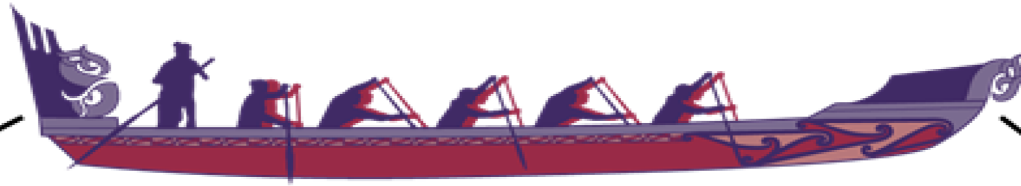




Disrupting the Narrative

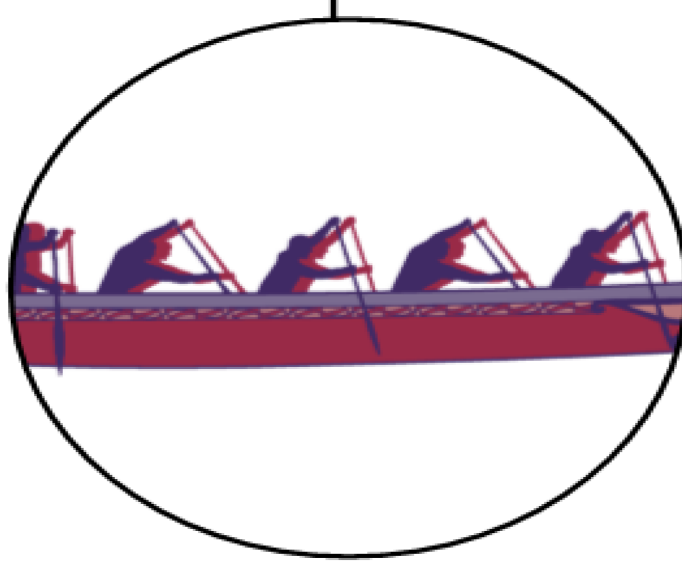
Pūhoro Charitable Trust

Our Values



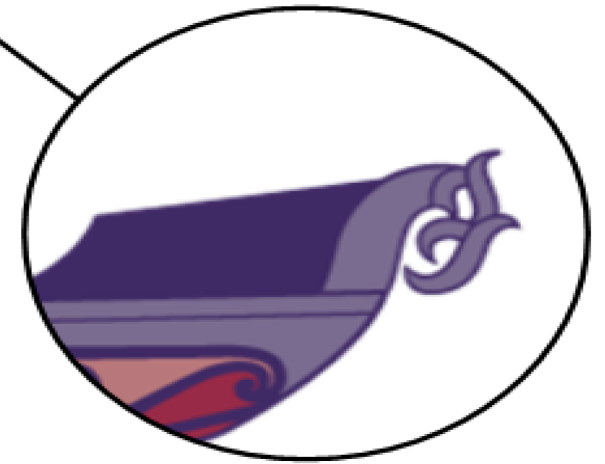
Ūkaipōtanga

The **KEI** of our waka reminds us our places of origin. These are our safe places that provide a sense of belonging and sustains us as we move forward. We maintain a reverence and connection to these places both physically and figuratively.



