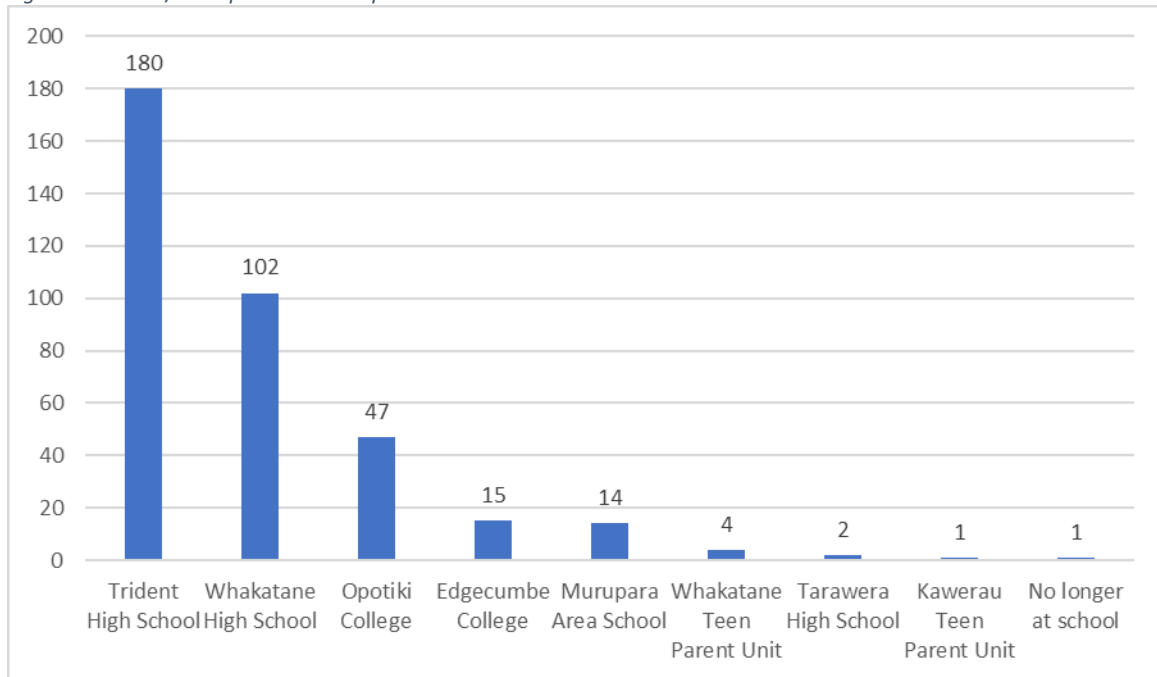
The sample was over-represented by responses from Trident High School in Whakatane, comprising 49% of survey responses compared to 26% of actual overall school enrolments in the Eastern Bay.

Table 3: School / teen parent unit comparative figures

School / teen parent unit	% of Survey responses	% of EBOP enrolments in 2020
Edgecumbe College	4%	7%
Murupara Area School	4%	4%
Opotiki College	13%	11%
Tarawera High School	1%	9%
Whakatane High School	28%	31%
Te Kura Mana Māori o Whangaparaoa	0%	1%
Te Kura Māori-a-Rohe o Waiohau	0%	0%
Te Kura o Te Whānau-a-Apanui	0%	1%
Te Wharekura o Ruatoki	0%	1%
Te Whata Tau o Putauaki	0%	0%
Trident High School	49%	34%
Kawerau Teen Parent Unit	0%	0%
Whakatane Teen Parent Unit	1%	0%
No longer at school	0%	0%
Other/not specified	1%	
Total	**100%**	**100%**

Enrolments (2020) is from Education Counts, School Rolls Dashboard - Year 11-13 by school. Columns may not sum due to rounding.

Gender

Relative to the overall population aged 15-19 and to students in Year 11-13, the sample was over-represented by female respondents (56%) and under-presented by males (36%). In addition, 2% responded gender diverse and 6% did not specify.

Figure 3: Gender responses
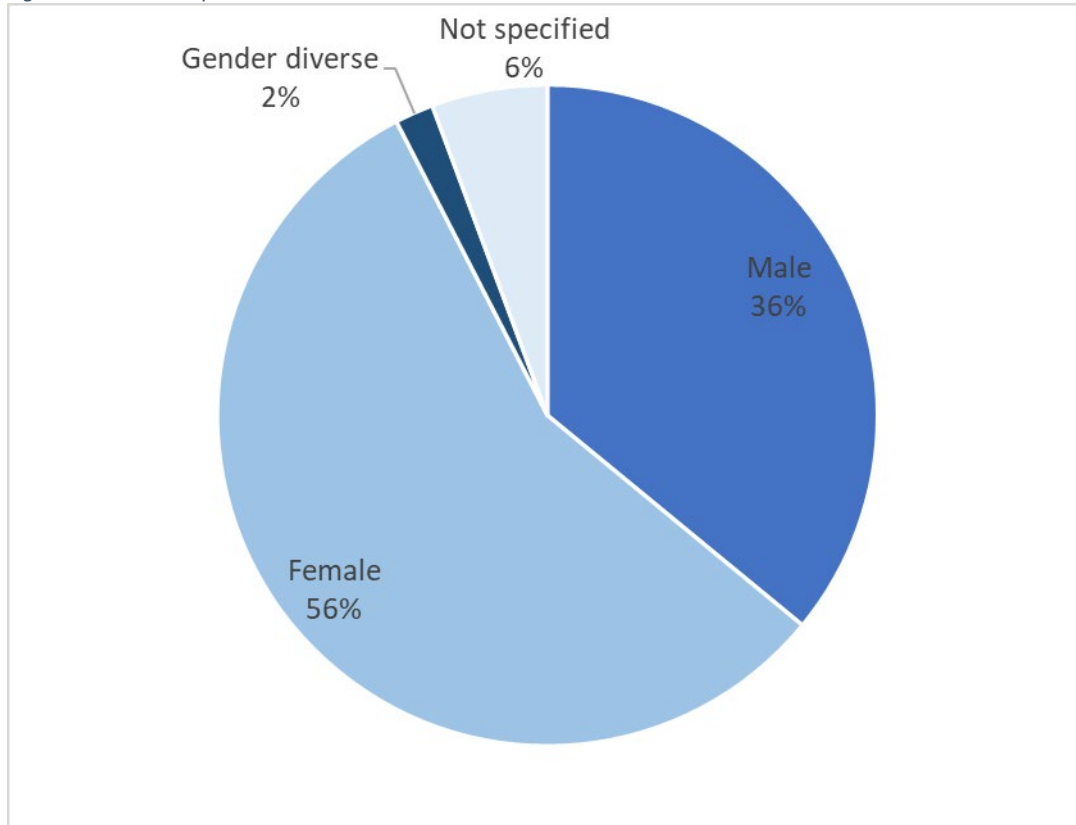
Table 4: Gender comparative figures

Gender	Survey (No.)	Survey (%)	Census (2018) (%)	School rolls (%)
Male	133	36%	52%	50%
Female	209	56%	48%	50%
Gender diverse	7	2%		
Not specified	21	6%		
Total	**370**	**100%**	**100%**	

Notes: Census (2018) is ages 15-19 in Kawerau, Opotiki and Whakatane (including those not at school). School rolls (2020) is from Education Counts, School Rolls Dashboard - Year 11-13 by gender for Kawerau, Opotiki and Whakatane.

Ethnicity

Compared to 2018 Census results, the sample was over-represented by European respondents. While almost half the respondents identified as Māori, the sample remained under-representative of the overall percentage of Eastern Bay Māori young people (including those both at school and left school). Note that comparison with school rolls data by ethnicity is not possible due to different counting rules, however the school rolls data does confirm a progressively smaller percentage of students identify as Māori between Year 10 and Year 13 which indicates that Māori are leaving school earlier than non-Māori young people in the Eastern Bay.

Of the total number of respondents, 58% identified with the European ethnic group, 46% Māori, 6% Pacific Peoples, 2% Asian, 1% Middle Eastern/ Latin American/ African, and 8% other or not specified. Responses under the 'other' category included:[6]

- *Aboriginal Australian*
- *African*
- *American x2*
- *Brazilian*
- *British x3*
- *Canadian First Nations*
- *Cuban*
- *Dutch*
- *English Afrikaans*
- *Indian x3*
- *Irish x2*
- *Italian*
- *Native American*
- *Scottish and Irish*
- *South African x4*
- *Swiss.*

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[6] In some cases these were also categorised into a specific ethnic group.

Figure 4: Ethnicity survey responses vs 2018 Census results (15-19 years) vs 2020 School rolls (Year 11-13)
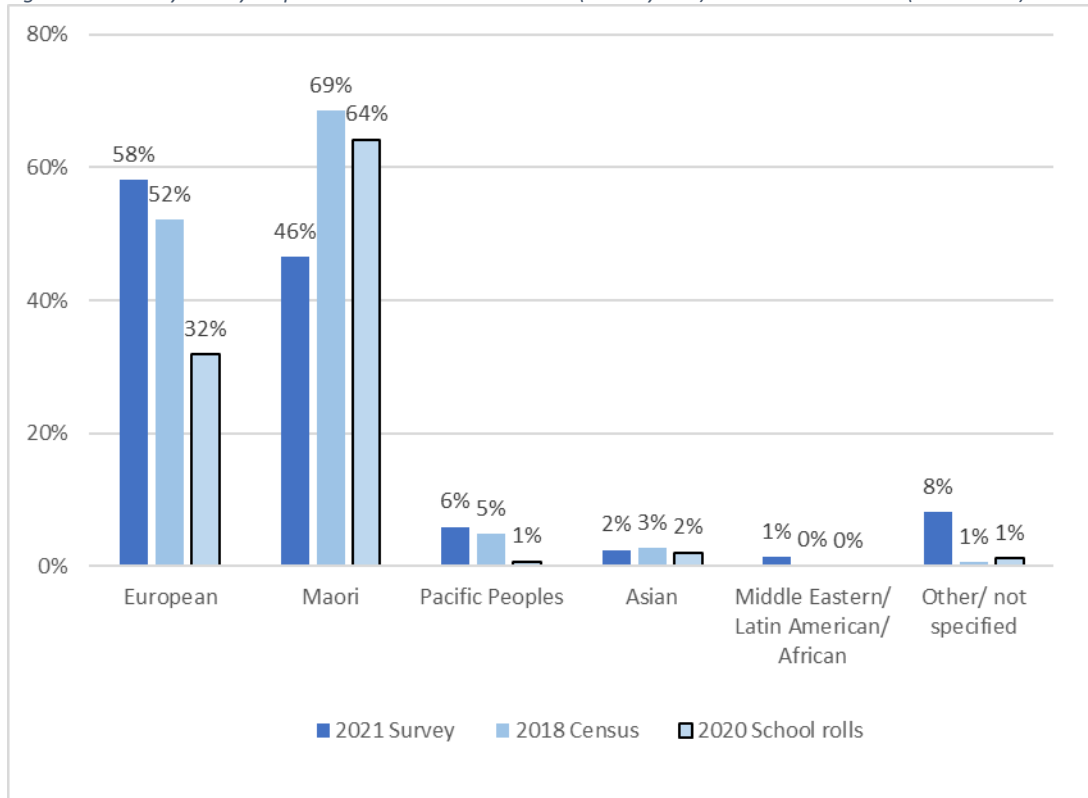
Notes: (1) 2018 and 2021 results adds to more than 100% as people can identify with multiple ethnic groups. (2) Young people (2018) is from Census for ages 15-19 in Kawerau, Opotiki and Whakatane. (3) School rolls is from Education Counts, Year 11-13 for Kawerau, Opotiki and Whakatane. Adds to 100% due to counting rules, i.e. prioritised in the order of Māori, Pasifika, Asian, other groups except European/Pākehā, and European/Pākehā.

Figure 5: 2020 School rolls (Year 11-13) by ethnicity and school year, Eastern Bay
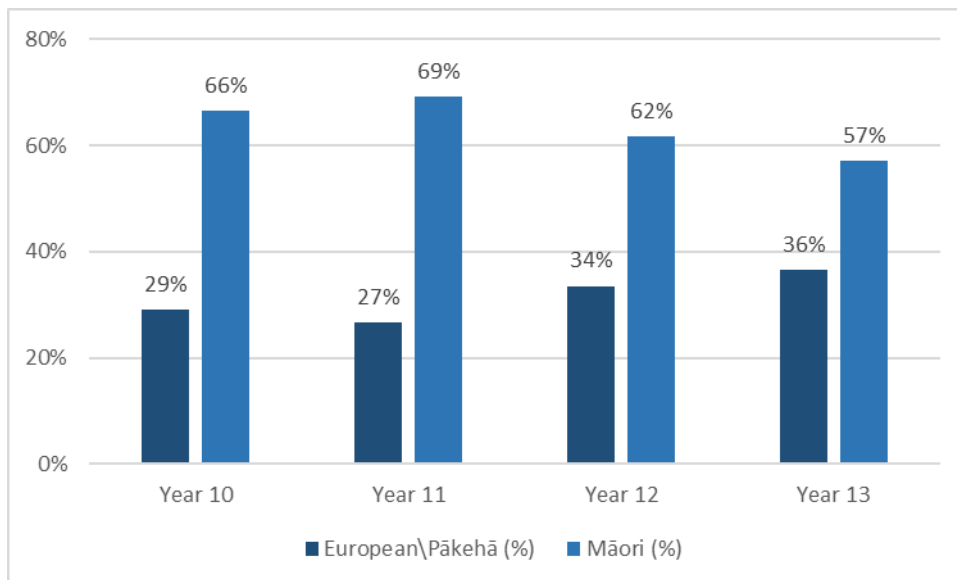
Notes: School rolls is from Education Counts, Tear 11-13 for Kawerau, Opotiki and Whakatane. Classification of ethnicity is prioritised in the order of Māori, Pasifika, Asian, other groups except European/Pākehā, and European/Pākehā.

Plans after leaving school

Overall sample

Respondents were asked: 'What do you plan to do after leaving school?' Overall, 47% said they planned to enrol in a university course, 15% said they would look for a job in the local area, 12% said they would get an apprenticeship or traineeship, 10% said they would look for a job somewhere else, and 12% gave another response or did not specify.[7]

Figure 6: Plans after leaving school
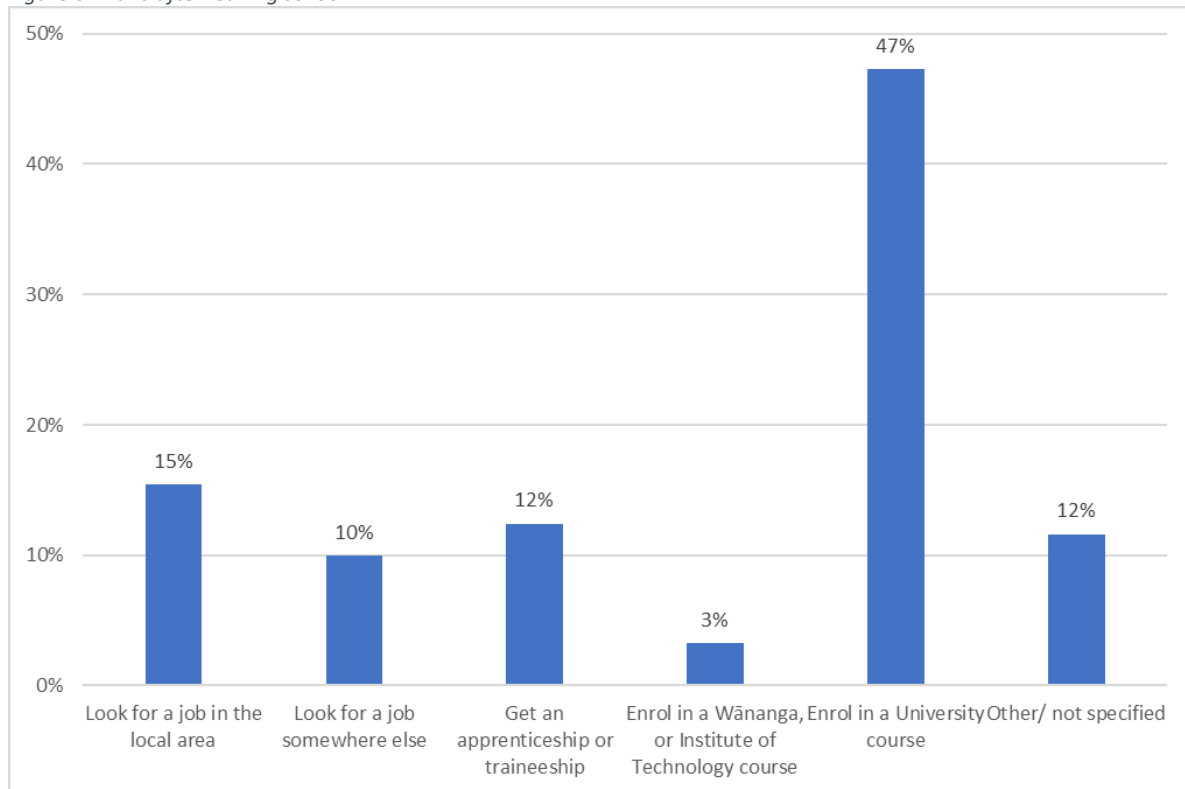
'Other' responses

'Other' responses were themed as follows:

Defence forces:

- *Air Force*
- *Army*
- *Army / DOC*
- *Become a Navy Soldier*
- *Defence force*
- *Defence force or University*
- *Get a scholarship for sports or go to the navy*
- *Go to the Navy*
- *Join Forces*
- *Join the Army*
- *Join the NZDF Army*

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[7] By comparison, according to Education Counts data, around 5% of Eastern Bay school leavers in 2019 enrolled in a Certificate 1-2 course, 26% in Certificates and Diplomas 3-7, and 15% in a Bachelors or above.

- *navy*
- *Navy*
- *navy*
- *Navy*
- *NZ Defence Force (Army)*
- *uni maybe then joining the forces*
- *university or navy/police*
- *Work in the Navy and get university education through this*

Polytechnic/teachers college:

- *Early Childhood Education*
- *Study to become an independent business women*
- *bachelor of social work at toi ohomai*
- *Go to a few polytechs to earn my degree*
- *Teacher's College*

Gap year:

- *Gap year*
- *Gap year for work*
- *Taking a gap year in Australia*

Not sure:

- *Don't know*
- *I don't know yet*
- *I don't know.*
- *idk*
- *I'm not quite sure yet*
- *im not sure*
- *Im not sure*
- *I'm not sure yet*
- *no sure*
- *Not Sure Yet*
- *unsure*

Other:

- *Be a chief*
- *Carry on in my current job full time (layers firm)*
- *Pig Hunting*
- *start my own business while working with mum*

Year level

Respondents' plans after leaving school varied by Year level:

- Amongst Year 10 students, 23% said they wanted to look for a job in the local area, 23% look for a job elsewhere, 15% get an apprenticeship or traineeship, 0% enrol in a Wānanga or Institute of Technology course and 38% in a university course. (**Note**: these Year 10 percentages are based on a sub-sample of only 13 respondents and are therefore not reliable).
- Amongst Year 11 students, 24% said they wanted to look for a job in the local area, 12% look for a job elsewhere, 18% get an apprenticeship or traineeship, 3% enrol in a Wānanga or Institute of Technology course and 44% in a university course.
- Amongst Year 12 students, 14% said they wanted to look for a job in the local area, 9% look for a job elsewhere, 8% get an apprenticeship or traineeship, 1% enrol in a Wānanga or Institute of Technology course and 68% in a university course.
- Amongst Year 13 students, 12% said they wanted to look for a job in the local area, 12% look for a job elsewhere, 16% get an apprenticeship or traineeship, 7% enrol in a Wānanga or Institute of Technology course and 53% in a university course.

Underpinning this pattern, note that between Year 10 and Year 13, more than 40% of Eastern Bay students leave school (i.e. do not complete Year 13).[8]

Figure 7: Plans after leaving school – By Year level
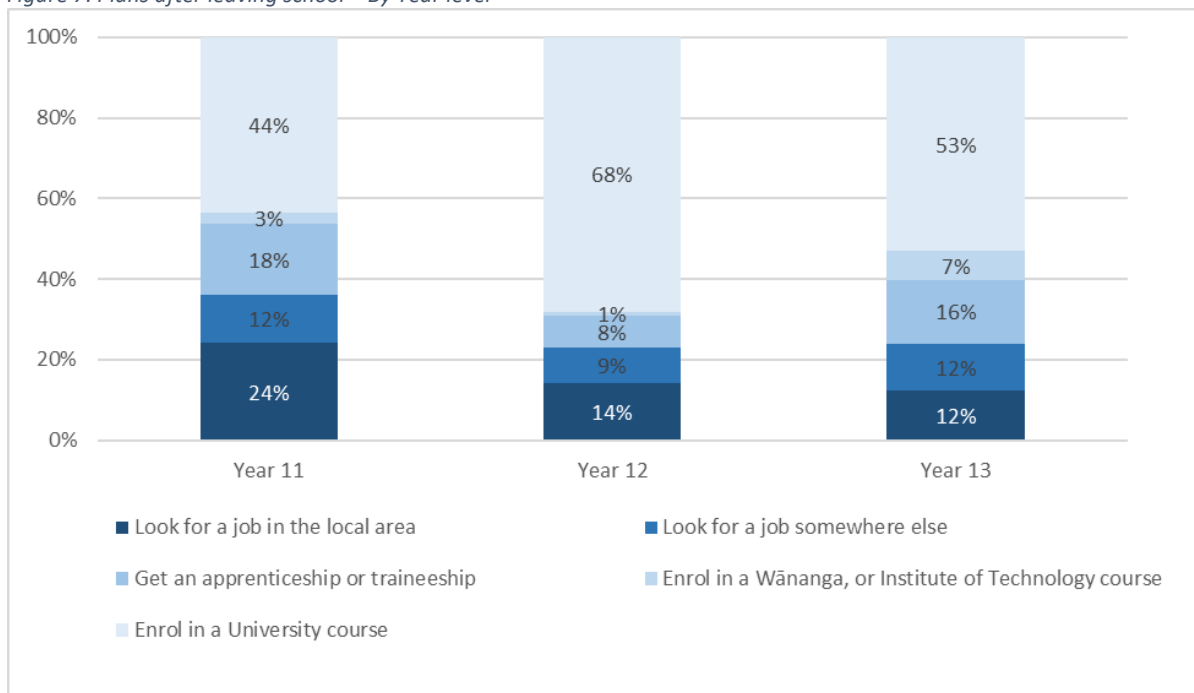
8 According to Education Counts data for 2020, Year 10 enrolments were 737, Year 11 = 671, Year 12 = 596, and Year 13 enrolments 411, a decrease of 44%.

School / teen parent unit

Respondents' plans after leaving school varied somewhat depending on which school they attended (analysed here for schools with 40 or more survey responses for this question):

- Amongst the Trident High School respondents, 18% said they wanted to look for a job in the local area, 9% look for a job elsewhere, 14% get an apprenticeship or traineeship, 2% enrol in a Wānanga or Institute of Technology course and 58% in a university course.
- Amongst the Whakatane High School respondents, 16% said they wanted to look for a job in the local area, 11% look for a job elsewhere, 16% get an apprenticeship or traineeship, 1% enrol in a Wānanga or Institute of Technology course and 56% in a university course.
- Amongst the Opotiki College respondents, 13% said they wanted to look for a job in the local area, 15% look for a job elsewhere, 13% get an apprenticeship or traineeship, 3% enrol in a Wānanga or Institute of Technology course and 58% in a university course.

Figure 8: Plans after leaving school – By school
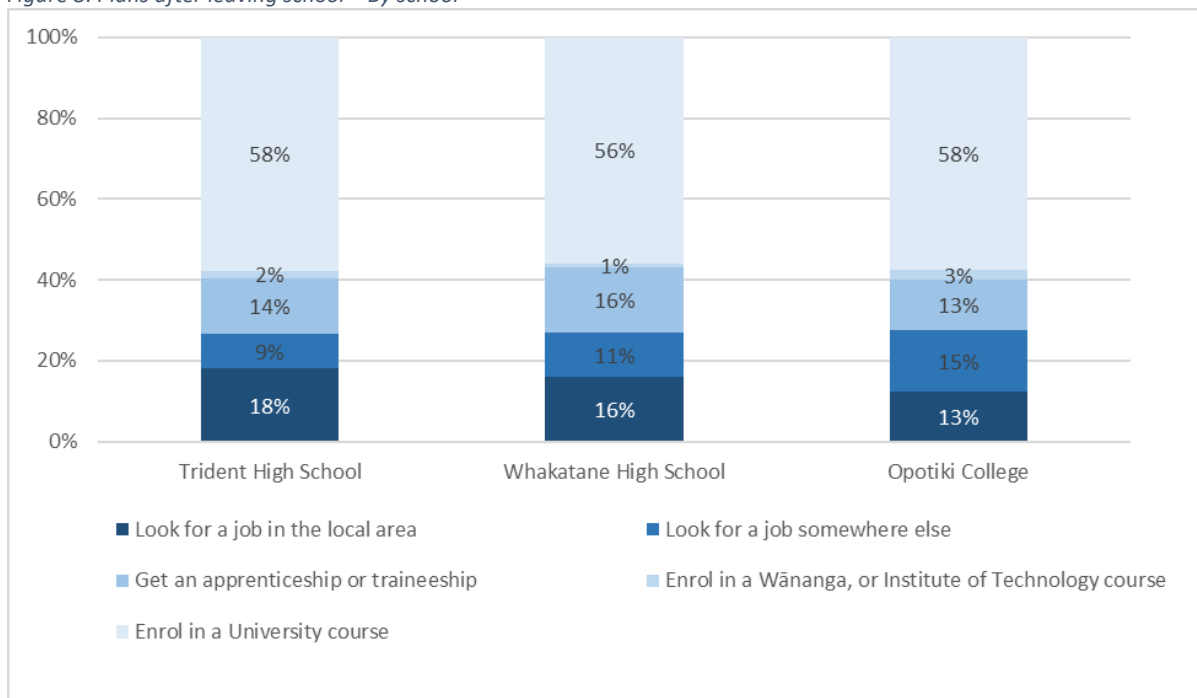
Gender

Respondents' plans after leaving school varied considerably by gender:

- Amongst the male respondents, 27% said they wanted to look for a job in the local area, 14% look for a job elsewhere, 21% get an apprenticeship or traineeship, 3% enrol in a Wānanga or Institute of Technology course and 35% in a university course.
- Amongst the female respondents, 11% said they wanted to look for a job in the local area, 9% look for a job elsewhere, 9% get an apprenticeship or traineeship, 4% enrol in a Wānanga or Institute of Technology course and 67% in a university course.

Figure 9: Plans after leaving school – By gender
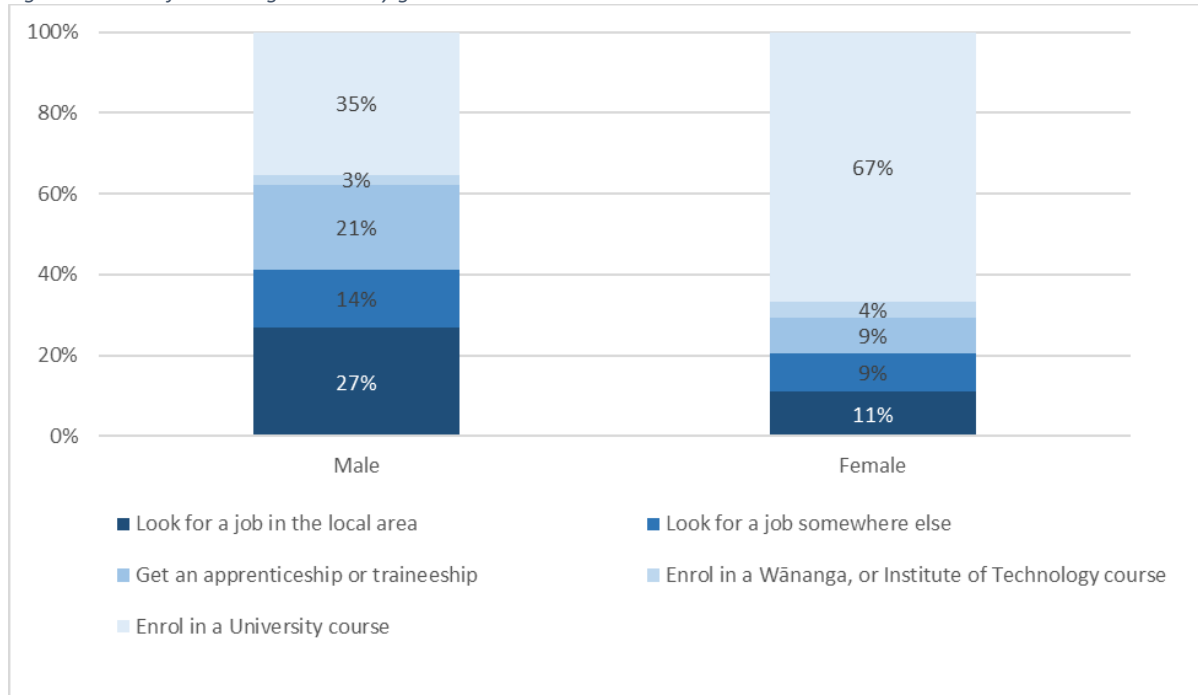
Note: Graph excludes seven respondents who identified as gender diverse, of whom four said they would enrol in a university course, two look for a job elsewhere, and one get an apprenticeship or traineeship.

Ethnicity

Respondents' plans after leaving school varied somewhat depending on ethnicity (analysed here for ethnic groups with 40 or more survey responses for this question):[9]

- Amongst respondents who identified with the European ethnic group, 17% said they wanted to look for a job in the local area, 10% look for a job elsewhere, 15% get an apprenticeship or traineeship, 2% enrol in a Wānanga or Institute of Technology course and 56% in a university course.
- Amongst respondents who identified with the Māori ethnic group, 18% said they wanted to look for a job in the local area, 16% look for a job elsewhere, 15% get an apprenticeship or traineeship, 6% enrol in a Wānanga or Institute of Technology course and 45% in a university course.

Figure 10: Plans after leaving school – By ethnicity


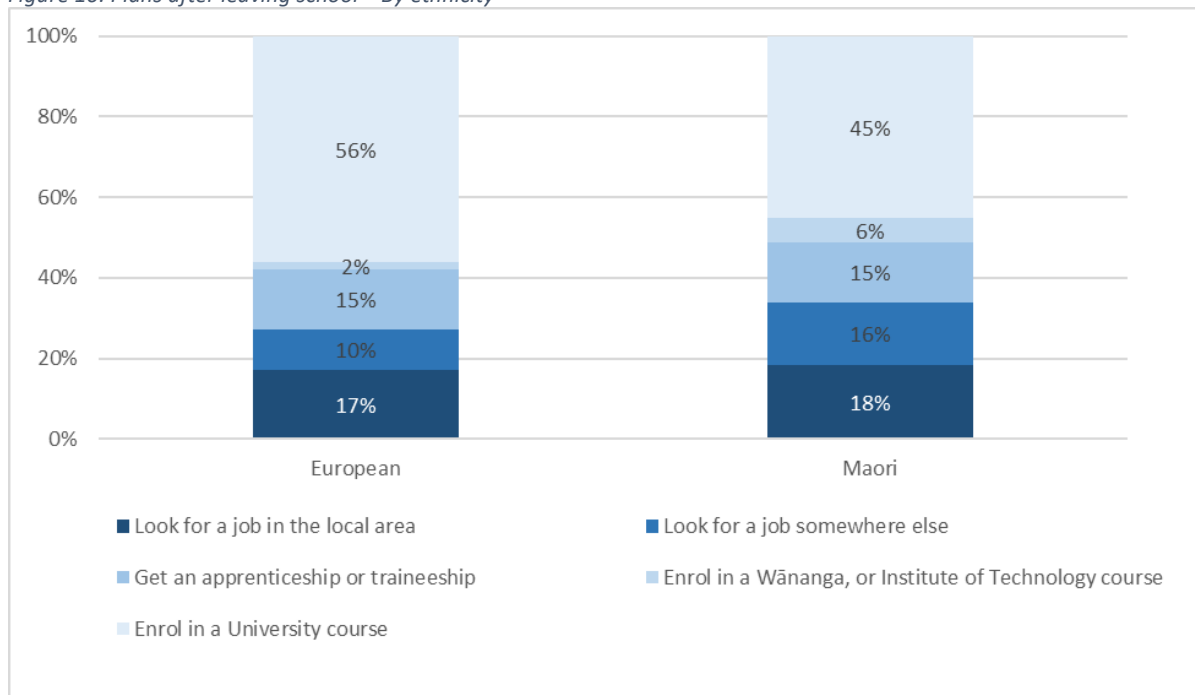Note: Respondents could select more than one ethnic group, hence there is overlap between the European and Māori sub-samples.

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[9] Respondents could select more than one ethnic group, hence there is overlap between the European and Māori sub-samples.

Job or career path

Respondents were asked: 'Is there a particular job or career path you would like to follow?', to which 62% said yes, 4% said no, and 34% were unsure.[10]

Figure 11: Is there a particular job or career path you would like to follow?
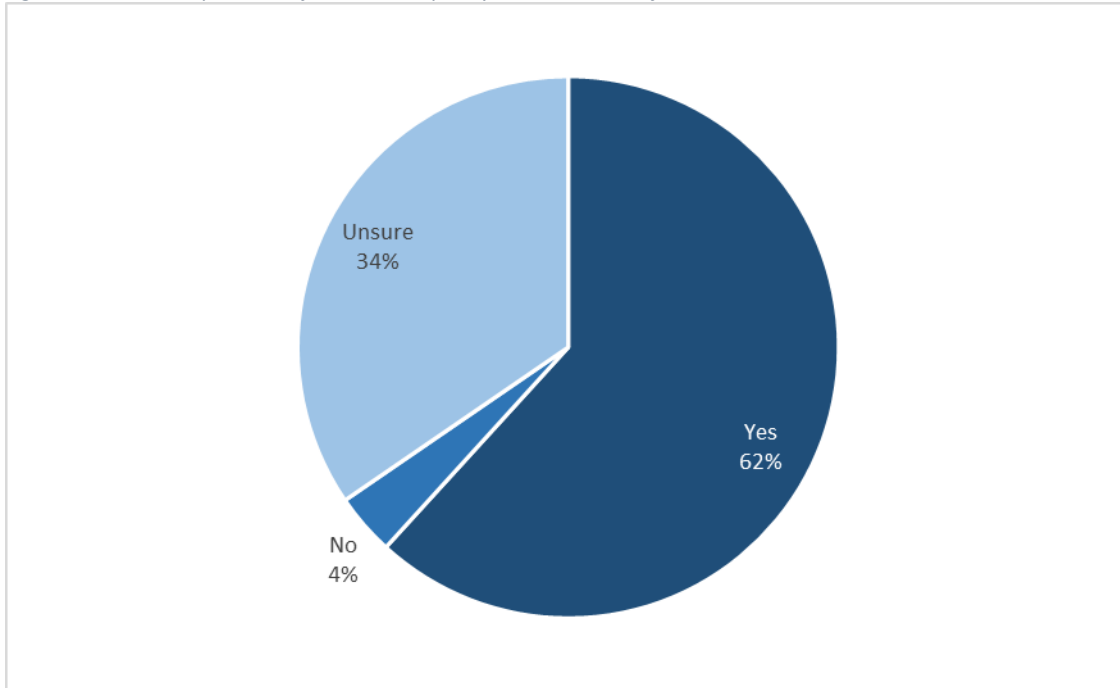
Respondents who said 'yes' to the question above were asked: 'what is the particular job or career path you would like to follow?' The full set of verbatim responses to this open-ended question is provided in **Appendix 2**. In summary, a wide variety of jobs and career paths were indicated, ranging from a drama/science teacher or forensic scientist to a youth worker, social worker or venturing into sports and recreation.

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[10] A small number of respondents said both 'yes' and 'not sure'.

Confidence in achieving goals after finishing school

Overall sample

Respondents were asked: 'How confident are you in achieving your study/work goals after finishing school?' Of the 366 people who responded to this question, 1% said 'not at all confident', 10% 'not so confident', 54% 'somewhat confident', 32% 'very confident', and 4% 'extremely confident'.

Figure 12: Confidence in achieving study/work goals after finishing school
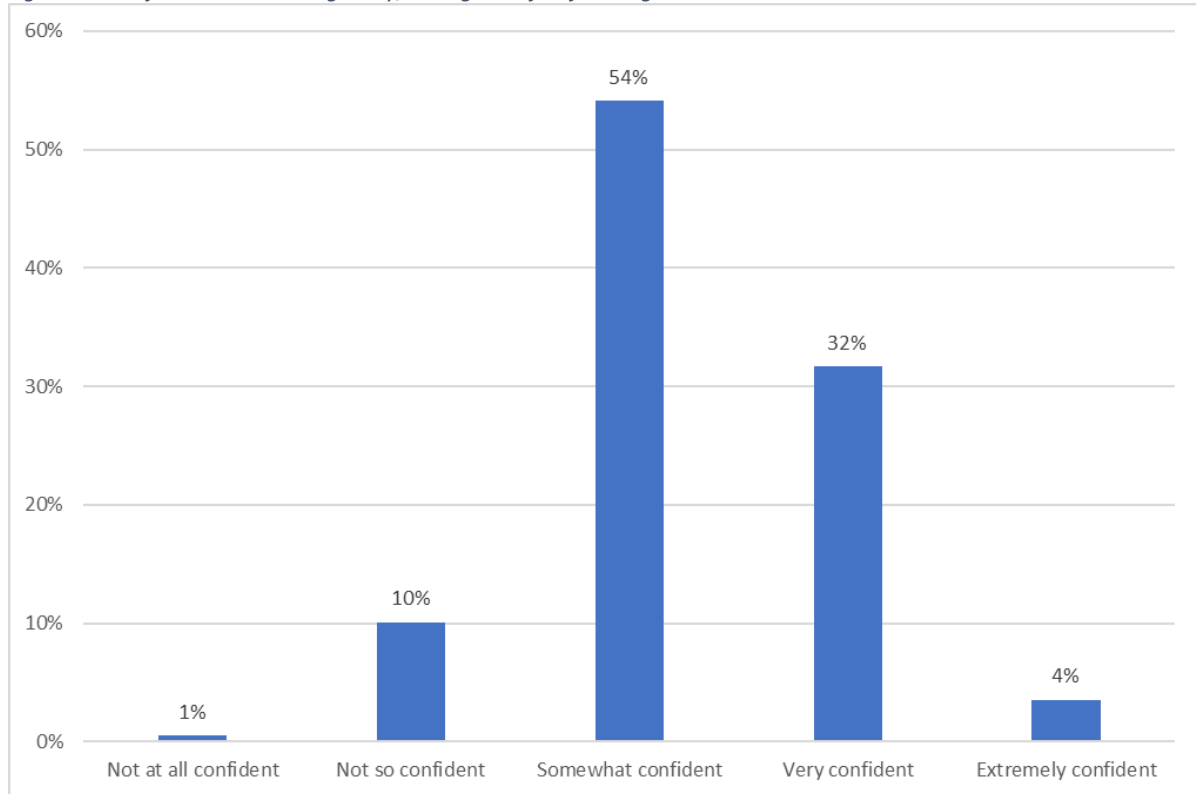
Note: Denominator excludes four non-respondents.

Year level

Respondents' confidence in achieving their study/work goals after finishing school varied by Year level:

- Amongst Year 10 students, 0% said they were 'not at all confident', 6% 'not so confident', 50% 'somewhat confident', 31% 'very confident' and 13% 'extremely confident'. (**Note**: these Year 10 percentages are based on a sub-sample of only 16 respondents and are therefore not reliable).
- Amongst Year 11 students, 0% said they were 'not at all confident', 9% 'not so confident', 62% 'somewhat confident', 27% 'very confident' and 2% 'extremely confident'.
- Amongst Year 12 students, 2% said they were 'not at all confident', 10% 'not so confident', 62% 'somewhat confident', 23% 'very confident' and 2% 'extremely confident'.
- Amongst Year 13 students, 0% said they were 'not at all confident', 11% 'not so confident', 41% 'somewhat confident', 42% 'very confident' and 5% 'extremely confident'.

Figure 13: Confidence in achieving study/work goals after finishing school – By Year level
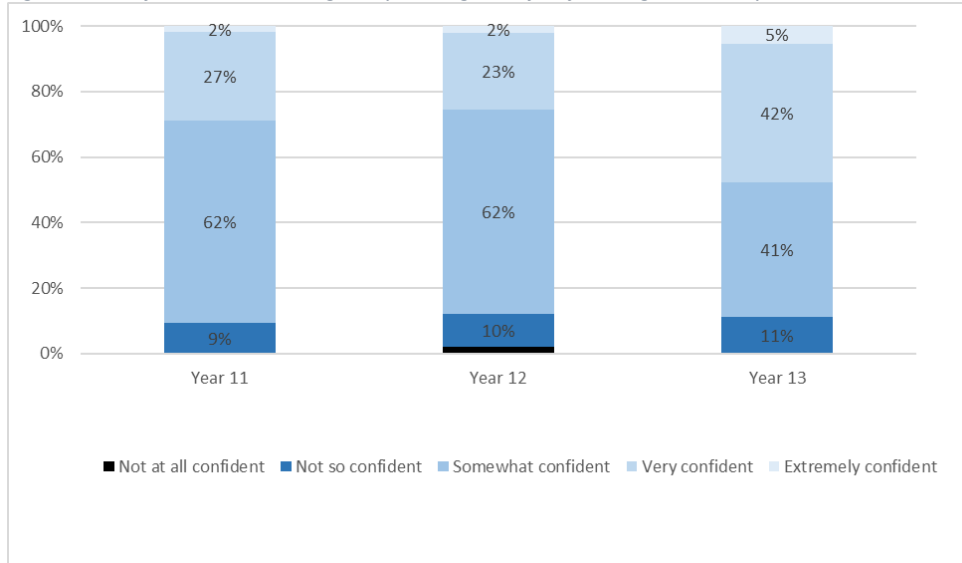
Note: Year 10 results are not shown due to small sample. Year 12 'not at all confident' value is 2% (not labelled).