Tūhonotanga

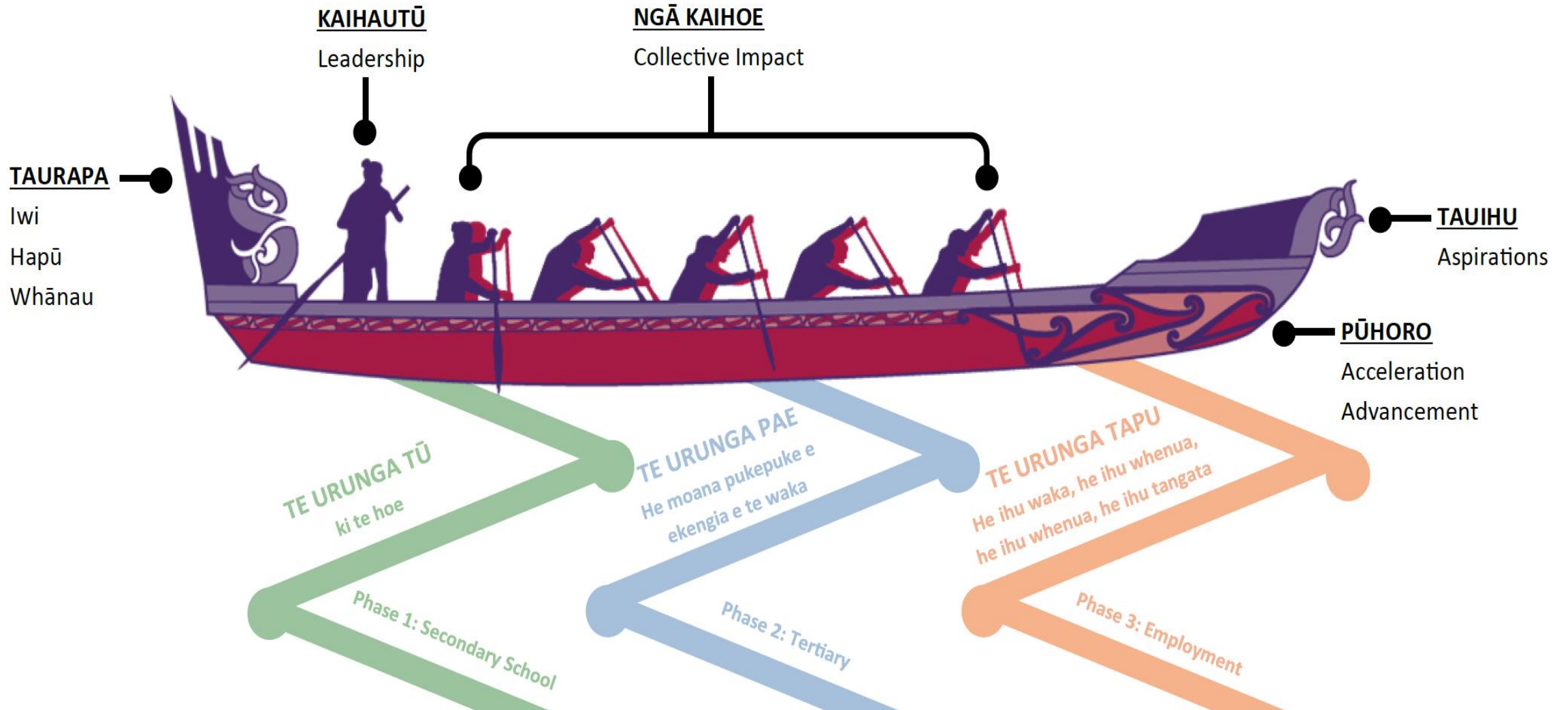
The **HAUMI** binds sections of our waka together, strengthening our collective resolve of navigating Māori through STEMM pathways. We know who we are, therefore we can connect and uplift others on their journeys of discovery. Our connections are meaningful and purposeful.



Ngākau Pono

The **TAUIHU** of our waka spearheads a transformation of the STEMM landscape in Aotearoa - but more importantly the lives of our rangatahi and their whānau. We do this with both heart and head; and we are flexible but not compromising.