School teen parent unit

Respondents' confidence in achieving their study/work goals after finishing school varied somewhat depending on which school they attended (analysed here for schools with 40 or more survey responses for this question):

- Amongst the Trident High School respondents, 0% said they were 'not at all confident', 11% 'not so confident', 60% 'somewhat confident', 26% 'very confident' and 2% 'extremely confident'.
- Amongst the Whakatane High School respondents, 1% said they were 'not at all confident', 7% 'not so confident', 52% 'somewhat confident', 37% 'very confident' and 3% 'extremely confident'.
- Amongst the Opotiki College respondents, 0% said they were 'not at all confident', 4% 'not so confident', 50% 'somewhat confident', 39% 'very confident' and 7% 'extremely confident'.

Figure 14: Confidence in achieving study/work goals after finishing school – By school
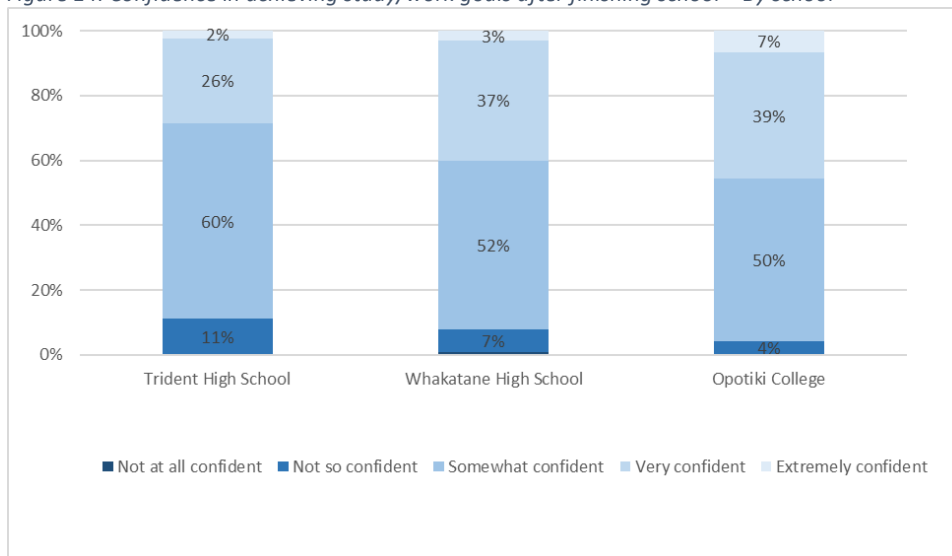
Gender

Respondents' confidence in achieving their study/work goals after finishing school varied slightly by gender:

- Amongst the male respondents, 0% said they were 'not at all confident', 10% 'not so confident', 53% 'somewhat confident', 34% 'very confident' and 4% 'extremely confident'.
- Amongst the female respondents, 1% said they were 'not at all confident', 9% 'not so confident', 56% 'somewhat confident', 31% 'very confident' and 3% 'extremely confident'.

Figure 15: Confidence in achieving study/work goals after finishing school – By gender
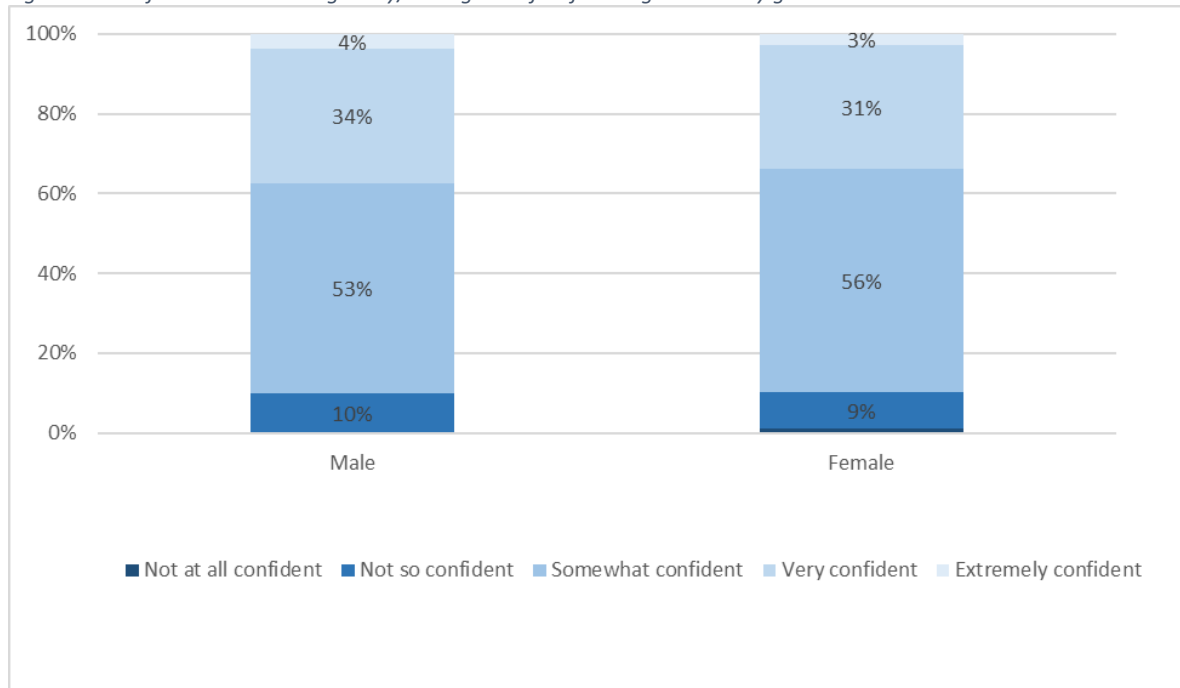
Note: Graph excludes seven respondents who identified as gender diverse, of whom one said 'not so confident', three said 'somewhat confident', wo said 'very confident', and one said 'extremely confident'.

Ethnicity

Respondents' confidence in achieving their study/work goals after finishing school varied somewhat depending on ethnicity (analysed here for ethnic groups with 40 or more survey responses for this question):[11]

- Amongst respondents who identified with the European ethnic group, 1% said they were 'not at all confident', 9% 'not so confident', 57% 'somewhat confident', 29% 'very confident' and 5% 'extremely confident'.
- Amongst respondents who identified with the Māori ethnic group, 0% said they were 'not at all confident', 11% 'not so confident', 55% 'somewhat confident', 33% 'very confident' and 1% 'extremely confident'.

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[11] Respondents could select more than one ethnic group, hence there is overlap between the European and Māori sub-samples.

Figure 16: Confidence in achieving study/work goals after finishing school – By ethnicity
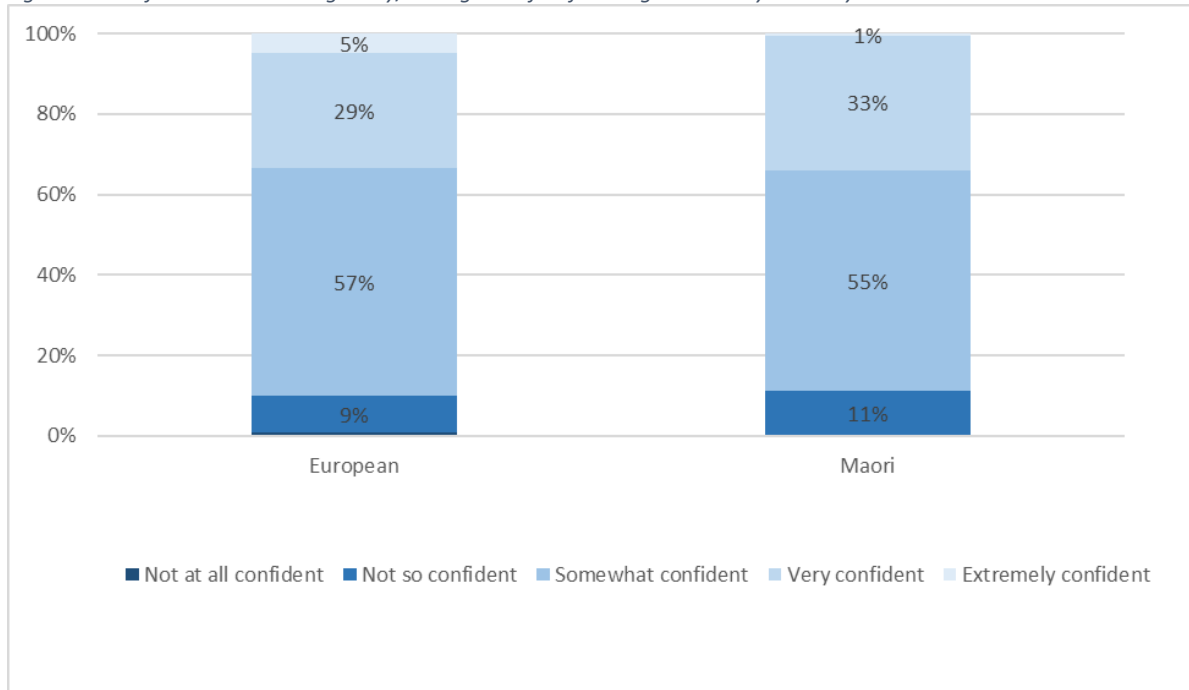
Note: Respondents could select more than one ethnic group, hence there is overlap between the European and Māori sub-samples.

Comparative data

This survey question was adapted from the Mission Australia Youth Survey (2019).[12]

In the 2019 Australian survey results, 47% indicated high levels of confidence in their ability to achieve their study/work goals, comprising 10% extremely confident and 37% very confident. Comparative figure from the 2021 Eastern Bay Youth Survey were lower with 35% saying they have high levels of confidence, comprising 4% extremely confident and 32% very confident.[13]

In the 2019 Australian survey, 11% indicated low levels of confidence in their ability to achieve their goals, comprising 8% slightly confident and 3% not at all confident. Comparative figure from the 2021 Eastern Bay Youth Survey were similar, with 11% of respondents having low confidence in their ability to achieve their goals, comprising 10% not so confident and 1% not at all confident.

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[12] www.missionaustralia.com.au/publications/youth-survey/1326-mission-australia-youth-survey-report-2019/file

[13] Does not sum due to rounding.

Barriers to achieving goals after finishing school

Overall sample

Respondents were asked: 'Are there any major barriers to you achieving your study/work goals after finishing school?', to which 22% said yes, 27% said no, and 51% were unsure.

Figure 17: Are there any major barriers to you achieving your study/work goals after finishing school?
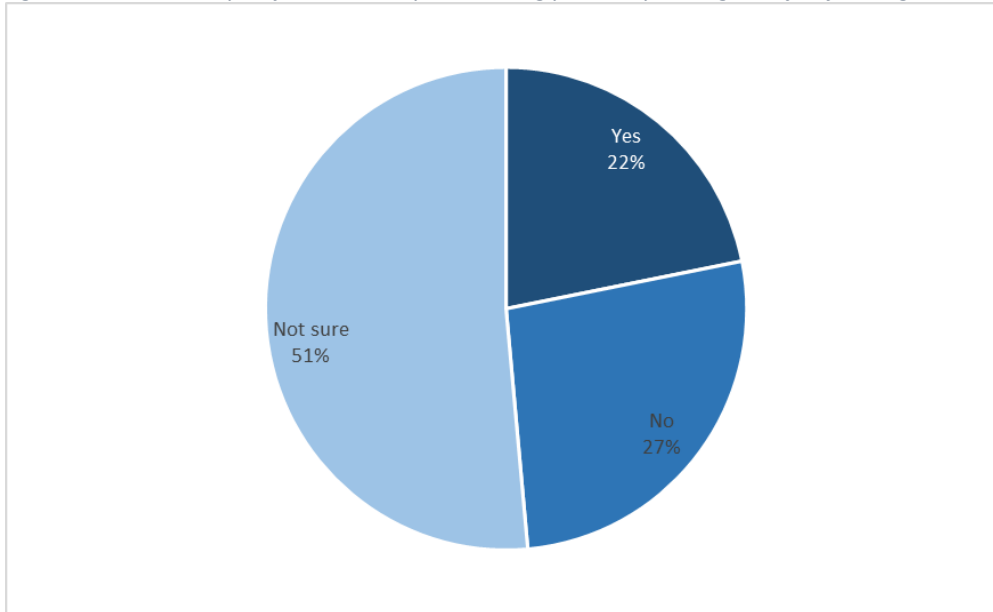
Respondents who said 'yes' to the question above were asked: 'what are the barriers that may impact on achieving your study/work goals?', and asked to select one or more from a set of possible barriers and/or provide 'other' responses. The most frequently cited responses were financial difficulty (12%) and mental health (11%), followed by academic ability (8%), family/whānau responsibilities (8%), and 'where you live' (8%).

Figure 18: What are the barriers that may impact on achieving your study/work goals?
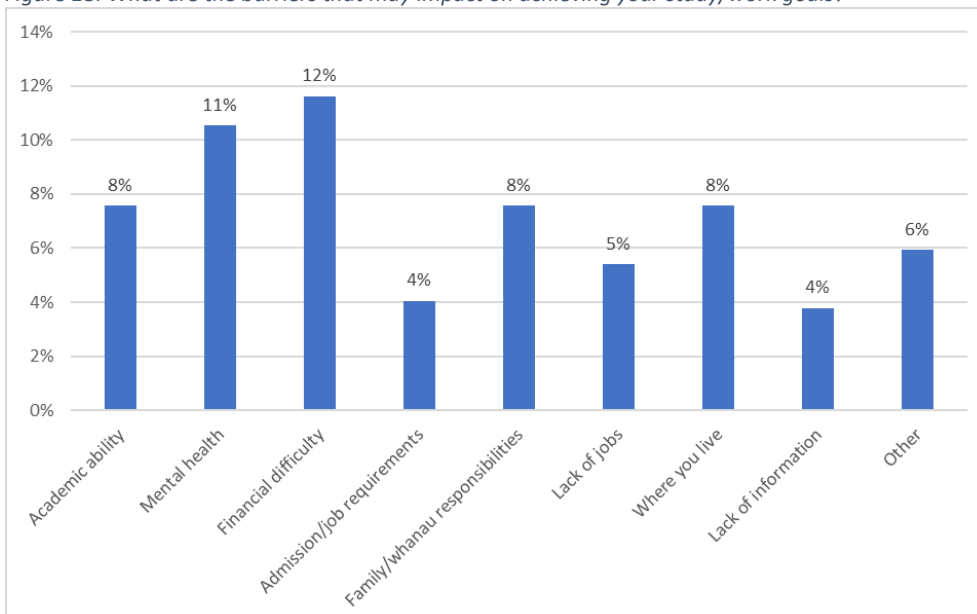
Note: Respondents could select multiple items.

The full set of 'other' responses is below in alphabetical order and summarised later in this report:

- *Adhd*
- *Age*
- *age*
- *cant say*
- *covid*
- *covid*
- *covid*
- *Dislecic*
- *Family Separation*
- *I may not enjoy it*
- *Lack of Level 2 Credits*
- *Lack of recognition*
- *Life*
- *My hearing, my weight*
- *Need to hav a drivers licence*
- *None*
- *not having enough oppertuinitys*
- *Sports Teams*
- *Too busy*
- *Transportation options*
- *Unsure on what i want to do*
- *Work (Maccas)*

Year level

Respondents' perceptions of barriers on achieving study/work goals varied by Year level:

- Amongst Year 11 respondents, the most frequently cited perceived barriers were 'where you live' (9% of all respondents on this Year level), mental health (8%), financial difficulty (7%) and 'lack of jobs' (5%).
- Amongst Year 12 respondents, the most frequently cited perceived barriers were mental health (10%), financial difficulty (10%), academic ability (8%) and 'where you live' (7%).
- Amongst Year 13 respondents, the most frequently cited perceived barriers were financial difficulty (17%), mental health (15%), family/whānau responsibilities (14%) and academic ability (13%).

Table 5: Perceptions of barriers that may impact on achieving study/work goals– By Year level

	Year 11	Year 12	Year 13
Academic ability	3%	8%	13%
Mental health	8%	10%	15%
Financial difficulty	7%	10%	17%
Admission/job requirements	3%	6%	4%
Family/whānau responsibilities	3%	4%	14%
Lack of jobs	5%	6%	5%
Where you live	9%	7%	7%
Lack of information	3%	2%	6%

Note: Year 10 results are not shown due to small sub-sample size.

School / teen parent unit

Respondents' perceptions of barriers that may impact on achieving study/work goals varied somewhat depending on which school they attended (analysed here for schools/ kura with 40 or more survey responses for this question):

- Amongst the Trident High School respondents, the most frequently cited perceived barriers were mental health (9%), financial difficulty (9%), 'where you live' (6%) and family/whānau responsibilities (5%).
- Amongst the Whakatane High School respondents, the most frequently cited perceived barriers were mental health (13%), financial difficulty (12%), academic ability (12%) and 'where you live' (10%).
- Amongst the Opotiki College respondents, the most frequently cited perceived barriers were financial difficulty (19%) and family/whānau responsibilities (11%).

Table 6: Perceptions of barriers that may impact on achieving study/work goals – By school

	Trident High School	Whakatane High School	Opotiki College
Academic ability	4%	12%	6%
Mental health	9%	13%	4%
Financial difficulty	9%	12%	19%
Admission/job requirements	1%	7%	6%
Family/whānau responsibilities	5%	6%	11%
Lack of jobs	3%	7%	2%
Where you live	6%	10%	6%
Lack of information	4%	3%	6%

Gender

Respondents' perceptions of barriers that may impact on achieving study/work goals varied considerably by gender:

- Female respondents (31%) were notably more likely than males (17%) to indicate there were any major barriers to achieving their study/work goals after finishing school.
- Amongst the male respondents, the most frequently cited perceived barriers were financial difficulty (7%), 'where you live' (5%), family/whānau responsibilities (5%) and 'lack of jobs' (5%).
- Amongst the female respondents, the most frequently cited perceived barriers were financial difficulty (15%), mental health (13%), family/whānau responsibilities (10%) and academic ability (10%).

Table 7: Are there any major barriers to you achieving your study/work goals after finishing school? – By gender

	Male %	Female %
Yes	17%	31%
No	33%	25%
Not sure	55%	53%

Note: Columns sum to more than 100% as some people responded both 'yes' and 'not sure'.

Figure 19: Perceptions of barriers that may impact on achieving study/work goals – By gender

Note: Graph excludes seven respondents who identified as gender diverse, of whom four said mental health, two said 'where you live', and one said each of: academic ability, financial difficulty, family/whānau responsibilities, and lack of information.

Ethnicity

Respondents' perceptions of barriers that may impact on achieving study/work goals varied depending on ethnicity (analysed here for ethnic groups with 40 or more survey responses for this question):[14]
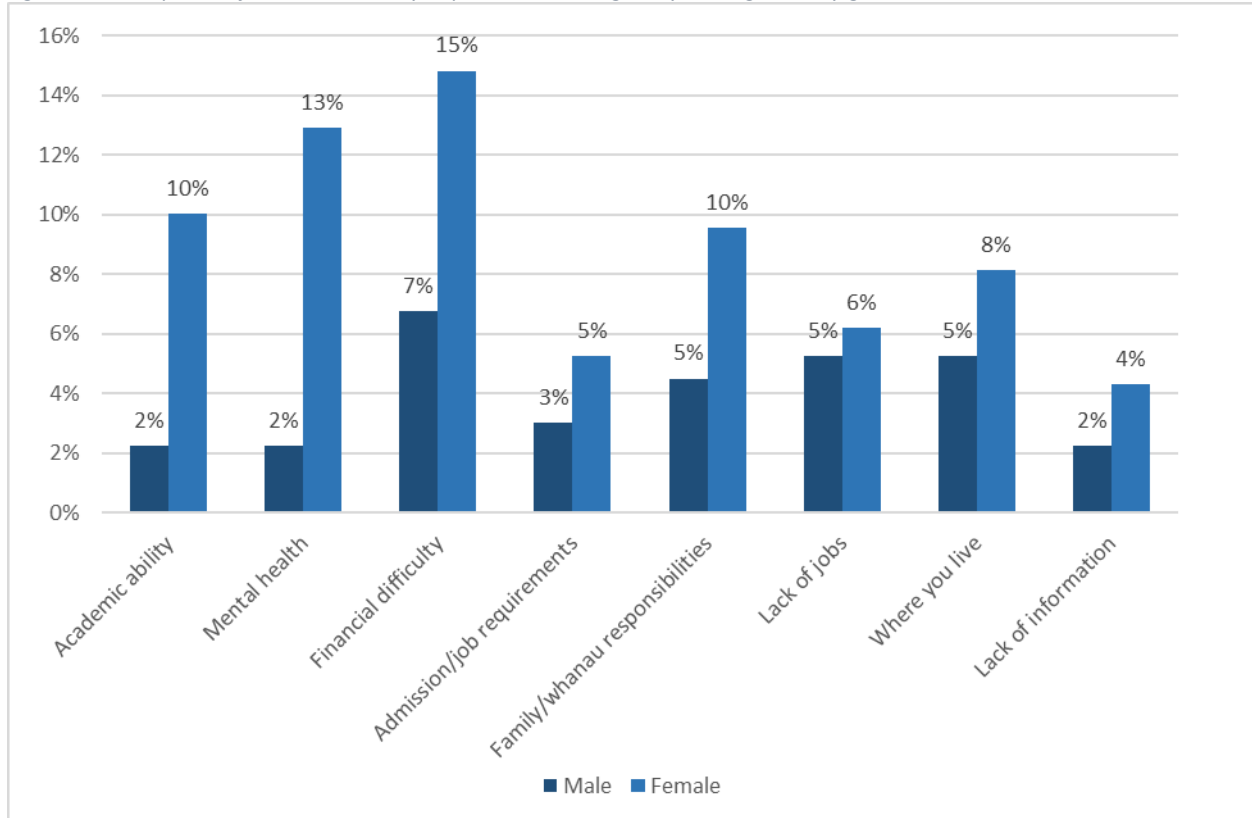
- Māori respondents (27%) were slightly more likely than males (24%) to respond that there were any major barriers to achieving their study/work goals after finishing school.
- Amongst respondents who identified with the European ethnic group, the most frequently cited perceived barriers were mental health (12%) and financial difficulty (11%).
- Amongst respondents who identified with the Māori ethnic group, the most frequently cited perceived barriers were financial difficulty (13%) and family/whānau responsibilities (12%).

Table 8: Are there any major barriers to you achieving your study/work goals after finishing school? – By ethnicity

	European %	Māori %
Yes	24%	27%
No	27%	27%
Not sure	56%	54%

Note: Columns sum to more than 100% as some people responded both 'yes' and 'not sure'.

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[14] Respondents could select more than one ethnic group, hence there is overlap between the European and Māori sub-samples.

Figure 20: Perceptions of barriers that may impact on achieving study/work goals – By ethnicity
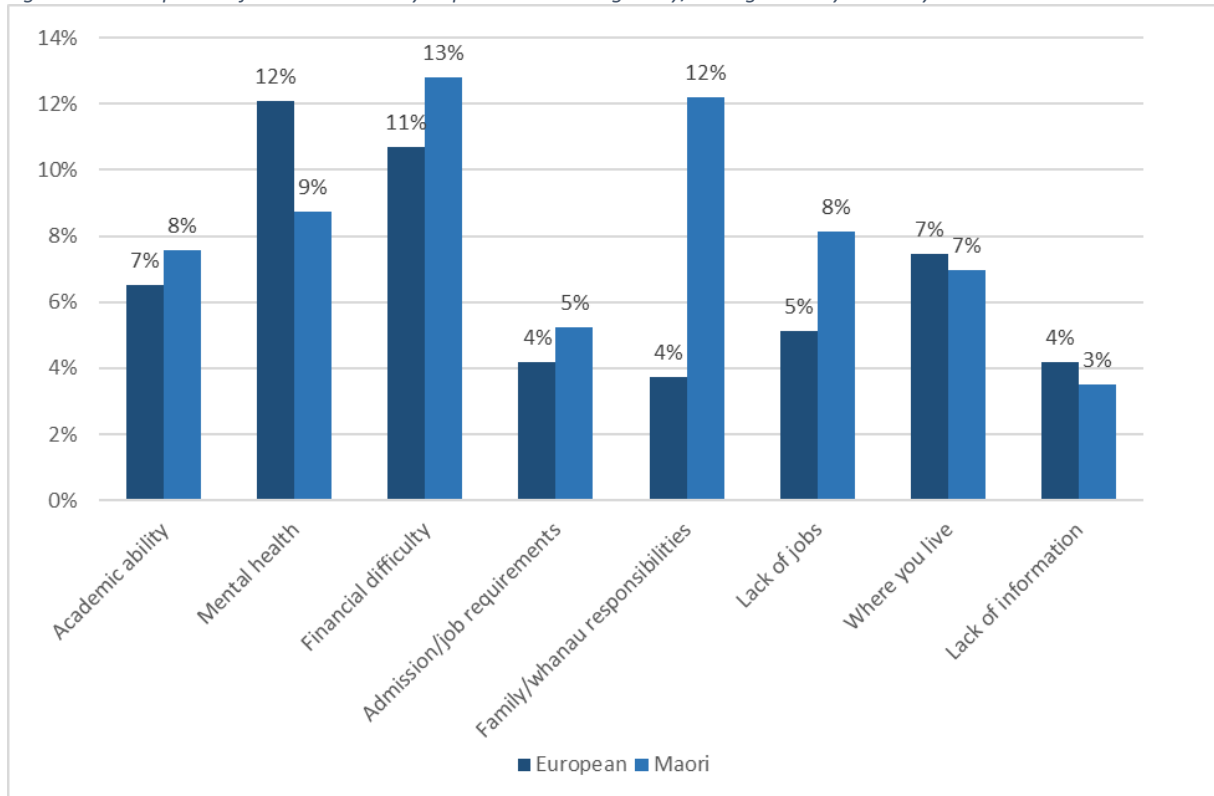
Note: Respondents could select more than one ethnic group, hence there is overlap between the European and Māori sub-samples.

Comparative data

These survey questions on barriers that may impact on achieving study/work goals were adapted from the Mission Australia Youth Survey (2019).[15]

In the 2019 Australian survey results, 49% of respondents indicated that they felt there were barriers that would impact upon the achievement of their study/work goals, with a notably greater proportion of females (55%) than males (41%) reporting the presence of barriers. The comparative results for 2021 Eastern Bay young people were 22% overall who felt there were barriers, with a notably greater proportion of females (31%) than males (17%) reporting the presence of barriers.

In the 2019 Australian survey results, similarly to the 2021 Eastern Bay survey results, academic ability, mental health and financial difficulty were the top barriers that young people saw as impacting upon the achievement of their study/work goals after leaving school.

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[15] www.missionaustralia.com.au/publications/youth-survey/1326-mission-australia-youth-survey-report-2019/file

Paid work

Overall sample

Respondents were asked: 'Do you currently have paid work?' Overall, 45% of respondents said they had some form of paid work and 55% said they did not have paid work.

Figure 21: Do you currently have paid work?
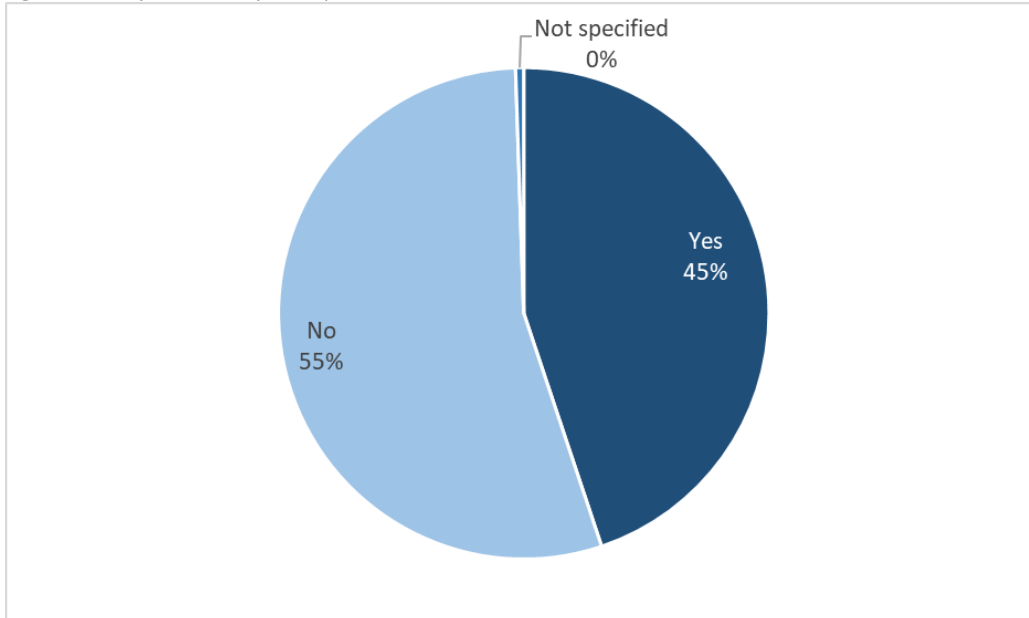
Those who responded 'yes' to the question above were asked to tick a box if their paid work was occasional, regular during term time, regular hours during school holidays only, or 'other'. Overall, 55% of those with a paid job said they worked regular hours during term time; 36% said they worked occasional (e.g. casual, temporary or odd jobs; 13% said they worked regular hours during school holidays only; and 10% gave an 'other' response.

Figure 22: Occasional or regular hours (for those in paid work)
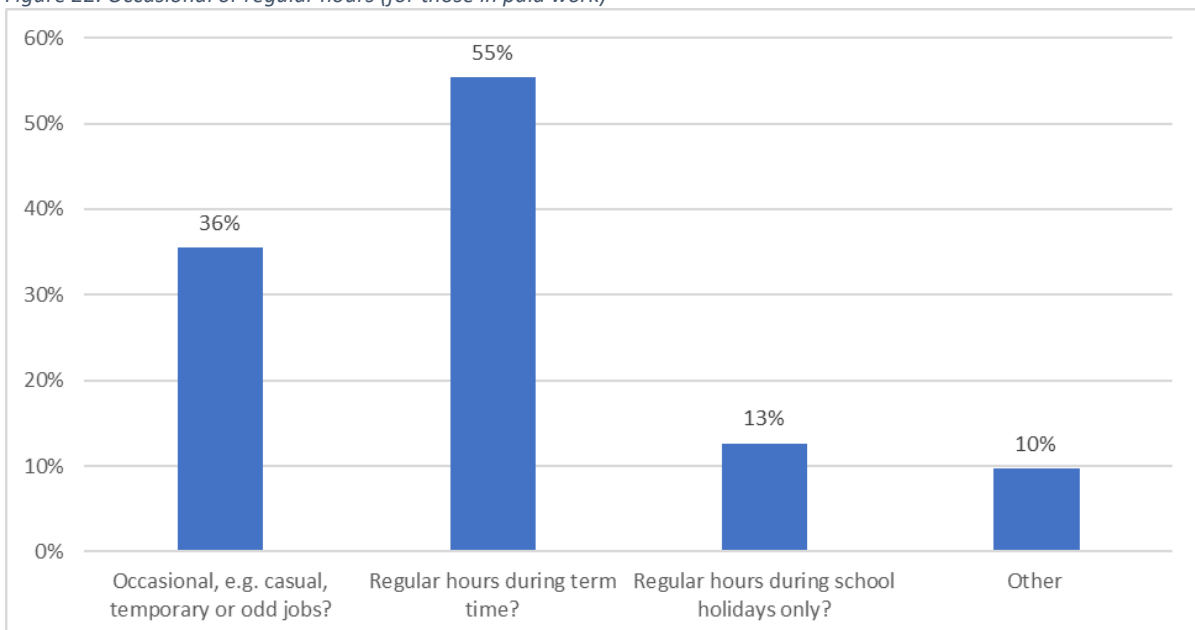
Note: Sums to more than 100% as respondents could select multiple items.

The full set of 'other' responses is provided below in alphabetical order and summarised later in this report:

- *after school jobs*
- *During the holidays, All day*
- *Front of house*
- *front of house at a resturaunt*
- *full days when i am not busy and the weather is good*
- *Holiday Work / After school*
- *I split and sell firewood*
- *I'm a caregiver after school and on weekends*
- *Paper Run*
- *Part time after school*
- *Periodic Work (school holidays)-somewhat flexible*
- *Regular, I work both terms and holidays.*
- *set hours every week*
- *Sometimes at home*
- *Two Jobs*
- *Working with parents*

Those who responded 'yes' were asked how many hours per week on average they worked. This was phrased as an open-ended question. Following data cleaning of text responses, the indicative profile showed that of the 45% of respondents in paid work, 16% worked an average 1-5 hours per week, 25% worked 6-10 hours, 19% worked 11-15 hours, 15% worked 16-20 hours, 9% worked 21-30 hours, 8% worked 40+ hours, and 8% did not specify.

Figure 23: Hours per week on average (for those in paid work)
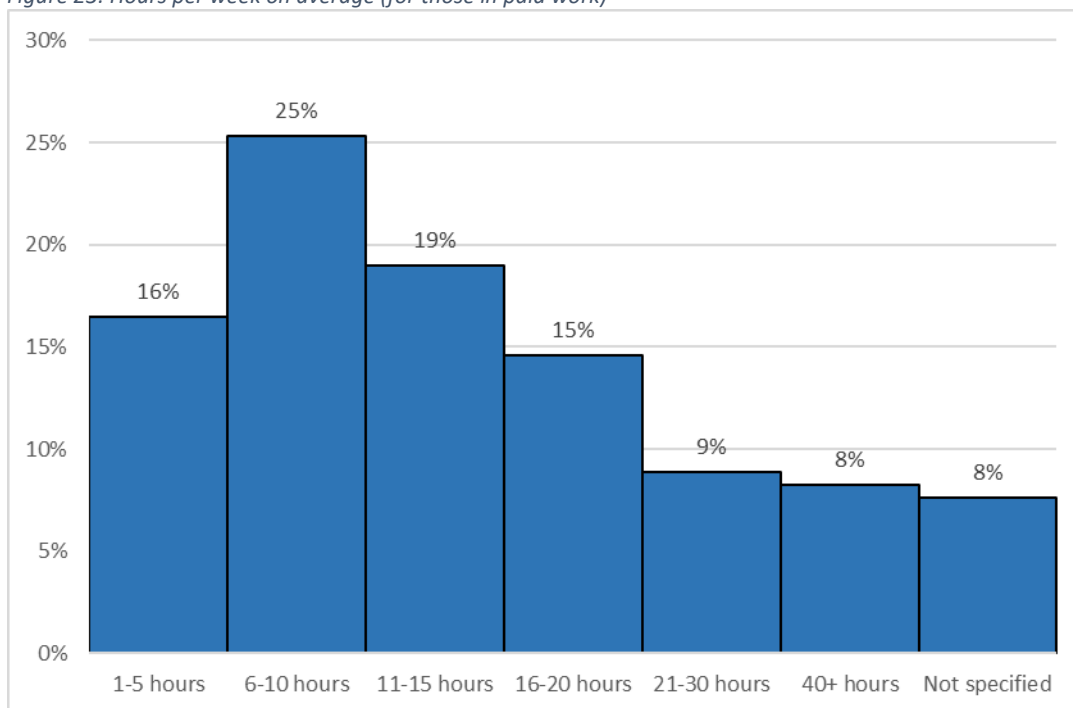
Those who responded 'yes' were asked in what industry or occupation they did paid work. The full set of responses to this open-ended question is provided in **Appendix 3**. In summary, respondents cited a wide range of industries and occupations in which they did paid work, from retail and office work to 'babysitting', cleaning, food and hospitality.

Year level

Not surprisingly, the percentage of respondents who said they currently have paid work was progressively higher in the older Year levels:

- Amongst Year 10 respondents, 17% said yes and 83% said no. (**Note**: these Year 10 percentages are based on a sub-sample of only 18 respondents and are therefore not reliable).
- Amongst Year 11 students, 31% said yes and 69% said no.
- Amongst Year 12 students, 40% said yes and 60% said no.
- Amongst Year 13 students, 64% said yes, 35% said no, and 2% did not specify.

Figure 24: Do you currently have paid work – By Year level
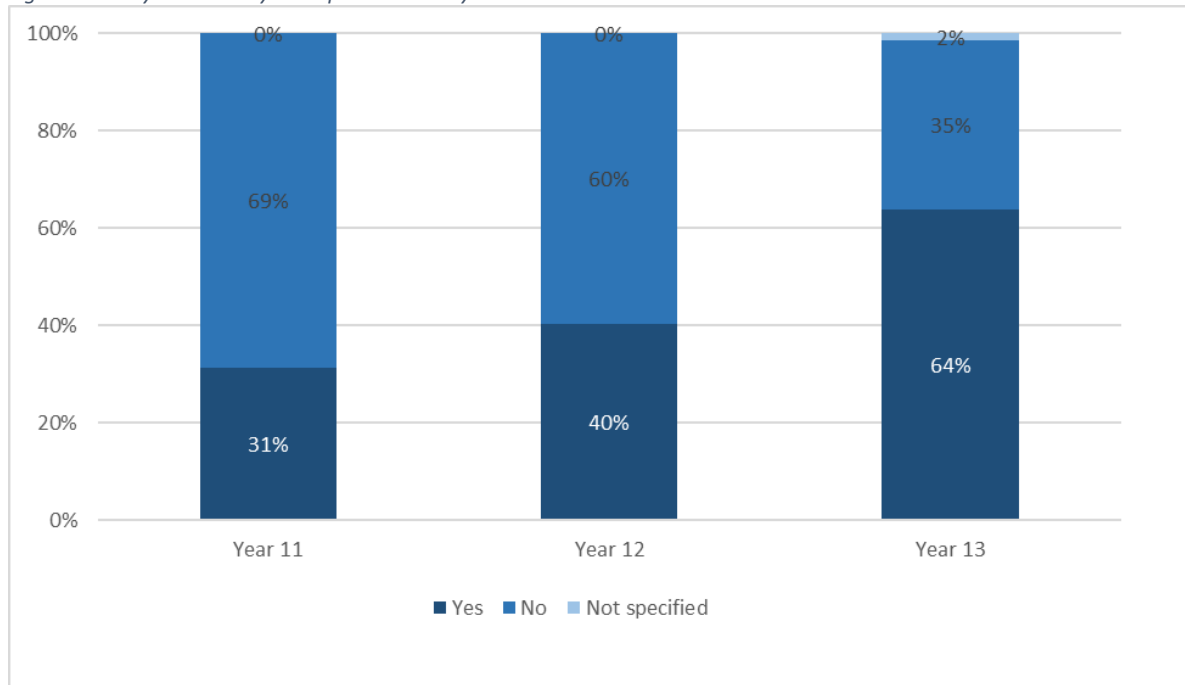
School

The percentage of respondents who said they currently have paid work varied slightly depending on which school they attended (analysed here for schools with 40 or more survey responses for this question):

- Amongst the Trident High School respondents, 47% said yes and 53% said no.
- Amongst the Whakatane High School respondents, 50% said yes, 49% said no, and 1% did not specify.
- Amongst the Opotiki College respondents, 45% said yes and 55% said no.

Figure 25: Do you currently have paid work – By school
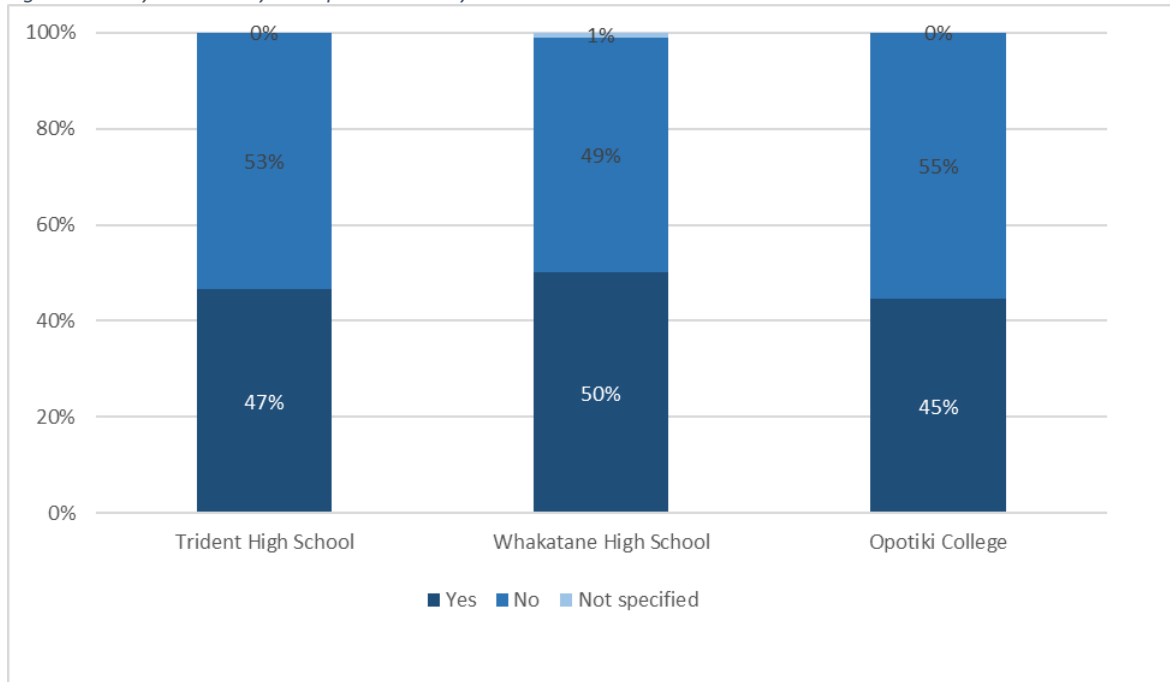
Gender

The percentage of respondents who said they currently have paid work varied somewhat by gender:

- Amongst the female respondents, 48% said yes and 51% said no.[16]
- Amongst the male respondents, 40% said yes, 59% said no, and 1% did not specify.