TE TAKERE





642

In Phase 1

809

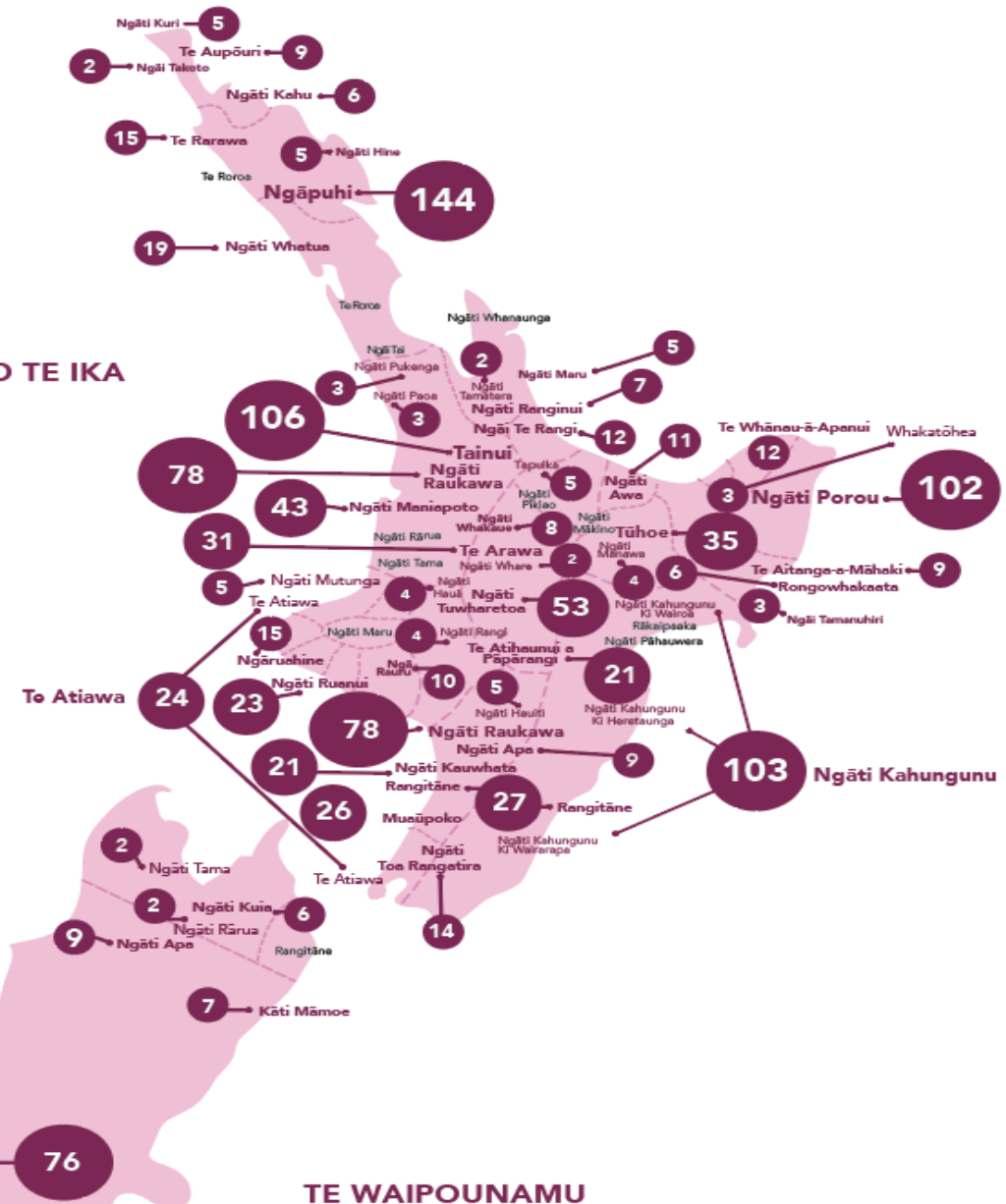
registered students

167

In Phase 2



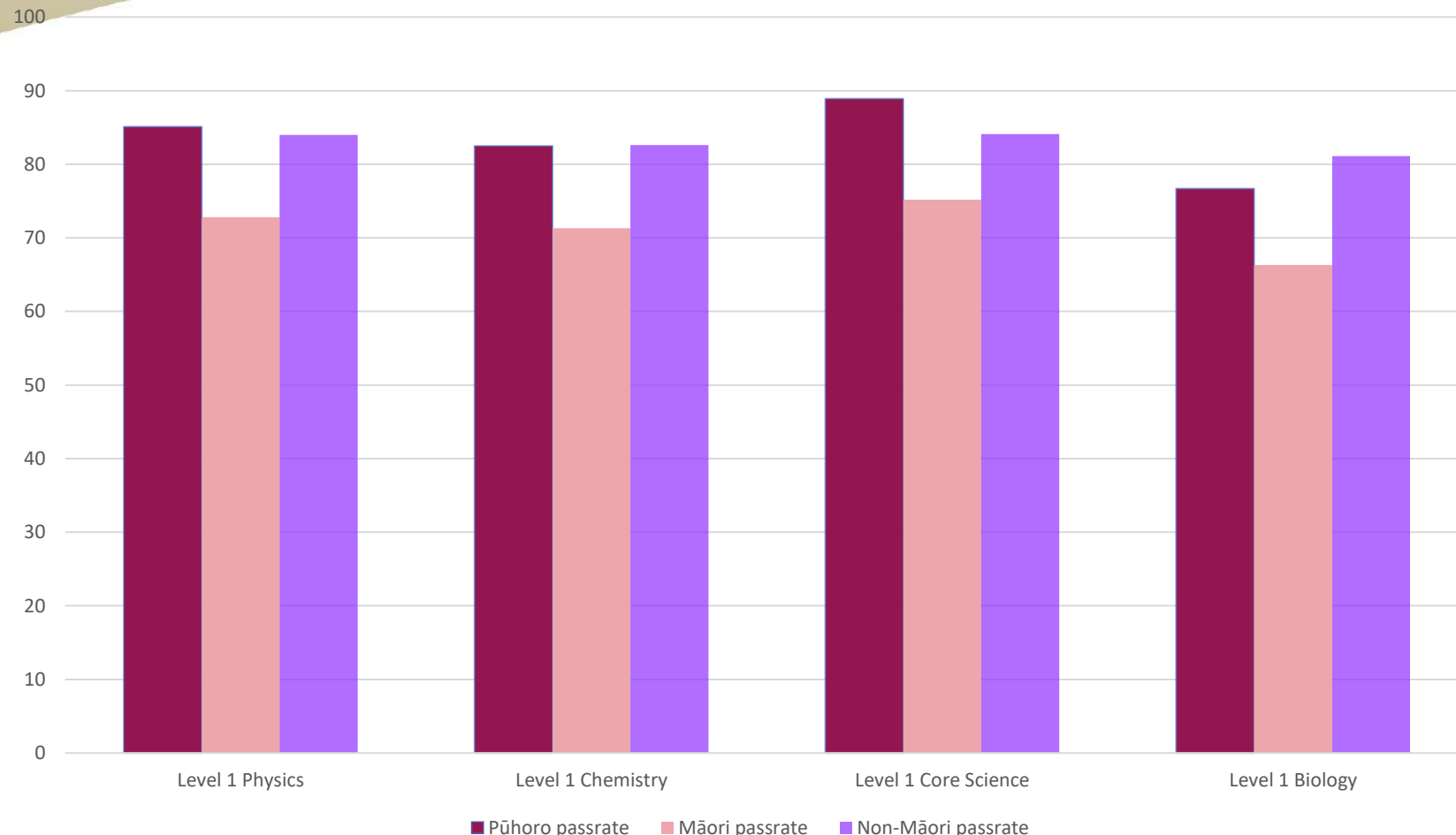
2020 IWI AFFILIATIONS



TE WAIPOUNAMU

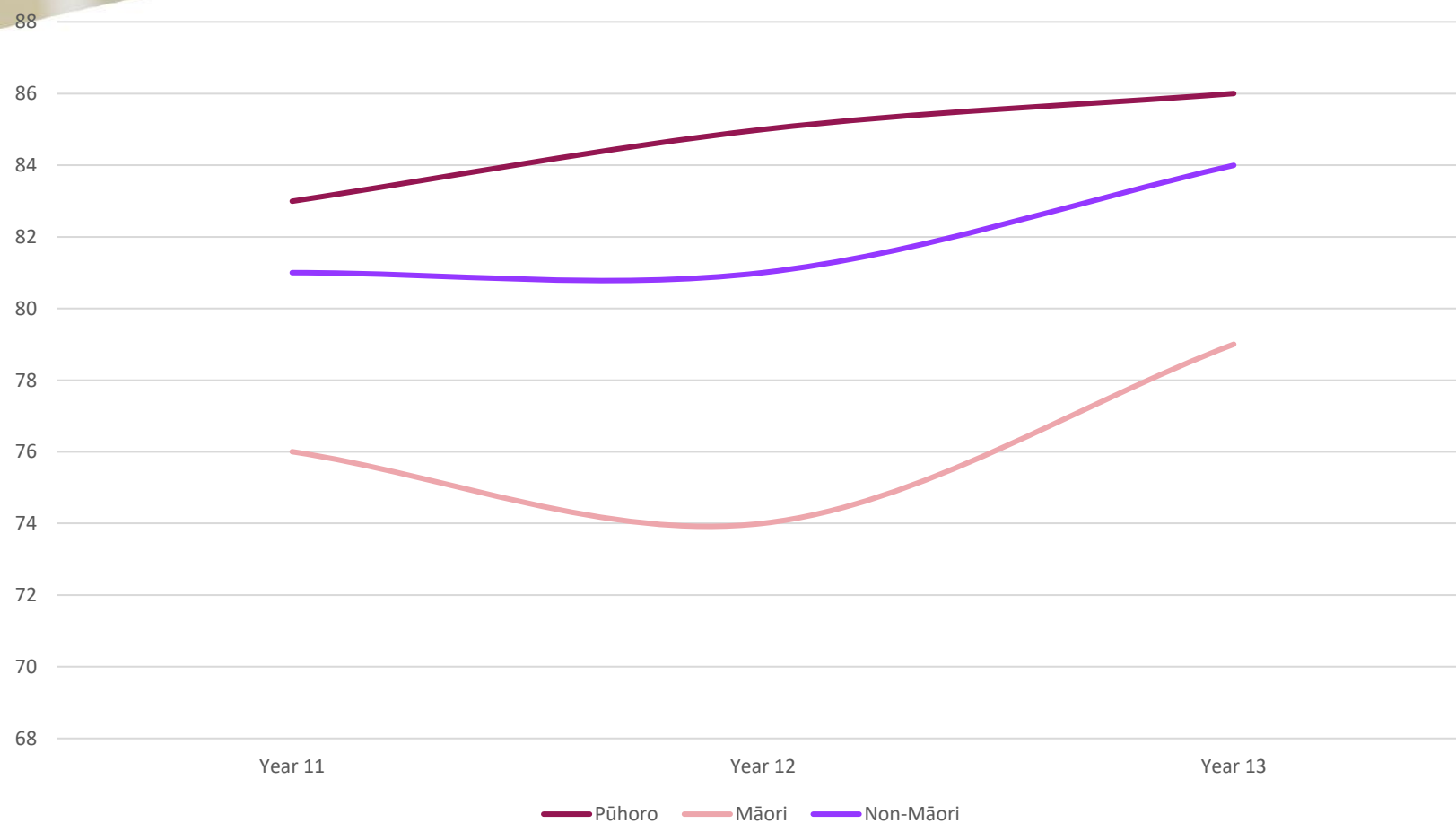
Disrupting the Narrative – Te Urunga Tū

Year 11 - Level 1 Pūhoro Achievement Data 2019



Disrupting the Narrative – Te Urunga Tū

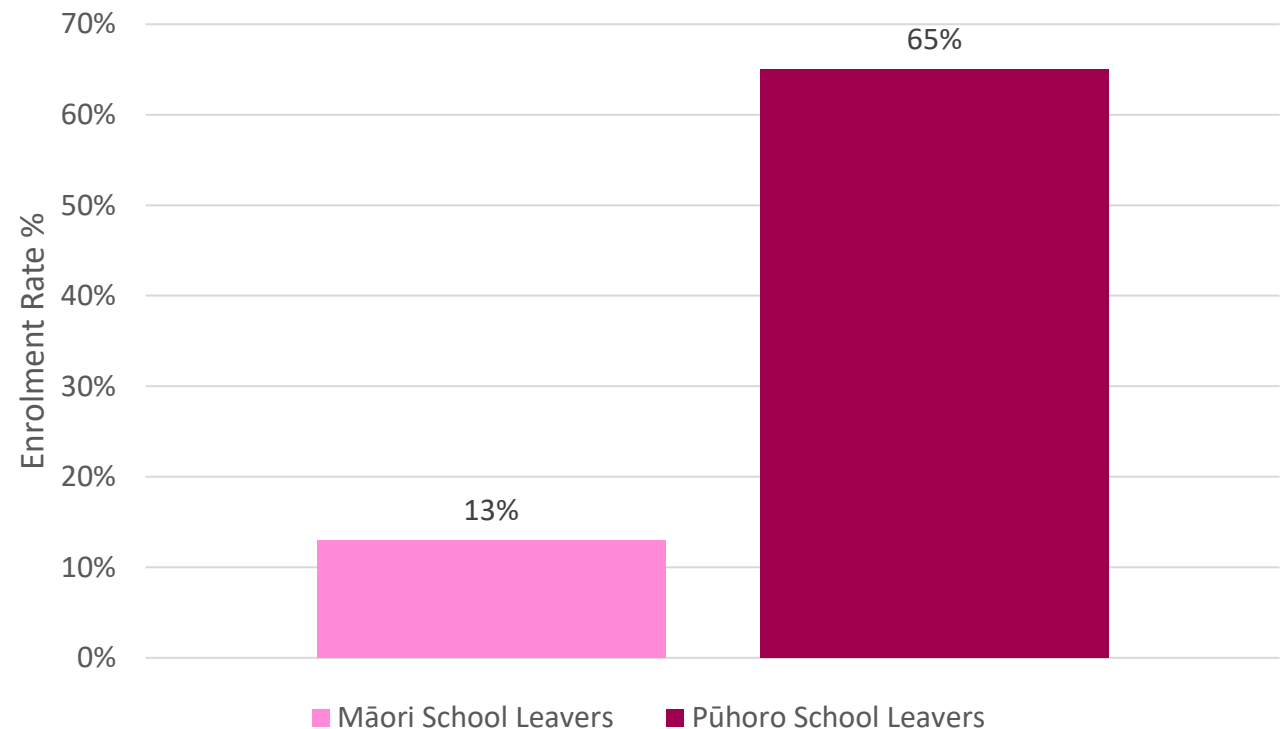
Comparative Year 11-13 Mathematics pass rates 2019



Disrupting the Narrative – Te Urunga Pae

Exponential
growth in tertiary (degree
level) transitions

Tertiary (degree level) Transitions





Evaluation Report

Independent Evaluation Commissioned by Ihi Research and Evaluation Limited

Key enablers of engagement tied to important cultural values such as whānau, whakapapa, whanaungatanga, tuakana/teina, ako and manaakitanga that are deeply embedded in the programme

Core enabler of engagement was Pūhoro kaupapa whānau approach, where participants were viewed as whānau members with individual and collective responsibilities

Clear vision of improving Māori rangatahi engagement and achievement in STEM by honouring and celebrating rangatahi cultural identity