Figure 26: Do you currently have paid work – By gender

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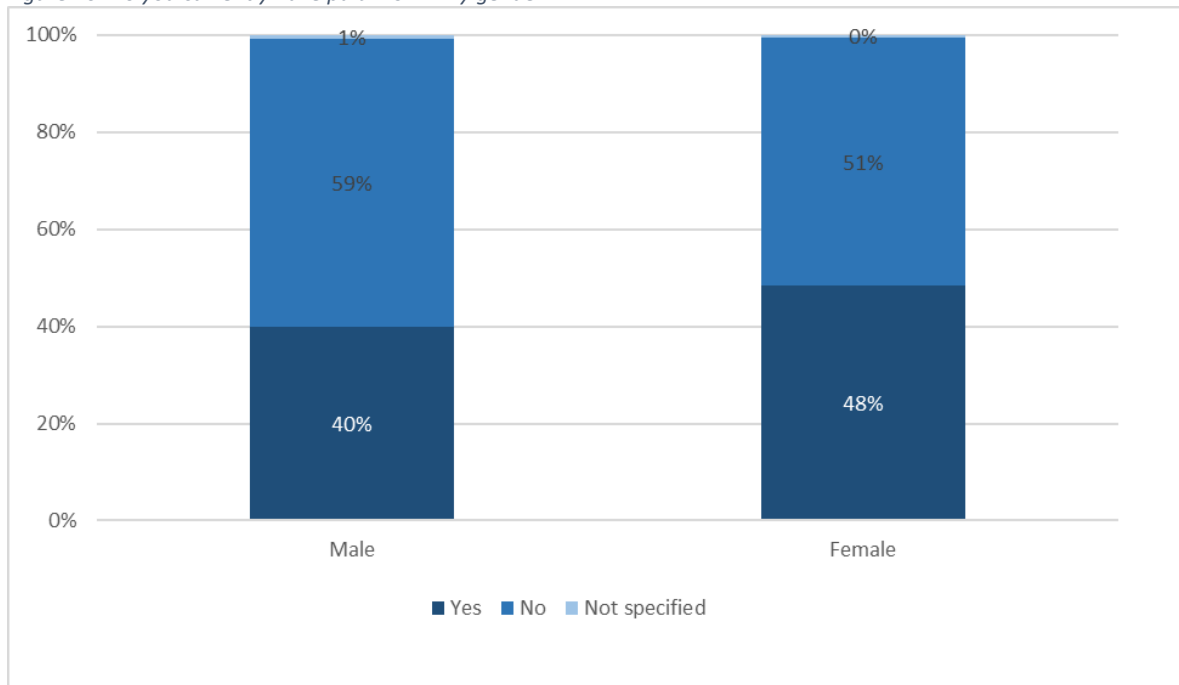
[16] Does not sum due to rounding.

Ethnicity

The percentage of respondents who said they currently have paid work varied considerably by ethnicity (analysed here for ethnic groups with 40 or more survey responses for this question):[17]

- Amongst respondents who identified with the European ethnic group, 53% said yes and 47% said no.
- Amongst respondents who identified with the Māori ethnic group, 36% said yes, 63% said no, and 1% did not specify.

Figure 27: Do you currently have paid work – By ethnicity
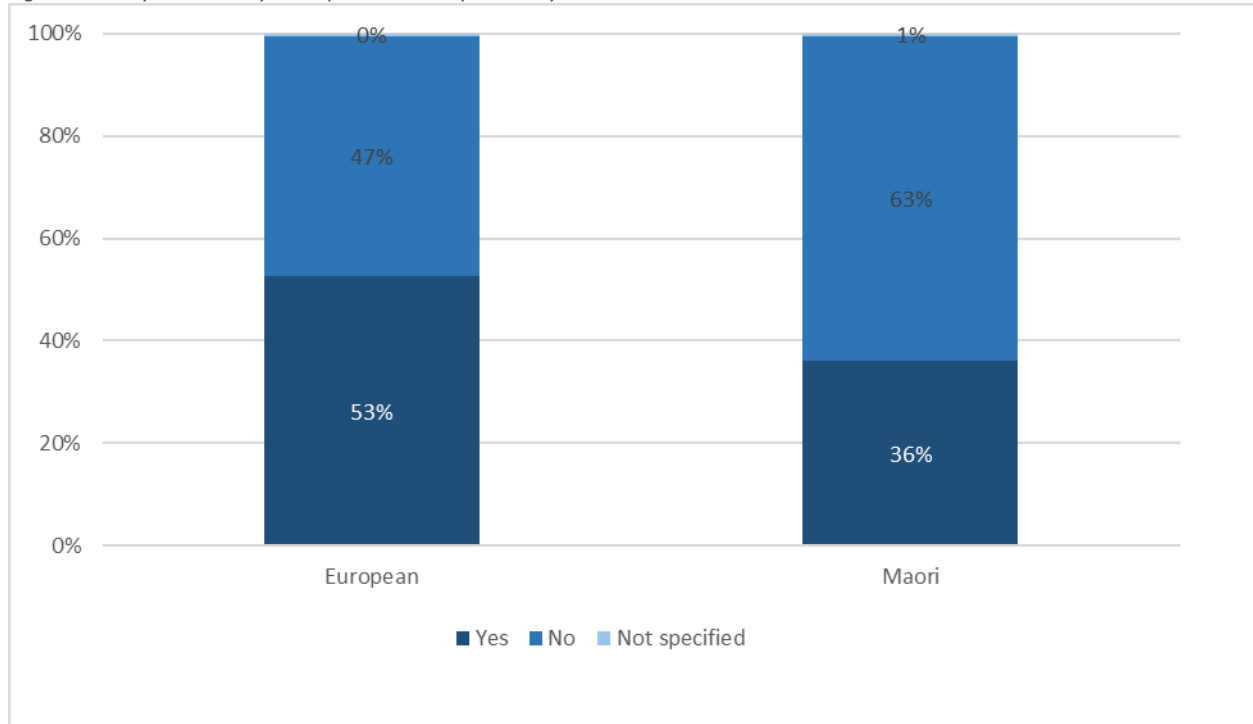
Comparative data

This survey question was previously asked in the 2018 Eastern Bay Youth Survey. Compared to the 2018 survey (41%), a slightly higher percentage of respondents (45%) said they currently have paid work.

Table 9: Do you currently have paid work – Comparative results (2018 Eastern Bay youth survey)

	2021 Youth Survey (%)	2018 Youth Survey (%)
Yes	45%	41%
No	55%	59%
Not specified	1%	0%
Total	**100%**	**100%**

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[17] Respondents could select more than one ethnic group, hence there is overlap between the European and Māori sub-samples.

Unpaid work

Overall sample

Respondents were asked: 'Have you done any unpaid work in the last four weeks?' Overall, 23% said they had done some form of unpaid work, 75% said they had not done any unpaid work, and 2% did not specify.

Figure 28: Have you done any unpaid work in the last four weeks?
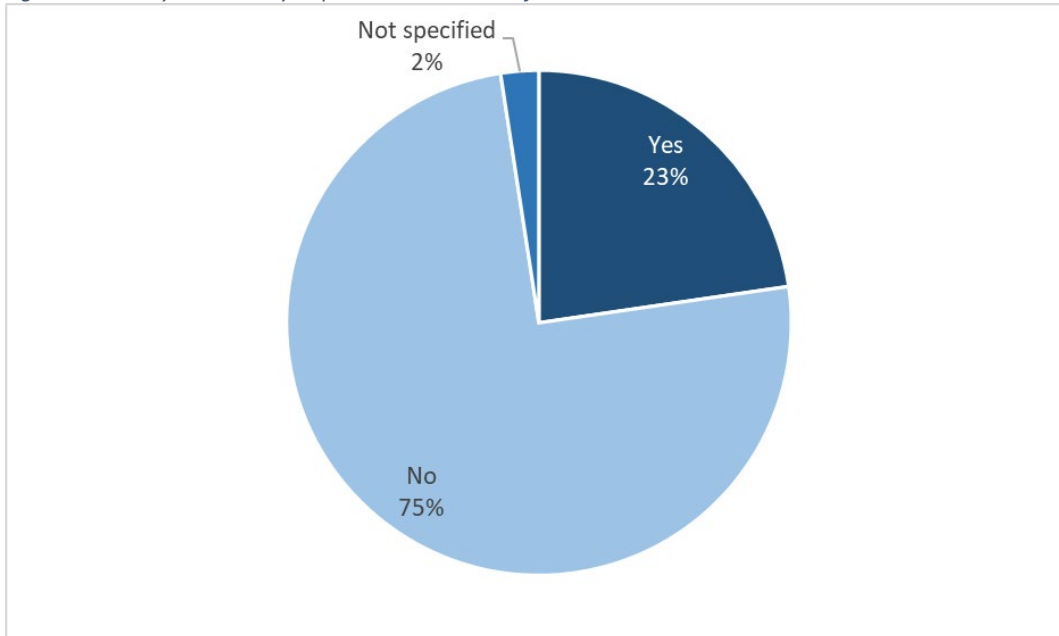
Those who responded 'yes' to the question above were asked what type of unpaid work. The full set of responses to this open-ended question is provided in **Appendix 4**. In summary, there was a wide range of unpaid work types including 'babysitting', catering for a marae, coaching sports, housework, mowing lawns, and volunteer work for various organisations.

Year level

The percentage of respondents who said they had done unpaid work varied somewhat between the Year levels:

- Amongst Year 10 respondents, 11% said yes and 89% said no. (**Note**: these Year 10 percentages are based on a sub-sample of only 18 respondents and are therefore not reliable).
- Amongst Year 11 students, 27% said yes, 72% said no, and 1% did not specify.
- Amongst Year 12 students, 21% said yes, 76% said no, and 3% did not specify.
- Amongst Year 13 students, 22% said yes, 74% said no, and 4% did not specify.

*Figure 29: Have you done any unpaid work in the last four weeks– By Year level*
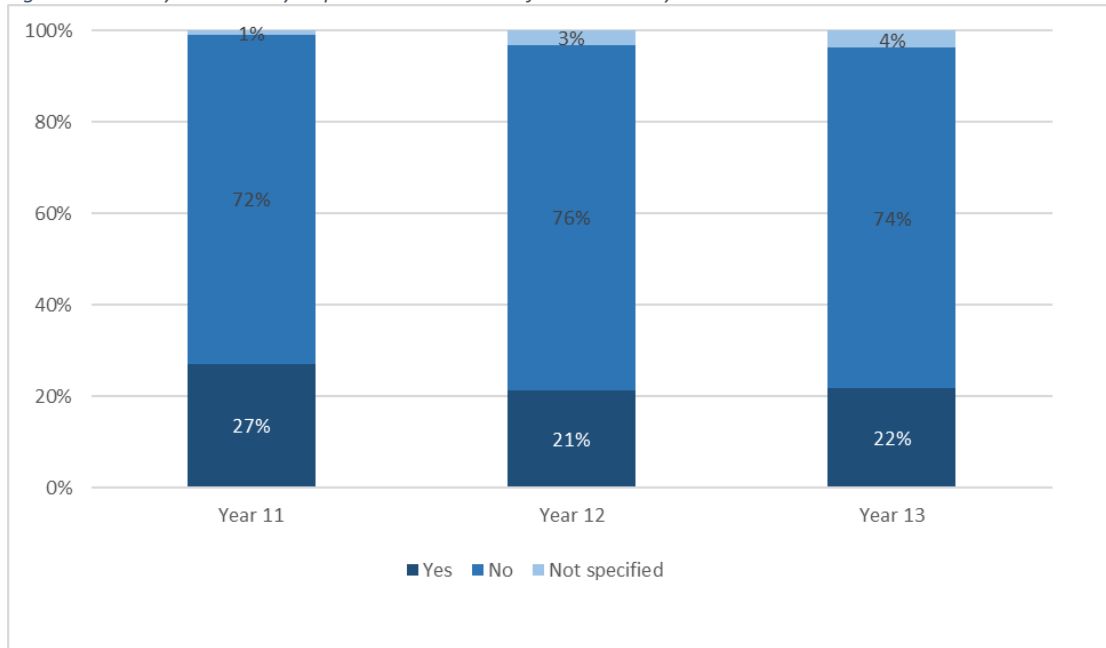
School

The percentage of respondents who said they had done unpaid work varied somewhat depending on which school they attended (analysed here for schools/ kura with 40 or more survey responses for this question):

- Amongst the Trident High School respondents, 27% said yes and 73% said no.
- Amongst the Whakatane High School respondents, 15% said yes, 79% said no, and 6% did not specify.
- Amongst the Opotiki College respondents, 26% said yes, 70% said no, and 4% did not specify.

*Figure 30: Have you done any unpaid work in the last four weeks – By school*
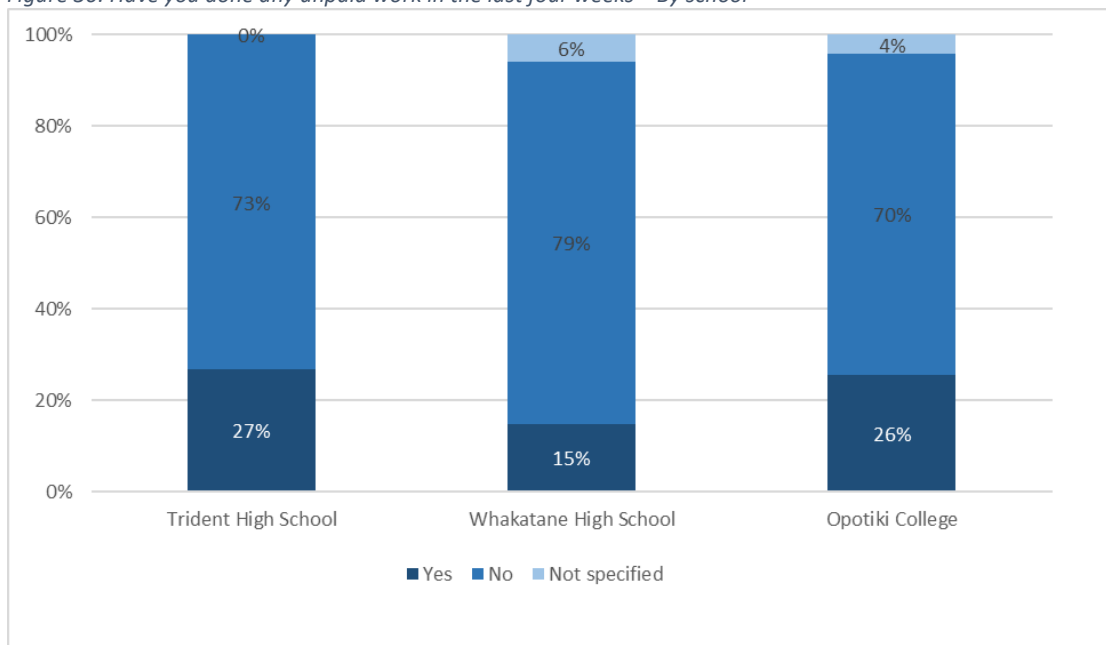
Gender

The percentage of respondents who said they had done unpaid work varied slightly by gender:

- Amongst the female respondents, 24% said yes, 74% said no, and 2% did not specify.
- Amongst the male respondents, 22% said yes, 77% said no, and 2% did not specify. [18]

Figure 31: Have you done any unpaid work in the last four weeks – By gender
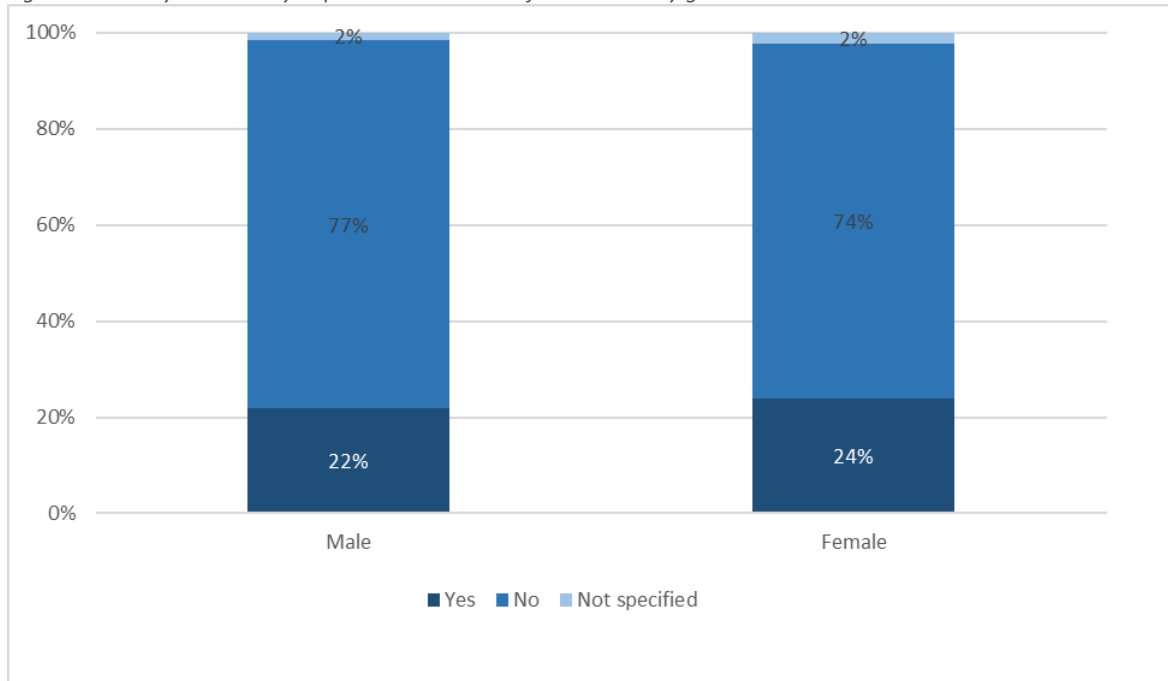
Ethnicity

The percentage of respondents who said they had done unpaid work varied slightly by ethnicity (analysed here for ethnic groups with 40 or more survey responses for this question):[19]

- Amongst respondents who identified with the European ethnic group, 25% said yes, 73% said no, and 2% did not specify.
- Amongst respondents who identified with the Māori ethnic group, 21% said yes, 77% said no, and 2% did not specify.

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[18] Does not sum due to rounding.
[19] Respondents could select more than one ethnic group, hence there is overlap between the European and Māori sub-samples.

Figure 32: Have you done any unpaid work in the last four weeks – By ethnicity
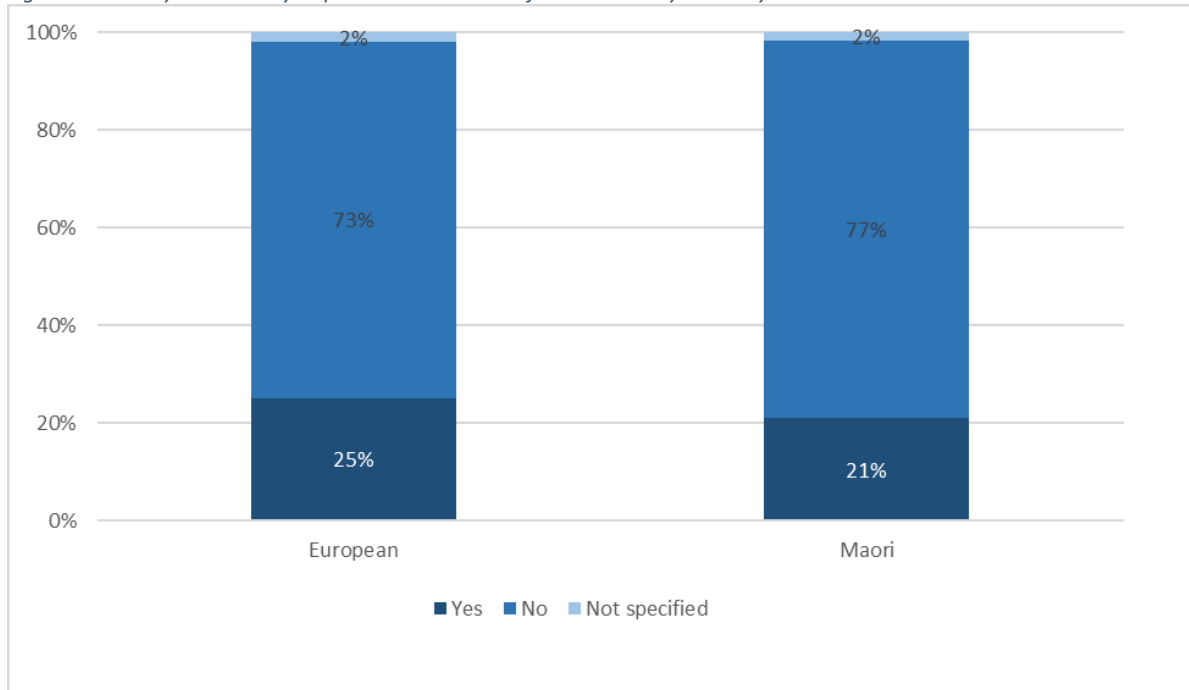
Comparative data

This survey question was derived from a 2018 Census item. However, the question was asked in a different way and therefore Census results are not directly comparable.

Types of jobs or industries of interest

Overall sample

Respondents were asked: 'What types of jobs or industries would you like to know more about?' They could tick multiple boxes and specify 'other' responses.

The overall results show there was interest in knowing more about a wide variety of jobs and industries. The most frequently cited types of jobs or industries which respondents said they would you like to know more about were:

- Health Care and Social Assistance (26%)
- Education and Training (18%)
- Agriculture, Forestry and Fishing (16%)
- Construction (16%)
- Arts and Recreation Services (16%)

Table 10: What types of jobs or industries would you like to know more about?

	No.	%
Agriculture, Forestry and Fishing	60	16%
Mining	26	7%
Manufacturing	27	7%
Electricity, Gas, Water and Waste Services	33	9%
Construction	61	16%
Wholesale trade	14	4%
Retail trade	42	11%
Accommodation and Food Services	50	14%
Transport, Postal and Warehousing	22	6%
Information Media and Telecommunications	29	8%
Financial and Insurance Services	41	11%
Rental, Hiring and Real Estate Services	41	11%
Professional, Scientific and Technical Services	53	14%
Administrative and Support Services	15	4%
Public Administration and Safety	16	4%
Education and Training	67	18%
Health Care and Social Assistance	96	26%
Arts and Recreation Services	61	16%
Other	84	23%
Total	**370**	**100%**

Note: Percentages do not sum to 100% as respondents could choose multiple items.

The full set of 'other' responses is provided in **Appendix 5**. In summary, respondents also cited a wide range of 'other' jobs or industries of interest, from animal related jobs to auto mechanics and engineering, biotechnology, pharmaceutical, sciences, business management, fashion and others.

Cross-tabulations

Cross-tabulations by Year level, school, gender and ethnicity have not been done for this item due to the small size of sub-samples for each category of response and hence lack of reliability.

Comparative data

Comparative data are not directly available for this item. The 2018 Eastern Bay youth survey used different categories, whereas the 2021 survey used Australian and New Zealand Standard Industrial Classification (ANZSIC) standard categories.

Data from the 2018 Census using industry subdivision categories by age group are not directly comparable. However, Census data by ANZSIC division for people of all ages groups in the Eastern Bay shows the largest areas of employment are in agriculture, forestry and fishing; manufacturing; education and training; health care and social assistance.

The table below compares the 2021 survey ranking for types of jobs or industries of interest relative to 2018 Census rankings for employment by industry. There is a relatively close match between the major employment industries in the Eastern Bay and top four areas of interest by Year 11-13 school students, in terms of health care and social assistance (4th largest employing industry); education and training (3rd); agriculture, forestry and fishing (1st) and construction (6th). While arts and recreation services were fifth on the list of interest areas, they are only 16th on the list of major employing industries. Conversely, manufacturing is the second largest employing industry in the Eastern Bay but was only 13th on the list of industries of interest.

Table 11: Ranked industries of interest (2021 survey) vs major employment industry for Eastern Bay (2018 Census)

	2021 Survey (interest areas)	2018 Census (employment)
Health Care and Social Assistance	1	4
Education and Training	2	3
Agriculture, Forestry and Fishing	3	1
Construction	4	6
Arts and Recreation Services	5	16
Professional, Scientific and Technical Services	6	9
Accommodation and Food Services	7	8
Retail trade	8	5
Financial and Insurance Services	9	14
Rental, Hiring and Real Estate Services	10	13
Electricity, Gas, Water and Waste Services	11	15
Information Media and Telecommunications	12	17
Manufacturing	13	2
Mining	14	18
Transport, Postal and Warehousing	15	11
Public Administration and Safety	16	10
Administrative and Support Services	17	7
Wholesale trade	18	12

Note: Census results are employment by industry (subdivision) for age group 15-29 years

Preferred ways to learn about industries, jobs and opportunities

Overall sample

Respondents were asked: 'How do you most like to learn about industries, jobs and opportunities?' They could tick multiple boxes and specify 'other' responses.

The most frequently cited preferred ways to learn about industries, jobs and opportunities were:

- Personal experiences (e.g. talking with people, field trips to workplaces, having a work experience/internship) (68%)
- Internet (e.g. video clips, website, email) (44%)
- Family experiences (e.g. family workshop, family night) (44%)
- Social media (e.g. Facebook posts, Instagram) (38%)

Table 12: How do you most like to learn about industries, jobs and opportunities?
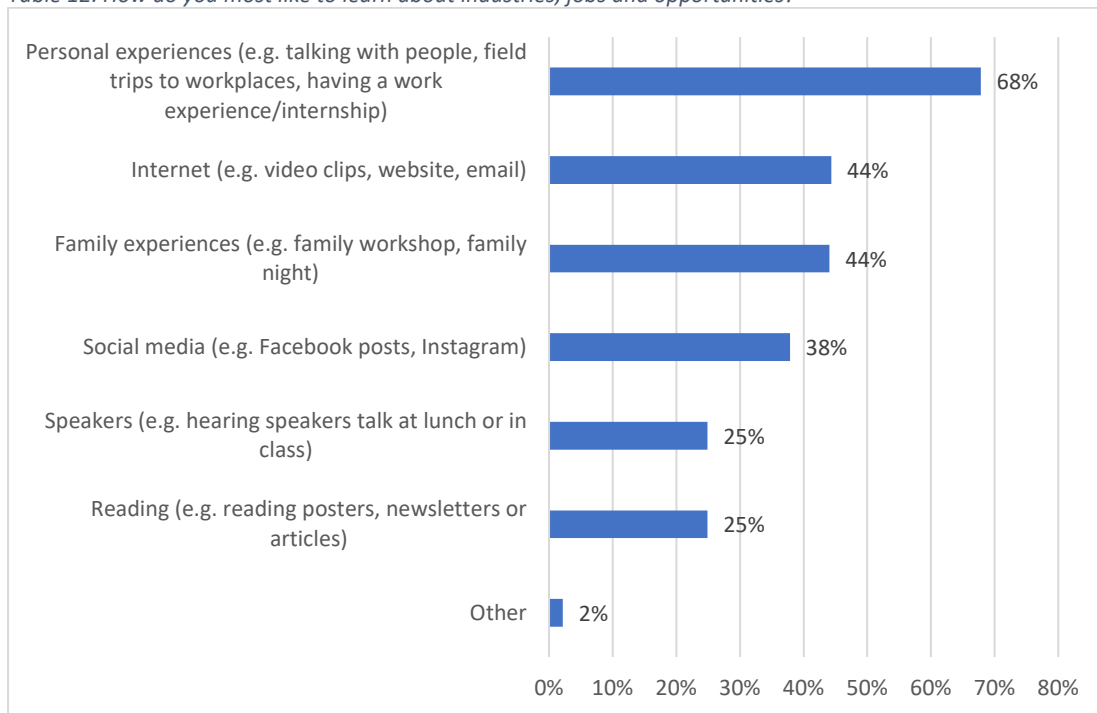
Note: Percentages do not sum to 100% as respondents could choose multiple items.

The full set of 'other' responses is provided below in alphabetical order and summarised later in this report:

- *Animals / Environment*
- *hands on*
- *Hands on*
- *hands on learning*
- *having the ability to ask questions and or wananga style teaching*
- *Helping people*
- *no comment*
- *watch and learn*

Year level

Respondents' preferred ways to learn about industries, jobs and opportunities varied somewhat by Year level:

- Amongst Year 10 students (not shown in the table below), 67% said they preferred personal experiences, 56% the Internet and 39% reading. (**Note**: these Year 10 percentages are based on a sub-sample of only 13 respondents and are therefore not reliable).
- Amongst Year 11 respondents, 58% said they preferred personal experiences, 48% family experiences and 39% the Internet.
- Amongst Year 12 respondents, 71% said they preferred personal experiences, 47% the Internet and 39% social media.
- Amongst Year 13 respondents, 74% said they preferred personal experiences, 49% family experiences and 44% the Internet.

Table 13: How do you most like to learn about industries, jobs and opportunities – By Year level

	Year 11	Year 12	Year 13
Family experiences (e.g. family workshop, family night)	48%	34%	49%
Internet (e.g. video clips, website, email)	39%	47%	44%
Personal experiences (e.g. talking with people, field trips to workplaces, having a work experience/internship)	58%	71%	74%
Reading (e.g. reading posters, newsletters or articles)	18%	26%	29%
Social media (e.g. Facebook posts, Instagram)	36%	39%	40%
Speakers (e.g. hearing speakers talk at lunch or in class)	24%	27%	24%

Notes: Year 10 results are not shown due to small sample. Percentages do not sum to 100% as respondents could choose multiple items.

School

Respondents' preferred ways to learn about industries, jobs and opportunities varied somewhat depending on which school they attended (analysed here for schools/ kura with 40 or more survey responses for this question):

- Amongst the Trident High School respondents, 69% said they preferred personal experiences, 45% family experiences and 44% the Internet.
- Amongst the Whakatane High School respondents, 59% said they preferred personal experiences, 41% the Internet, 40% social media and 39% family experiences.
- Amongst the Opotiki College respondents, 79% said they preferred personal experiences, 53% the Internet and 45% family experiences.

Table 14: How do you most like to learn about industries, jobs and opportunities – By school

	Trident High School	Whakatane High School	Opotiki College
Family experiences (e.g. family workshop, family night)	45%	39%	45%
Internet (e.g. video clips, website, email)	44%	41%	53%
Personal experiences (e.g. talking with people, field trips to workplaces, having a work experience/internship)	69%	59%	79%
Reading (e.g. reading posters, newsletters or articles)	24%	25%	28%
Social media (e.g. Facebook posts, Instagram)	36%	40%	36%
Speakers (e.g. hearing speakers talk at lunch or in class)	26%	25%	23%

Note: Percentages do not sum to 100% as respondents could choose multiple items.

Gender

Respondents' preferred ways to learn about industries, jobs and opportunities varied somewhat depending on gender:

- Amongst the female respondents, 74% said they preferred personal experiences, 49% family experiences, 48% social media and 47% the Internet.
- Amongst the male respondents, 65% said they preferred personal experiences, 43% family experiences and 43% the Internet.

Table 15: How do you most like to learn about industries, jobs and opportunities – By gender

	Male	Female
Family experiences (e.g. family workshop, family night)	43%	49%
Internet (e.g. video clips, website, email)	43%	47%
Personal experiences (e.g. talking with people, field trips to workplaces, having a work experience/internship)	65%	74%
Reading (e.g. reading posters, newsletters or articles)	15%	32%
Social media (e.g. Facebook posts, Instagram)	24%	48%
Speakers (e.g. hearing speakers talk at lunch or in class)	20%	29%

Note: Percentages do not sum to 100% as respondents could choose multiple items.

Ethnicity

Respondents' preferred ways to learn about industries, jobs and opportunities varied somewhat depending on ethnicity:

- Amongst the Māori respondents, 75% said they preferred personal experiences, 53% family experiences, 45% the Internet and 38% social media.
- Amongst the European respondents, 68% said they preferred personal experiences, 45% the Internet, 40% family experiences and 37% social media.

Table 16: How do you most like to learn about industries, jobs and opportunities – By ethnicity

	European	Māori
Family experiences (e.g. family workshop, family night)	40%	53%
Internet (e.g. video clips, website, email)	45%	45%
Personal experiences (e.g. talking with people, field trips to workplaces, having a work experience/internship)	68%	75%
Reading (e.g. reading posters, newsletters or articles)	27%	20%
Social media (e.g. Facebook posts, Instagram)	37%	38%
Speakers (e.g. hearing speakers talk at lunch or in class)	25%	26%

Note: Percentages do not sum to 100% as respondents could choose multiple items.

Comparative data

This question was asked in the same way as the 2018 Eastern Bay youth survey.

The ordering of respondents' preferred ways to learn about industries, jobs and opportunities resembled that of the 2018 survey findings. In both surveys the most frequently cited way was personal experiences (63% in 2018 and 68% in 2021). This was followed by the Internet (58% in 2018 and 44% in 2021); family experiences (35% in 2018 and 44% in 2021); and social media (50% in 2018 and 38% in 2021).

Figure 33: How do you most like to learn about industries, jobs and opportunities – Comparative results (2018 youth survey)
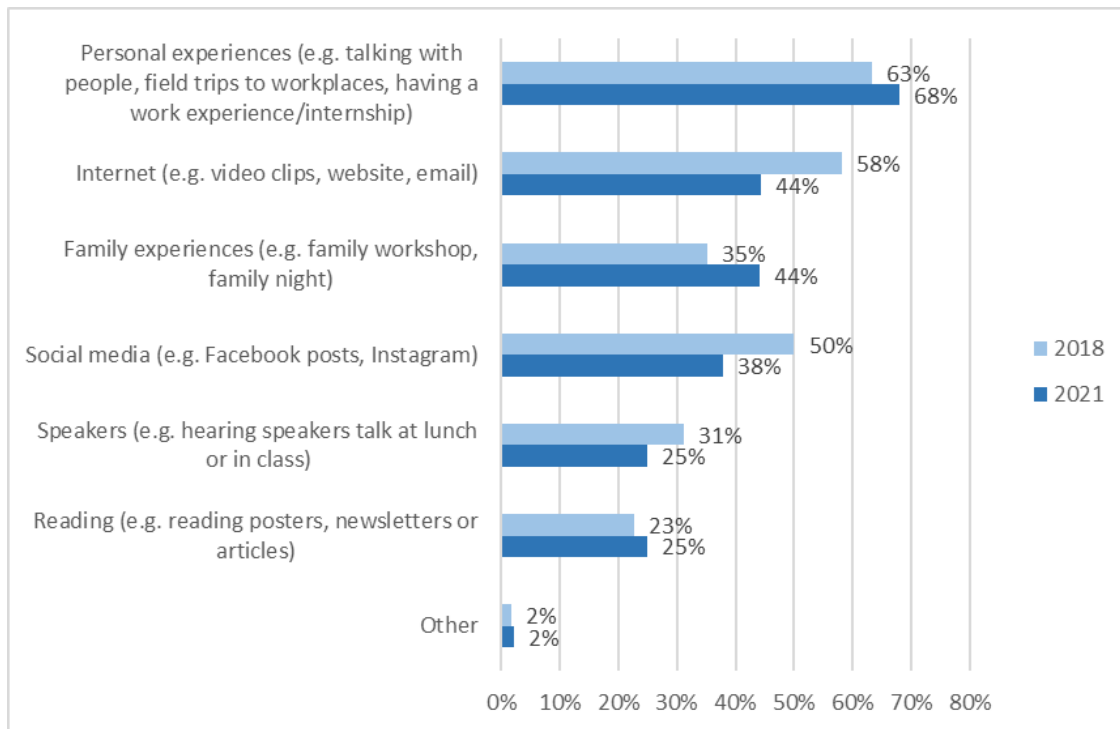
Ideas for improving youth job opportunities in the Eastern Bay

Near the end of the survey, respondents were asked an open-ended question: 'What are your ideas to help improve youth employment opportunities in the Eastern Bay?' Overall, 259 respondents provided their ideas on this question, although some of these were 'not sure'.

The full set of verbatim responses is provided in **Appendix 6**. A small selection is shown below. Youth stakeholders are advised to read the full list of suggestions to support their information and decision-making needs.

- *Advertising more youth part time jobs. Work Experience.*
- *Bring more vehicles out for more people to get to where they need to be*
- *Create courses for young teenagers to keep them out of trouble. Helping and making sure that theyre in a good and healthy environment.*
- *Employers coming into school to maybe talk to someone who wants to get employed*
- *give free or cheaper courses*
- *Give people ideas of what occupation opportunities there are. A lot of people my age have no idea what they are interested in because they have not been introduced to many different opportunities*
- *Giving us better responsibilities so we as youth can learn from our mistakes and be better people from learning them.*
- *Have guest speakers come to rural schools more often*
- *have more expos*
- *more classes for specific subjects/things*
- *Teach us how to apply for jobs correctly.*
- *Training course, work experience courses that could offer jobs, apprenticeship*
- *You only live once so go make your life worth living and make it a good life. Do what benefits you and something that makes you happy*

Results summary

Sample size and profile

The effective sample size of 370 equates to a moderate sampling error of approximately **+/- 5%** at the 95% confidence level. The sample size represents approximately 10% of the overall population of Eastern Bay young people.

The inclusive and broadly representative sample gives a relatively high degree of confidence the results would have been similar if every Year 11-13 Eastern Bay student had participated. This is subject to the following limitations:

- Responses were received from only a small number of young people in Year 10 (5%), hence results for this sub-group are not reliable.[20]
- The sample profile was weighted toward students from Trident High School (49%), Whakatane High School (28%) and Opotiki College (13%).
- The sample was over-represented by female respondents (56%) compared to males (36%). This may be partly due to the survey being in online written form (versus face-to-face).[21]
- While almost half the respondents identified as Māori, the sample remained under-representative of the overall percentage of Eastern Bay Māori young people (including those both at school and left school). Note that comparison with school rolls data by ethnicity is not possible due to different counting rules, however the school rolls data does confirm a progressively smaller percentage of students identify as Māori between Year 10 and Year 13 which indicates that Māori are leaving school earlier than non-Māori young people in the Eastern Bay.

Plans after leaving school

Respondents were asked: 'What do you plan to do after leaving school?' Overall, 47% said they planned to enrol in a university course, 15% look for a job in the local area, 12% get an apprenticeship or traineeship, and 10% look for a job somewhere else. Other responses included joining the defence forces, enrolling in a polytechnic or teachers college, taking a gap year, or 'not sure yet'.

Not surprisingly, Year 12 and 13 respondents were more likely than Year 11 respondents to indicate they planned to enrol in university or a Wānanga or Institute of Technology course, and less likely to indicate they planned to look for a job after finishing school. Underpinning this, between Year 10 and Year 13, approximately 40% of Eastern Bay students leave school (i.e. do not complete Year 13).

Respondents' plans after leaving school varied considerably by gender. Amongst the male respondents, 27% said they wanted to look for a job in the local area, 14% look for a job elsewhere, 21% get an apprenticeship or traineeship, 3% enrol in a Wānanga or Institute of Technology course and 35% in a university course. Amongst the female respondents, 11% said they wanted to look for a job in the local area, 9% look for a job elsewhere, 9% get an apprenticeship or traineeship, 4% enrol in a Wānanga or Institute of Technology course and 67% in a university course.

Respondents' plans after leaving school also varied somewhat depending on ethnicity, with Māori respondents more likely to indicate they planned to look for a job or enrol in a Wānanga or Institute

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[20] The low Year 10 response was anticipated, as few 15-year-olds are in Year 10 in the first half of each year.
[21] For example as found by Smith, W. G. (2008) 'Does Gender Influence Online Survey Participation?: A Record-linkage Analysis of University Faculty Online Survey Response Behavior'.

of Technology course, and less likely to indicate they planned to enrol in a university course (45% for Māori compared to 56% for European respondents).

Job or career path

Respondents were asked: 'Is there a particular job or career path you would like to follow?', to which around two-thirds said yes (62%), one-third (34%) were unsure, and a small number said no. A wide variety of jobs and career paths were indicated, ranging from a drama/science teacher or forensic scientist to a youth worker, social worker or venturing into sports and recreation.