Economic Impact

Institute of Environmental and Scientific Research (ESR) commissioned Cost Benefit Analysis Report

The study considered how much *extra* each student would earn from further education

Showed the power of a successful intervention in a young person's life – and in this case Māori students

Found that for those students who go on to complete a bachelor's degree, Pūhoro will have a significant impact throughout their lifetime

CBA demonstrated that potential economic benefits outweigh the economic costs by a factor of around 10 - 1

Lifetime Impact - Pūhoro vs Business as Usual

Business as Usual

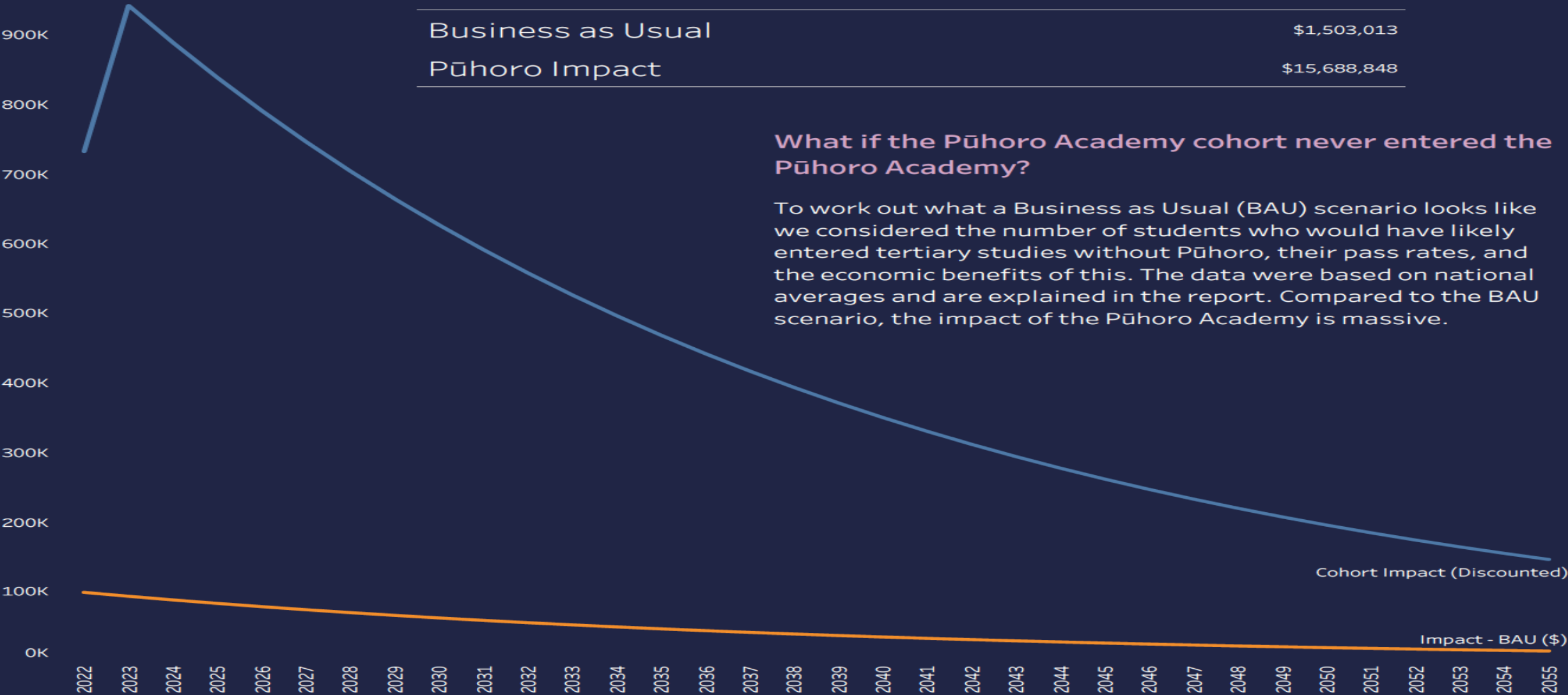
\$1,503,013

Pūhoro Impact

\$15,688,848

What if the Pūhoro Academy cohort never entered the Pūhoro Academy?