Confidence in achieving goals after finishing school

When asked: 'How confident are you in achieving your study/work goals after finishing school', 1% said 'not at all confident', 10% 'not so confident', 54% 'somewhat confident', 32% 'very confident', and 4% 'extremely confident'.

In total, 89% of respondents were somewhat, very or extremely confident in achieving their study/work goals after finishing school.[22]

There was a slight decrease in confidence from the Year 11 to Year 12 respondents, but an increase in confidence for the Year 13 respondents.

Barriers to achieving goals after finishing school

When asked: 'Are there any major barriers to you achieving your study/work goals after finishing school', 22% said yes, 27% said no, and 51% were unsure.

Respondents who said 'yes' to the question above were asked: 'what are the barriers that may impact on achieving your study/work goals?', and asked to select one or more from a set of possible barriers and/or provide 'other' responses. The most frequently cited barriers were financial difficulty (12%) and mental health (11%), followed by academic ability (8%), family/whānau responsibilities (8%), and 'where you live' (8%). A range of other barriers were also noted, including ADHD, dyslexia, family separation, hearing, weight, and transport options.

Respondents' perceptions of barriers varied by Year level. Year 13 respondents were the most likely to indicate there were barriers. For Year 13 respondents, the most frequently barriers were financial difficulty (17%), mental health (15%), family/whānau responsibilities (14%) and academic ability (13%).

Female respondents (31%) were notably more likely than males (17%) to indicate there were any major barriers to achieving their study/work goals after finishing school. Amongst the female respondents overall (including all Year levels), the most frequently cited perceived barriers were financial difficulty (15%), mental health (13%), family/whānau responsibilities (10%) and academic ability (10%). Amongst the male respondents, the most frequently cited perceived barriers were financial difficulty (7%), 'where you live' (5%), family/whānau responsibilities (5%) and 'lack of jobs' (5%).

Māori respondents (27%) were slightly more likely than the European ethnic group (24%) to respond that there were any major barriers to achieving their study/work goals after finishing school. Amongst respondents who identified with the Māori ethnic group, the most frequently cited perceived barriers were financial difficulty (13%) and family/whānau responsibilities (12%).

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[22] Does not sum due to rounding.

Paid work

Respondents were asked: 'Do you currently have paid work?' Overall, 45% said they had paid work and 55% did not have paid work.

Of those with paid work, 55% said they worked regular hours during term time; 36% said they worked occasionally (e.g. casual, temporary or odd jobs); and 13% said they worked regular hours during school holidays only.

Of those with paid work, 16% worked an average 1-5 hours per week, 25% worked 6-10 hours, 19% worked 11-15 hours, 15% worked 16-20 hours, 9% worked 21-30 hours, 8% worked 40+ hours, and 8% did not specify.

Respondents cited a wide range of industries and occupations in which they did paid work, from retail and office work to 'babysitting', cleaning, food and hospitality, to packhouse and farm-related work.

Not surprisingly, the percentage of respondents who said they currently have paid work was progressively higher in the older Year levels. Amongst Year 13 students, 64% said they currently have paid work.

There was considerable difference between genders, with 48% of female respondents indicating they currently have paid work compared to 40% of male respondents. There was also considerable difference between ethnic groups, with 53% of European respondents indicating they currently have paid work compared to 36% of Māori respondents.

Unpaid work

Respondents were asked: 'Have you done any unpaid work in the last four weeks?' Overall, 23% said they had done some form of unpaid work. This include a wide range of unpaid work types, including 'babysitting', catering for a marae, coaching sports, housework, mowing lawns, and volunteer work for various organisations.

Year 12 and 13 respondents (21% and 22% respectively) were less likely than Year 11 respondents (27%) to report have done unpaid work. There were smaller differences by gender and ethnic group on this question.

Types of jobs or industries of interest

The most frequently cited types of jobs or industries that respondents said they would you like to know more about were:

- Health Care and Social Assistance (26%)
- Education and Training (18%)
- Agriculture, Forestry and Fishing (16%)
- Construction (16%)
- Arts and Recreation Services (16%)

Respondents also cited a wide range of 'other' jobs or industries, from animal related jobs to auto mechanics and engineering, biotechnology, pharmaceutical, sciences, business management, fashion and others.

There is a relatively close match between the major employment industries in the Eastern Bay and top four areas of interest by Year 11-13 school students, in terms of health care and social assistance (4th largest employing industry); education and training (3rd); agriculture, forestry and fishing (1st) and

construction (6th). While arts and recreation services were fifth on the list of interest areas, they are only 16th on the list of major employing industries. Conversely, manufacturing is the second largest employing industry in the Eastern Bay but was only 13th on the list of industries of interest.

Preferred ways to learn about industries, jobs and opportunities

The most frequently cited preferred ways to learn about industries, jobs and opportunities were:

- Personal experiences (e.g. talking with people, field trips to workplaces, having a work experience/internship) (68%)
- Internet (e.g. video clips, website, email) (44%)
- Family experiences (e.g. family workshop, family night) (44%)
- Social media (e.g. Facebook posts, Instagram) (38%)

A small number of other responses were also provided, including 'hands-on', watching and learning, and wānanga-style teaching.

There were some differences in preferred ways of learning about industries, jobs and opportunities by Year level, school, gender and ethnicity, however overall the most frequently cited ways were in a similar order, led by personal experiences, family experience, the Internet and social media. This was also the case when this question was asked in the 2018 youth survey.

Ideas for improving youth job opportunities in the Eastern Bay

Near the end of the survey, respondents were asked an open-ended question: 'What are your ideas to help improve youth employment opportunities in the Eastern Bay?' Overall, 259 respondents provided their ideas on this question, although some of these were 'not sure'. A small selection is shown below. Youth stakeholders are advised to read the full list of suggestions to support their information and decision-making needs.

- *Advertising more youth part time jobs. Work Experience.*
- *Bring more vehicles out for more people to get to where they need to be*
- *Create courses for young teenagers to keep them out of trouble. Helping and making sure that theyre in a good and healthy environment.*
- *Employers coming into school to maybe talk to someone who wants to get employed*
- *give free or cheaper courses*
- *Give people ideas of what occupation opportunities there are. A lot of people my age have no idea what they are interested in because they have not been introduced to many different opportunities*
- *Giving us better responsibilities so we as youth can learn from our mistakes and be better people from learning them.*
- *Have guest speakers come to rural schools more often*
- *have more expos*
- *more classes for specific subjects/things*
- *Teach us how to apply for jobs correctly.*
- *Training course, work experience courses that could offer jobs, apprenticeship*
- *You only live once so go make your life worth living and make it a good life. Do what benefits you and something that makes you happy*

Appendix 1: Survey questionnaire

Eastern Bay Youth Survey 2021

Kia ora!

This quick survey seeks ideas from **school/kura students aged 15-19 in the Eastern Bay**.

It asks about plans for your future, any paid or unpaid work you are currently doing, and ideas for improving youth job opportunities.

- All completed surveys go in the draw to **win one of twenty $50 Prezzy cards**.
- Deadline for entries is **11 June 2021**.
- Your answers will be anonymous and grouped with others for reporting.
- Your email address will only be used for the prize draw, and sending the survey results once analysed, we will not share your details with anybody else.

EMAIL ADDRESS

1. Email address? (*if you want to be in the prize draw*) _____

YEAR LEVEL AND SCHOOL

2. What is your Year Level? (*tick one*)
    □ Year 10
    □ Year 11
    □ Year 12
    □ Year 13
    □ Other (*specify*): _____

3. What is your school / kura / teen parent unit? (*tick one*)
    □ Edgecumbe College
    □ Murupara Area School
    □ Opotiki College
    □ Tarawera High School
    □ Whakatane High School
    □ Te Kura Mana Māori o Whangaparaoa
    □ Te Kura Māori-a-Rohe o Waiohau
    □ Te Kura o Te Whānau-a-Apanui
    □ Te Wharekura o Ruatoki
    □ Te Whata Tau o Putauaki
    □ Trident High School
    □ Kawerau Teen Parent Unit
    □ Whakatane Teen Parent Unit
    □ No longer at school
    □ Other (*specify*): _____

PLANS AFTER LEAVING SCHOOL

4. What do you plan to do after leaving school? (*tick one*)
   □ Look for a job in the local area
   □ Look for a job somewhere else
   □ Get an apprenticeship or traineeship
   □ Enrol in a Wānanga, or Institute of Technology course
   □ Enrol in a University course
   □ Other (specify): _____

5. Is there a particular job or career path you would like to follow? (*tick one*)
   □ Yes
   □ No
   □ Unsure

6. If 'yes', what is the particular job or career path you would like to follow? _____
   _____

CONFIDENCE AND BARRIERS

7. How confident are you in achieving your study/work goals after finishing school? (*tick one*)
   □ Not at all confident
   □ Not so confident
   □ Somewhat confident
   □ Very confident
   □ Extremely confident

8. Are there any major barriers to you achieving your study/work goals after finishing school? (*tick one*)
   □ Yes
   □ No
   □ Not sure

9. If 'yes', what are the barriers that may impact on achieving your study/work goals? (*tick all that apply*)
   □ Academic ability
   □ Mental health
   □ Financial difficulty
   □ Admission/job requirements
   □ Family/whānau responsibilities
   □ Lack of jobs
   □ Where you live
   □ Lack of information
   □ Other (specify): _____

PAID WORK

10. Do you currently have paid work? (*tick one*)
    □ Yes
    □ No

11. If yes, is the paid work…. (*tick one*)
    □ Occasional, e.g. casual, temporary or odd jobs?
    □ Regular hours during term time?
    □ Regular hours during school holidays only?
    □ Other (*specify*): _____

12. If yes, how many hours per week on average do you do paid work? (*specify*) _____

13. If yes, in what industry or occupation do you do paid work? (*specify*) _____

UNPAID WORK

14. Have you done any unpaid work in the last four weeks? (*tick one*)
    □ Yes
    □ No

15. If yes, what type of unpaid work (*specify*): _____

IDEAS FOR IMPROVING YOUTH JOB OPPORTUNITIES IN THE EASTERN BAY
16. What types of jobs or industries would you like to know more about? (*tick all that apply*)
    □ Agriculture, Forestry and Fishing
    □ Mining
    □ Manufacturing
    □ Electricity, Gas, Water and Waste Services
    □ Construction
    □ Wholesale Trade
    □ Retail Trade
    □ Accommodation and Food Services
    □ Transport, Postal and Warehousing
    □ Information Media and Telecommunications
    □ Financial and Insurance Services
    □ Rental, Hiring and Real Estate Services
    □ Professional, Scientific and Technical Services
    □ Administrative and Support Services
    □ Public Administration and Safety
    □ Education and Training
    □ Health Care and Social Assistance
    □ Arts and Recreation Services
    □ Other (*specify*): _____

17. How do you most like to learn about industries, jobs and opportunities? (*tick all that apply*)
    □ Family experiences (e.g. family workshop, family night)
    □ Internet (e.g. video clips, website, email)
    □ Personal experiences (e.g. talking with people, field trips to workplaces, having a work experience/internship)
    □ Reading (e.g. reading posters, newsletters or articles)
    □ Social media (e.g. Facebook posts, Instagram)
    □ Speakers (e.g. hearing speakers talk at lunch or in class)
    □ Other (*please specify*) _____

18. What are your ideas to help improve youth employment opportunities in the Eastern Bay? (*tell us your thoughts*)

    _____

    _____

ABOUT YOU

19. These last questions are to help us understand differences between groups of young people. Please tell us your gender? (*tick one*)
    □ Male
    □ Female
    □ Gender diverse

20. Which ethnic group/s do you identify with? (*tick as many as apply*)
    □ European
    □ Māori
    □ Pacific Peoples
    □ Asian
    □ Middle Eastern/Latin American/African
    □ Other (*specify*): _____

Tino pai – all done! Thank you for your ideas. If you have any questions, please contact Barbara MacLennan at barbara@toi-eda.co.nz

Appendix 2: Verbatim responses – job or career path

Respondents who agreed there was a particular job or career path they would like to follow were asked: 'what is the particular job or career path you would like to follow?'

The full set of verbatim responses to this open-ended question is provided below in alphabetical order:

- *A drama/science teacher or forensic scientist*
- *Accounting and/or Business management*
- *Administration*
- *Agribusiness / orchard work or business management*
- *air forces or bussiness personal*
- *Animal training*
- *Animation*
- *Architect*
- *Architecture*
- *Architecture*
- *Army*
- *Army*
- *Army or any force for new zealand either SAS or the Police*
- *art teacher*
- *Attend Uni and study medicine, bio, chem to be a doctor/nurse*
- *Auto-Mechanic Barber Army Solider*
- *automotive engineer*
- *Automotive engineer*
- *Automotive Mechanics*
- *Bachelor of AgriBusiness*
- *Bachelor of Social Sciences in Geography*
- *Bar management*
- *Biochemistry*
- *Biological Chemistry/Medicine.*
- *Biomedical doctor*
- *Bissness or human resourses*
- *Builder*
- *Builder*
- *Building*
- *building*
- *Building / Construction*
- *Building Apprenticeship*
- *business*
- *Business*
- *business*
- *business*
- *Business + Fashion*
- *cafe*
- *Carpenrty*
- *Carpentry*

- *Carpentry*
- *carpentry or engineering*
- *Chaffing*
- *Chef*
- *Chef*
- *Chef*
- *clothing retail, engineering*
- *combat specialist navy*
- *Computer Science*
- *Computer science course in artificial intelligence.*
- *Constrution*
- *Cosmetic Medicine*
- *Creative Media*
- *Criminology*
- *culinary*
- *Dairy Farming*
- *Dance Teacher. Animal Care. Costume Desinger. Kids.*
- *Dance, Drama or Science*
- *Dentistry*
- *Dentistry*
- *Dentistry*
- *Doctor*
- *Early childhood*
- *Early Childhood Education*
- *ECE*
- *Education / Primary School teacher*
- *Either Plumbing, Electrician or Forklifting*
- *Electrical Engineering*
- *Electrician*
- *Electrician*
- *electrician*
- *engineering*
- *Engineering*
- *engineering*
- *engineering- electrical engineering*
- *Engineering industry*
- *Engineering or Biomedical Science*
- *entrepreneur*
- *environmental coporate law*
- *Environmental science*
- *Environmental science studies*
- *epidemiology*
- *film*
- *Flight attendant*
- *Flight Attendant*
- *Flight Attending*

- *Foreign Policy*
- *Go to Army and study then go to DOC*
- *go to university and do first year health science, go into medicine and become a surgeon in the future*
- *golf or design*
- *Hair Dresser*
- *Health field*
- *Health science to get into medicine, and figure out from there what I might want to become.*
- *Heavy machinery operating*
- *Hopefully train as a medic in the NZ airforce then have skills and funds to become a civilian doctor or surgeon.*
- *horticultural scientisest*
- *Hospitality*
- *Hospitality*
- *hospitality*
- *Hospitality*
- *I really want to work with horses. I'm not sure what yet though.*
- *I want to be a barista and a mixologist*
- *I want to do Māori journalism*
- *I would like to be a flight attendant*
- *I would like to be an Acteress*
- *I would like to be an engineer.*
- *I would like to become a detective.*
- *i would like to do demolition with my dad and earn some money*
- *I would like to join the police force.*
- *I would like to study game design or Computer Engineering. I've been interested in IT since I was young.*
- *I would like to study law and politics and see where it leads me as well as major in Te reo Māori, I hope to either work in parliament or become a lawyer for them*
- *I would like to study Law for a police officer career*
- *I would love and I am interested in studying dentistry because its something that I know will help other people feel good about themselves.*
- *I.T engineering*
- *Id like to enter a job in research or laboratory work ether in animal bio chemistry or genetics*
- *Industrial Electrical engineering*
- *instament tech*
- *IT guy or esports gamer*
- *journalism*
- *Kayaker*
- *Law*
- *Law*
- *Law*
- *Law*
- *Law + criminal psychology or philosophy*
- *Law Degree*
- *Lawyer*

- *Lawyer*
- *Lawyer*
- *Lawyer, law studies*
- *League or Rugby*
- *logging industry*
- *machanic*
- *making stuff i guess, like games or videos, or whatever*
- *Māori Teacher*
- *Marine Biology*
- *Marine Biology, Environmental Sciences, Cosmetology*
- *Marine Studies or physicotherapy*
- *mechanic*
- *mechanic*
- *mechanical engineering*
- *Mechanics or Commerce*
- *Medical Imaging to do radiography and sonography*
- *Medical school*
- *Medicine*
- *Medicine*
- *Military Police*
- *Mines*
- *musical theatre*
- *Navy*
- *navy*
- *Navy or Detective*
- *Navy or Police*
- *no comment*
- *nursing*
- *nursing, trucking or teaching*
- *NZDF Army*
- *NZDF-Army*
- *Orthodontist*
- *P.E teacher, and professional volleyball player.*
- *Paleontology*
- *Paleontology - study of ancient life/fossils*
- *Paramedicine*
- *Pe teacher/ Secondary teacher   Marine Biologist*
- *Performing arts*
- *Pest Control, Deer Culling*
- *Pharmacy*
- *Physio*
- *Physiotherapy or marine studies*
- *Physiotherapy. Health*
- *Pilot*
- *Plumber*
- *police looking into the detective pahtway*

- *police officer and i want to move up positions and become a constable or higher and i know i will*
- *political journalism*
- *Politics or Political Journalism*
- *Possibly get a music scholarship or pursue a medical path. Such as an anesthesiologist, or a nurse.*
- *Primary teacher*
- *Primary teacher/Educator*
- *Professional Basketball Player*
- *Psychiatrist*
- *psychiatry*
- *psychology*
- *Psychology or Lawyer*
- *PTI - Army*
- *Real estate*
- *Retail or Makeup/Beauty*
- *Rugby or sports*
- *Science - Physics*
- *sciences, maybe health care*
- *Secondary school teacher*
- *Social work*
- *Social worker*
- *Software Engineer*
- *Some sort of food chemist/technologist*
- *something in design*
- *Something to do with art.*
- *Sound/Audio engineer*
- *Sport and exercise nutrition   Human nutrition   Air Force Tourism*
- *Sport health science*
- *sport physio*
- *Sports*
- *sports career*
- *Sports nutrition*
- *Sports Nutrition*
- *Sports Recreation*
- *Study business and become an independent business women*
- *teaching*
- *the air force*
- *The Forces*
- *The pathway of becoming a soldier*
- *To become a nurse*
- *Tour Guide*
- *Tourism*
- *Tourism, adventure*
- *Tourism, hospitality*
- *trades*

- *Trades, cabinetry*
- *Truck Driver*
- *Vet*
- *Vet*
- *Vet or something to do with caring for animals*
- *vetanary or vet nurcing*
- *veterinarian*
- *veterinarian*
- *Veterinary*
- *Welding*
- *Welding, mechanical engineering*
- *Within the navy will some sort of university papers*
- *Witing/litreture or furniture design*
- *woodwork(carvings)*
- *Working at fonterra as a electrical maintenance.*
- *Youth worker, Social work or venturing in to sports and recreation*

Appendix 3: Verbatim responses – paid work

Respondents who agreed they currently have paid work were asked in what industry or occupation they did paid work. The full set of responses to this open-ended question is provided below in alphabetical order:

- *188 on Commerce*
- *A Newspaper Company*
- *Accounting - Admin*
- *admin and hospo*
- *admin work at the hepatitis foundation*
- *After School Office Work*
- *agriculture, farming*
- *Babysitting*
- *Babysitting*
- *Babysitting, admin*
- *Burger King*
- *cafe*
- *Cafe*
- *cafe*
- *Cafe so like hospitality*
- *Car washing- entrepreneur*
- *Caregiving*
- *catering*
- *Catering*
- *Child Care*
- *Childhood Centre*
- *Cleaning*
- *Cleaning*
- *Cleaning*
- *Cleaning/jonitorial*
- *Concrete, quarry work, odd jobs*
- *convenience store*
- *cook/chef*
- *covdent homes*
- *curtain making*
- *customer and food services/ waitressing*
- *Customer Services*
- *Dairy*
- *Dairy farming*
- *Dairy Farming*
- *Debretts Taupo*
- *Delivery driver*
- *Dishwasher at a cafe / bar*
- *District Council - Swim Instructor*
- *fast food*
- *Fast Food*

- *Fast Food*
- *Fast food*
- *fish and chip shop*
- *Food*
- *food*
- *Food*
- *Food*
- *food*
- *food industry*
- *forestry*
- *Gibbos*
- *golf*
- *Grocery Assistant (pak'nsave)*
- *Grocery Store*
- *Grocery store*
- *Grocery Store*
- *Gymnastics*
- *Healthcare*
- *Horse training*
- *Hospitality*
- *hospitality*
- *Hospitality*
- *hospitality*
- *Hospitality*
- *Hospitality*
- *Hospitality*
- *Hospitality*
- *Hospitality*
- *Hospitality*
- *Hospitality*
- *hospitality*
- *Hospitality*
- *hospitality*
- *hospitality*
- *Hospitality*
- *hospitality*
- *hospitality*
- *Hospitality (restaurant)*
- *Hospitality as wait staff*
- *Hospo*
- *hospotality*
- *Hot springs*
- *I do stuff at home*
- *I work at a fast food restaurant*
- *Idk*

- *Idk*
- *Kiwi fruit*
- *kiwi fruit*
- *Kiwi fruit Pack house*
- *kiwifruit*
- *kiwifruit*
- *Kiwifruit*
- *kiwifruit orchard*
- *Kmart*
- *Kmart*
- *Law*
- *Maintenance*
- *McDonalds*
- *Mcdonalds*
- *Mcdonalds*
- *McDonalds*
- *McDonalds*
- *Mcdonald's*
- *McDonald's*
- *mechanical*
- *milking*
- *Miter 10*
- *Movie Theater*
- *New world cashier*
- *New world, Butchery*
- *Ohope Beach four square*
- *Opac*
- *Opotiki Pharmacy*
- *outdoor stuff, and helping people?*
- *Oyster Farm*
- *packhouse*
- *PackHOuse*
- *Packhouse*
- *PAKnSAVE*
- *paper plus opotiki*
- *pest control*
- *Pest control*
- *Poppy's Cafe*
- *Possum trapping*
- *Retail*
- *Retail*
- *Retail*
- *Retail*
- *Retail*
- *Retail*
- *retail*

- *Retail*
- *Retail*
- *Retail*
- *retail*
- *Retail / Pizza Hut*
- *Retail + from home teaching*
- *school*
- *school*
- *School*
- *School*
- *Spice and food shop*
- *stock trucks*
- *suhsi shop*
- *Swim Instructor*
- *Takeaway*
- *Takeaway shop*
- *Te Urutaumatua - Moumou Kai Cafe*
- *Trades*
- *Travlyans*
- *V.I.P Lawn Mowing*
- *Waitressing*
- *Whakamax Movies*
- *whakatane beacon*
- *with my mum*
- *yings rsa*

Appendix 4: Verbatim responses – unpaid work

Respondents who agreed they currently have unpaid work in the last four weeks were asked what type of paid work. The full set of responses to this open-ended question is provided below in alphabetical order:

- *At least hours of volunteering a week, most weeks can go up to 7 hours*
- *Baby sitting*
- *babysitting*
- *Babysitting*
- *breakfast club*
- *Building*
- *Building*
- *Catering for a Marae*
- *certain chores for other people*
- *Chores*
- *Cleaning*
- *Cleaning*
- *Coached a gymnastics class*
- *coaching*
- *Coaching at Gymnastics Club*
- *coaching primary school netball*
- *Countdown*
- *currently volunteering at the whakatane Spca, and work experience with a social worker*
- *Dont Know*
- *drainlaying*
- *English*
- *event volunteering*
- *Farm work*
- *Farm Work*
- *Gateway*
- *gymnastic coach*
- *Help parents*
- *Helping family/family friends do stuff around their house*
- *Helping the community*
- *Helping with Cabins*
- *Home help for my mum (injury) working on the farm.*
- *Home work*
- *House work*
- *House work*
- *House work*
- *Housekeeping*
- *I participate in going to gigs such as an orchestra or a jazz band.*
- *I volunteered for over a year at the vets but stopped a few weeks ago.*
- *Idk*
- *Jobs around the house*
- *jobs at home*

- *just helping my nan around the house because thats how i show my love to her*
- *just helping, refused payment due to it seeming they they were paying to much for job*
- *like washing dishes. cleaning up in the house.*
- *Logistics converting on paper machines*
- *Marae / Hapu - Youth Council, Community Board*
- *Mountain bike comity*
- *Mowing community members lawns.*
- *Mowing lawn*
- *mowwinglawns*
- *nothing*
- *odd jobs for people*
- *odd jobs/working in the orchard*
- *on farm*
- *Organising and preparing fundraisers and events for school.*
- *packhouse*
- *Possuming*
- *School Environmental group - helping the school to become energy efficient and environment friendly*
- *School volunteering*
- *Servicing a truck*
- *Starting volunteer work/ Work experience*
- *Take care of all my siblings and my mum*
- *The lawns, dishes, baby sitting.*
- *trapping,mowing the lawns,cutting down plants on the shore*
- *volenteer*
- *Voluntary work for school and an extra shift at my old job*
- *Volunteer*
- *Volunteer*
- *Volunteer Fire Fighter*
- *volunteering*
- *Volunteering*
- *volunter*
- *Whānau*
- *whatevre needs to be done*
- *Work experience*
- *Work experience at a cafe*
- *Work experience at fonterra*
- *work experience at placemakers*
- *Work experience for gateway at countdown whakatane*
- *Working for my parents in avocado orchards*
- *working on go karts and cars*
- *working on trucks/cars for family/friends*

Appendix 5: Verbatim responses – other jobs or industries of interest

Respondents were asked: 'What types of jobs or industries would you like to know more about?' They could tick multiple boxes and specify 'other' responses. The full set of 'other' responses is provided

- *anatomy of human and animals*
- *Animal related jobs*
- *Anything around technology*
- *Army*
- *Art Marine Bio.*
- *Auto Mechanics & Engineering*
- *auto motive technician*
- *Bartending*
- *Basketball / Strength & Conditioning Coach*
- *beauty therapy/ hairdresser*
- *Being a mechanic*
- *biotechnology, pharmaceutical, sciences*
- *building apprenticeship*
- *business*
- *Business*
- *Business management*
- *computer sciences*
- *Computing, I.T engineering,*
- *Cotton on*
- *creative marketing or being a athlete*
- *criminology*
- *design, litreture*
- *Electrical Engineering*
- *Engineering*
- *engineering*
- *engineering*
- *engineering*
- *entrepreneur*
- *fashion*
- *film*
- *Fitness*
- *Food*
- *Hair & Beauty*
- *Health*
- *Helicopters*
- *Hospitality Maybe*
- *hospitality, business*
- *Hunting - Anything Outdoors*
- *Jobs relative to and or based around Te ao Māori*
- *Law*
- *Law and Psycology services*

- *Law enforcement*
- *law, environmental studies, commerce*
- *machanic*
- *mechanic*
- *mechanic*
- *mechanics*
- *Medical Research and Development*
- *medicine and surgery*
- *Modal, or a sports player*
- *music*
- *Music*
- *navy*
- *Navy*
- *no comment*
- *None*
- *none of the above*
- *Not really interested in these sorry*
- *Not Sure*
- *Nurse*
- *NZDF*
- *Outdoors Education*
- *Performing arts, Food industrys*
- *police*
- *Police / Detective*
- *Police / Navy*
- *police work*
- *Police/defence force*
- *preformance / acting*
- *Professional Athlete*
- *Radio*
- *Sciences*
- *security*
- *SOMETHING OUTGOING*
- *Sport*
- *sport nutrition*
- *Sports*
- *Sports and Recreation*
- *surveyors*
- *Tattooing*
- *tourism and hospitality*
- *Tourism Photography*
- *trucking*
- *Unsure*

Appendix 6: Verbatim responses – ideas for improvements

Near the end of the survey, respondents were asked an open-ended question: 'What are your ideas to help improve youth employment opportunities in the Eastern Bay?' Overall, 259 respondents provided their ideas on this question, although some of these were 'not sure'.

The full set of verbatim responses to this open-ended question is provided below in alphabetical order:

- *.*
- *?*
- *?*
- *?*
- *A lot of things actually but the main one is to let them get a job at the age of 15 instead of 16..*
- *A place to find jobs easier*
- *advertise more jobs*
- *Advertise more jobs for students, and let it be known what type of places are hiring students.*
- *Advertise more so more youth know about it and give out more opportunities for us to be able to discover what we like doing*
- *Advertise through schools & social media.*
- *Advertising*
- *Advertising*
- *Advertising more youth part time jobs. Work Experience.*
- *Advertising opportunities better. Put available jobs, university and polytechnic application dates in school notices.*
- *Allow more younger people to know about job opportunities and advertise those jobs verbally.*
- *Applying myself and getting out there*
- *Be more outgoing*
- *Better job Advertising*
- *Better mental health opportunities for teens that are financially possible*
- *Better public transport*
- *Bring more vehicles out for more people to get to where they need to be*
- *By making weekend jobs more accessible to students.*
- *Come to school more often.*
- *Continue to provide opportunities like courses or gateway placements for youth to gain work experience and to head towards employment.*
- *Create a space for children/students/kids to insure they can learn, experience new things, create and have fun. A place they feel safe being at other than home*
- *Create courses for young teenagers to keep them out of trouble. Helping and making sure that theyre in a good and healthy environment.*
- *Create more businesses, councils, infrastructure, more courses, new areas in rural areas, tourism, forestry etc.*
- *Create programes designed to get youth into employment opportunities.*
- *different oppurtunities more advertising*
- *Do free workshops for those unsure what they would like to do when they leave school.*
- *Do good in school.*
- *Do more things like these to show options*
- *Do more things like this.*

- *Do more things like this.*
- *Don't know*
- *Dont have any*
- *Don't have any*
- *DONT HAVE ANY*
- *don't have any on my mind right now*
- *dont know*
- *Dont know*
- *Don't really have many good ideas.*
- *Easier way to get a reference to get a job.*
- *employ more youths*
- *Employers coming into school to maybe talk to someone who wants to get employed*
- *employers coming into school to tell us about job opportunities*
- *Employers should be more open to employing younger people so they can get work experience, or money to pay for future schooling or living.*
- *Employment things at schools, like where employers come to school and students can be interviewed by multiple businesses who can then offer employment opportunities to the students*
- *Encourage more tamaiki to work*
- *Everything*
- *find an apprenticeship*
- *Free Transport*
- *Get easier ways to get a reference to get a job.*
- *get evolved more*
- *Get more involved with the community to show my skills and talents.*
- *Get more jobs*
- *Get more people to talk to our rangatahi about the opportunities it might give them*
- *Get more shops*
- *get more youth involved in developing our community*
- *Getting ahold of schools or putting it through school like in the school notices or asking the careers office to mention it to the youth*
- *give free or cheaper courses*
- *Give more jobs?*
- *Give more opportunities to people in whakatane*
- *give opportunities to kids that actually want to work in that industry if they are interested try and get them a taster of what they want to do. so they are sure they know what they want to do .so that they dont go through school unsure or taking classes for something that in the future they dont want to do*
- *Give out free things*
- *Give people ideas of what occupation opportunities there are. A lot of people my age have no idea what they are interested in because they have not been introduced to many different opportunities*
- *give some experience to people that don't have work experience*
- *Give the youth a chance. most youth don't get chosen for work because of bad past experiences. People think just because we've done wrong in the past that were going to continue doing wrong.*

- *give them a chance*
- *give things a go*
- *given more awareness for opportunities.*
- *Giving the young people a fair chance at applying and getting jobs, more job fairs and work placements*
- *Giving us better responsibilities so we as youth can learn from our mistakes and be better people from learning them.*
- *Giving younger people with no qualifications a chance to get jobs so they can get work experience faster.*
- *Go to Schools and talk to students*
- *group classes based on intelligence*
- *have employers around towns offer more part-time work placements through the school system for mainly senior students at high schools so they have time to save money to support their after school education like university or get them started for after school life.*
- *Have guest speakers come to rural schools more often*
- *have more expos*
- *Have more jobs available for teenagers*
- *Have more jobs available that are likely to get youth going places (e.g. not a dead end job). Tell youth that there is a wide range of jobs that are available to them, not just supermarkets and fast food places. Make a list that schools should give to all students with all jobs available to youth.*
- *Have more part time jobs*
- *have people come to assemblies at schools*
- *have seperate minimum wages for teenagers that still live at home and young adults that live on their own. Teach more about jobs, tax and bills in school with compulsory subjects.*
- *Having businesses advertising for only youth and opening places that only hier youth. Also more advertising for young people.*
- *Hire more people that are young as they can grow and continue to learn in the positions they are and maybe stay working there so they would have experience*
- *honestly no idea but i would like to see more opportunities for kids to gain work experience before entering the workforce, as its harder to be hired with no experience and is something I originally struggled with.*
- *I am unsure*
- *I don't really know*
- *I don't know*
- *I don't know*
- *I don't know*
- *i dont know*
- *I don't know what you mean by this question....*
- *I don't know.*
- *i got none*
- *I have no clue*
- *i have no idea*
- *I have none :)*

- *I have talked with my parents and family about where I want to go. Word of mouth is how I will achieve my goal and support from my defense teacher at school. I'm not sure how to improve youth opportunities because I have my own pathway planned*
- *I haven't really thought about it but I would tell them to get good kid*
- *i like donkey horse tail*
- *i really dont know*
- *I really enjoy business expos because I find it easier to talk to people other than reading offline, so maybe more face to face events like expos and conferences.*
- *i think if youth want employment they will get it but the support of family would also be nice*
- *I think it is already very good.*
- *i think there is a lot of jobs out there for youth but they are just to lazy to go get a job as there is easier ways to make money now for example selling drugs or stealing*
- *I think there should be more job open days that teenagers who aren't sure with what they want to do for a career can go to and get some ideas on what they want and how to get into it*
- *i want to apply as soon as possible*
- *I would love to encourage them to follow the job that will lead them to their desired job, and share them my thoughts and advices*
- *I'm*
- *I'm not actually sure*
- *I'm not sure, maybe get students more involved in work experience so they are able to apply to more places after school*
- *Idk*
- *idk*
- *idk*
- *idk*
- *Idk*
- *idk*
- *idk*
- *idk*
- *idk*
- *IDK*
- *idk*
- *I'll be interested to help, just need a little guidance. And good*
- *im not coming back*
- *im not getting a job in the eastern bay*
- *im not sure*
- *im not sure.*
- *I'm not sure.*
- *Im not to sure*
- *I'm not to sure*
- *Im not to sure*
- *I'm not too sure*
- *in my opinion i think to improve on employment opportunities for youth, should be more well organised so us as youth have a perfect understanding*
- *inspire them by showing the community how every job impacts our world in good ways*

- *introduce it to all students instead of individuals*
- *Jelly Beans*
- *Job openings being spead on more platforms like social media*
- *Just more opportunities for Youth.*
- *Just to work hard.*
- *Knowing more stuff about what to do after finishing school*
- *Let inexperienced workers have a chance at a job :)*
- *Listen to youth & what they would like to do Have more hands on work*
- *Looking for students to work weekends and evenings before employing adults at those times.*
- *make a EBOP website for youth to find jobs in and key info they will need or want to know.*
- *Make information about careers more accessible from early on*
- *make it clear that jobs are available for youth employees*
- *make it easy to apply and more info*
- *Make it more easier to be able to apply and give a week to get into the job before getting paid so you know how to do the work properly*
- *Make more opportunities available in smaller towns*
- *Make new stores, upgrade town*
- *Make some Chinese sweat shop factories*
- *Make the schools encourage it more.*
- *Maybe advertise more when slots are open, a lot of people including myself don't want to go in and ask for a job when there is no job wanted sign, it can be very nervous for us*
- *Maybe get more courses out there for students who are almost leaving high school and are not heading off to university. Courses that are useful and relate to a job that the students would prefer to work in so that when they get out of college they would have a head start and would know what they would be doing. That's all i can think of.*
- *maybe presentations held occasionaly for year 12 students, for different fields*
- *mental health*
- *More accessible jobs*
- *more ads on social media and make sure when you are advertising work needed you don't keep the ad up there is no work needed.*
- *more advertising*
- *More advertisment and more oppurtunities to learn at school. School is where all youth are so having get together or a workshop happen at school will get the biggest audience of youth*
- *more classes about speceifc things*
- *more classes for specific subjects/things*
- *more courses and closer universitys or polytechs*
- *More courses available.*
- *more employment in general*
- *More flirers(?) around town.*
- *More information being put out into the community.*
- *More information given about how to apply and what employers are looking for.*
- *More information on what's available and where it can take you. Also instead of asking about careers during year 11 onwards maybe start at year 9 as to give them the opportunity to prepare what subjects they will choose for NCEA.*
- *More job opportunities*
- *More job opportunities, More knowledge of work expirience e.g taxes*

- *More job oppurtunitys and more apprenticeships and job courses*
- *More jobs*
- *more jobs*
- *More jobs being offered or put up for anyone over the age of 16. informing students all the different jobs available for them. Ask students if they want a job and if so give them help making a cv and finding a job.*
- *more learning about stufff going on today*
- *More Local Universities*
- *More online or social media applications*
- *more opportunities*
- *More people reaching out and showing what's there.*
- *more placement opportunities*
- *More Public*
- *More speakers to come and talk about their jobs to younger audiences, especially to kids around the age of 10-12. This will help inspire kids to go into that field.*
- *More trips and encouragement towards universities elsewhere*
- *More whānau support and economically also*
- *N/a*
- *N/A*
- *nah*
- *nah*
- *no comment*
- *No comment*
- *No idea*
- *None*
- *none*
- *none*
- *not quite sure*
- *Not Sure*
- *not sure*
- *not sure*
- *not sure*
- *Not sure*
- *Not sure*
- *Not Sure*
- *Not Sure*
- *not sure*
- *not sure*
- *Not sure my brada*
- *not to sure*
- *Not to sure*
- *nothing*
- *nothing much. I think it's already good enough. Maybe just more advertising.*
- *Offer more subjects within school that cover a wider range of education, like anatomy biology rather than plants.*
- *Open a Bar/hotel with accommodation...to have cleaning jobs...Before or after school ?*

- *Pay people minimum not training wage*
- *Promote more opportunities.*
- *Provide more options in schools of work experience and job opportunities*
- *Provide the options for local work or out of country work*
- *Providing proper training for youth and advertising the need for workers at high schools*
- *Put information on social media*
- *put jobs on social media*
- *Put myself out there*
- *Put support out to those companies to help us.*
- *Put yourself out there more*
- *School advertising so students are aware of opportunities.*
- *Sell off the old people and hire young people ;)*
- *Share Share Share on Social Media, as using social media platforms is popular nowadays. Also go the schools and hang up posters and ask the teachers to put it in the notices.*
- *Show more job oppurtunites on social media and target where the majority of the youth population spends their time.*
- *Start talking about careers earlier*
- *teach children more about employment in schools*
- *Teach kids how to apply for jobs and work them through the process*
- *Teach students earlier when they are still in school.*
- *Teach them at young how to write a cv*
- *Teach them the importance of value and help them get a job*
- *Teach us how to apply for jobs correctly.*
- *Teaching about it in schools.*
- *that it helps us find the right jobs*
- *The job opportunities are good society just needs more keen students.*
- *These things like the Career Expo.*
- *They should be advertising work opportunities more better through out the year 11, 12 and 13 levels.*
- *To be inclusive of all students with a non judgement out look also to teach and learn in te ao Māori.*
- *To give out more opportunities, by promoting and speaking up about the latter. To spread more innovation by inspiring the youth.*
- *To give rural communities more opportunities for work experience*
- *To give work experience to help with cv and future jobs*
- *To go out and experience things in person rather then reading about it*
- *To provide more advertising in school eg in school notices*
- *To teach us life skills at school so that more things are more common to everyone. Like to be on time, to show up to work especially on Mondays and Fridays, to take responsibility for your actions and to work hard for what you want in life. This way young people would be more employable and employers would be more acceptable in employing young ones. It's about having a balance and realizing that teenagers could be trusted.   If I had a say I would suggest the Council create an indoor family friendly zone with ten pin bowling, mini golf etc for families to hang out, and to give these employment opportunities to youth in the area.*
- *Training course, work experience courses that could offer jobs, apprenticeship*

- *Treat all races the same, try to see how youth like to work and try expand on there strengths and weaknesses, give more chances and rember that everyone is human*
- *Try different ways to advertise jobs (social media etc)*
- *we need employers to be more open to employing young people, so that we can get work experience*
- *websites where people can see possible opportunities or job applications*
- *wide range of understanding in the topic*
- *Work hard*
- *Work hard play hard*
- *Work with more local companies to create training sessions an possible job opportunities along with it.*
- *yeet*
- *You only live once so go make your life worth living and make it a good life. Do what benefits you and something that makes you happy*

Toi EDA is the Eastern Bay of Plenty Regional Economic Development Agency. Our mission is to ensure future generations have better opportunities and outcomes. Thriving communities depend on sustainable economic development, and a well skilled workforce is a key enabler to that. As part of our workforce development focus we generate and share information to raise awareness and aspirations, inform collective effort and action, and monitor our progress. Our workforce development information and monitoring including this and other documents can be found at Workforce Development (toi-eda.co.nz) .

This document was prepared for Toi EDA by Paul Killerby.

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