To work out what a Business as Usual (BAU) scenario looks like we considered the number of students who would have likely entered tertiary studies without Pūhoro, their pass rates, and the economic benefits of this. The data were based on national averages and are explained in the report. Compared to the BAU scenario, the impact of the Pūhoro Academy is massive.



TEC Drawing the Future Report

February 2020

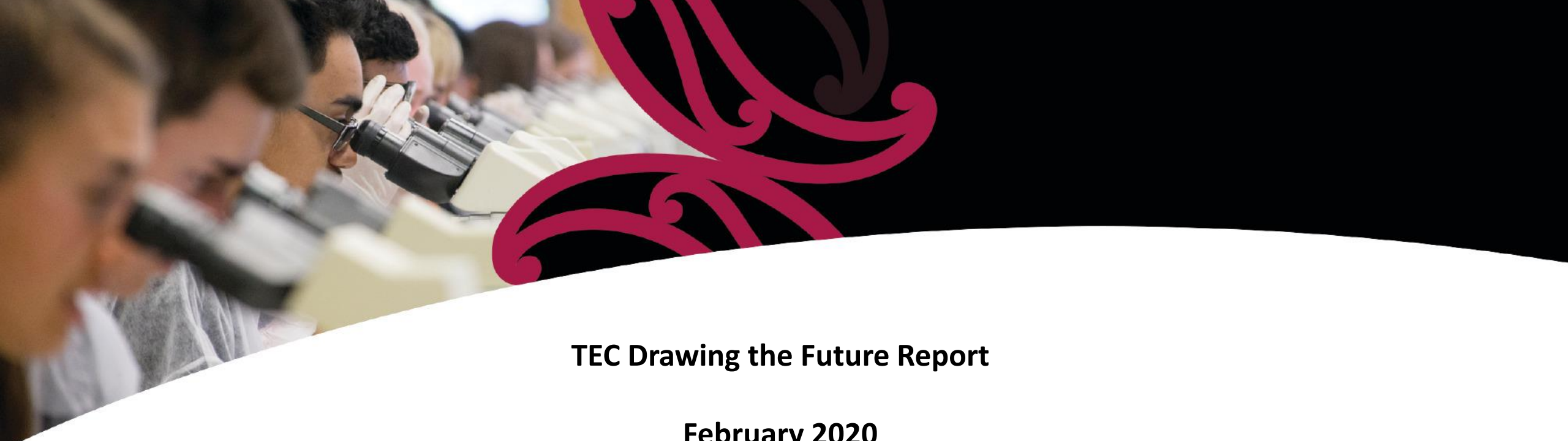
The report presents findings from Drawing the Future, a research project undertaken by Colmar Brunton, that explores children's career aspirations and the influences that shape them.

Available literature and findings from Drawing the Future internationally show that children and young people's career aspirations form at a young age and can be predictive of study and employment related choices they make as they grow up

TEC Drawing the Future Report

February 2020

‘The impact of career aspirations extends to particular sectors. For example, a longitudinal study identified that students who are not interested in science, technology, engineering and mathematics (STEM) careers at 10 years of age are unlikely to develop an interest by age 14. These students are less likely to take science at school, in which success is associated with higher earnings in adulthood’ – Page 7



TEC Drawing the Future Report

February 2020

‘One approach to shaping career aspirations from an early age is career-related learning in schools. This includes activities within the school setting designed to provide children with a range of experiences of, and exposure to education, transitions and the world of work. This can take a variety of forms including role model schemes, tutoring programmes, visits to workplaces and universities, and employer engagement activities’ – Page 7