

“Our people will need to be equipped with the tools to be the navigators of critical challenges such as environmental degradation, climate change, evolution of technology, food and water competition, and societal pressures from an otherwise aging population.”

OUR GOALS | 2019 - 2021

3000
taura are successfully engaged in Pūhoro pathways

1000
taura a year will be transitioned into meaningful STEM related career pathways

50
schools nationwide are engaged in Pūhoro

Pūhoro taura will achieve 20% above the national achievement standard in STEM related subjects

Increase scale and capability across the STEM workforce community

Pūhoro Nationwide
Pūhoro Worldwide

OUR COMMITMENT

To disrupt the prevailing narrative around Māori under-achievement and non-engagement. Through Pūhoro we are not only committed to Māori succeeding in education, but we are committed to ensuring that Māori are the future rock stars of our economy and are positioned to be at the front of the queue for jobs of the future.

Te Waka o Pūhoro has a commitment and passion for Māori succeeding as Māori, and our legacy will be a world where all Māori and their whānau are thriving, prosperous and active participants in society.

OUR OUTCOMES | 2021

Increased # Māori entering STEM related career pathways

Increased Māori education engagement and achievement

Increased Māori household incomes

Māori education system fit for purpose

Skilled and capable future-ready workforce

Increased whānau social and economic security



**PŪHORO
STEM ACADEMY**

Strategy | 2019-2021

“Our challenge is to grow our Māori STEM workforce to meet the needs of our fast-growing Māori population, to ensure they are equipped with the skills and capability to succeed.”

OUR STORY | Te Kaupapa

Wayfinders go beyond what is known and through Pūhoro we are on a journey of discovery towards new horizons. Within the rich narrative of wayfinding we learn that knowledge is considered a verb through learning by doing. As navigators upon Te Waka o Pūhoro our taura live within a modern context. The journey of our rangatahi has shifted from ancient exploration of the seas, to navigation towards understanding the sciences and the technological advances of the future.

Pūhoro continues to open vistas of the science, technology and innovation landscape to our rangatahi that have never been seen or contemplated before. We are developing rangatahi to be active participants in the STEM economy of tomorrow. We are working to develop a community of Māori future technologists, engineers, entrepreneurs, scientists, innovators and thought-pioneers. These leaders will excel in high value careers and be the producers and developers of leading-edge future innovation as our kaumatua envisioned. These rangatahi are, and will become self-determined empowered leaders, who can bridge both worlds simultaneously.

Launched in 2016, Pūhoro was developed in response to national low engagement of Māori in STEM related career pathways that subsequently leads to lower numbers of Māori representation in science and technology industries in Aotearoa. Pūhoro seek to change this space and recognise that a STEM workforce is required for an innovation-focused future society. **This is our story.**

OUR PURPOSE

To advance Māori leadership and capability to deliver a world class science community

OUR VISION

To be the Centre of Excellence for Māori STEM achievement and development in Aotearoa

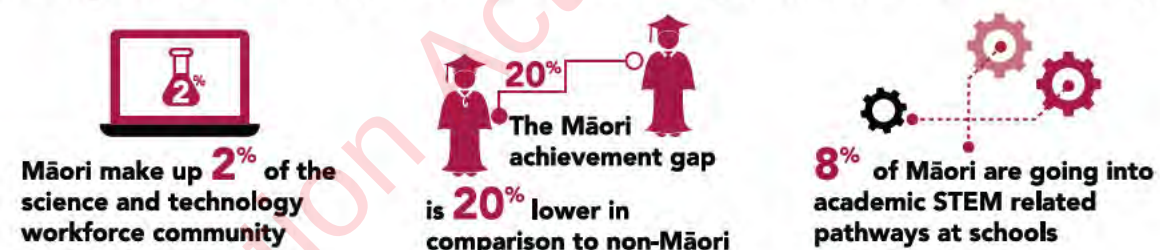
OUR VALUES AND PRINCIPLES

- Equality *Tangata rite*
- Collective Impact *Hao matatini*
- Commitment *Ki te hoe*
- Respect *Whakaute*
- Student centred *Tōkihi*
- Looking after our people *Manaakitanga*
- Love to all people *Aroha ki te tangata*
- Leadership *Tino Rangatiratanga*
- Integrity, honesty and sincerity *Ngākau Pono*
- Sense of belonging and ownership *Ūkaipōtanga*

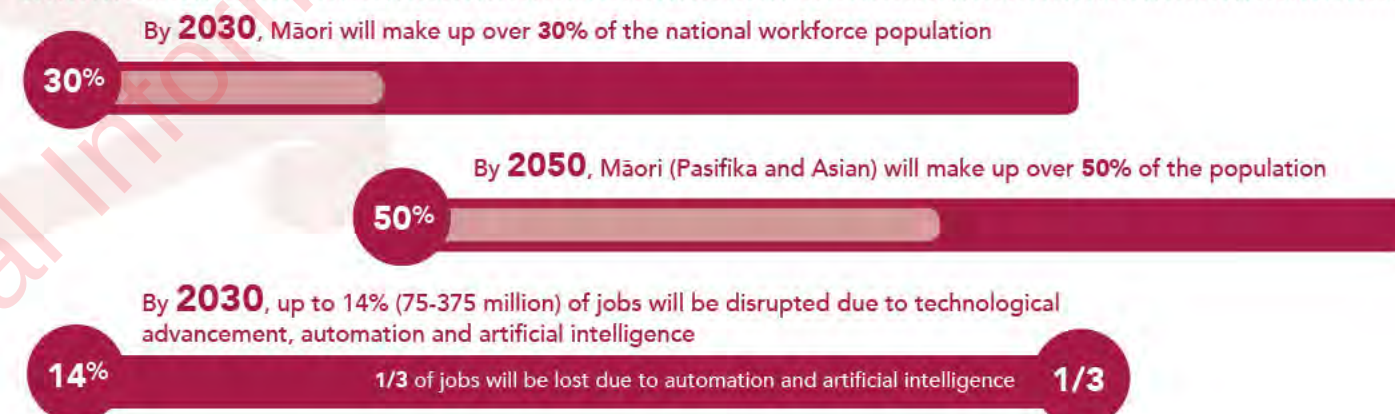
OUR CHALLENGE

Despite being a first world country, our education system is like a leaky pipeline that bleeds Māori potential at an alarming and unsustainable rate. Many young Māori are failing within the system to achieve or attain sustainable qualifications, limiting their future options, income and opportunities. This creates both social and economic harms for Māori to be active participants within our wider society.

How Māori participate in a high value STEM economy of the future is our challenge



OUR FUTURE



Māori are a younger and fast-growing sector of the population, so how we participate in a high value economy is critical to our future growth. The labour market is constantly evolving, and many of the major drivers of transformation currently affecting global technological advances are expected to significantly impact jobs, particularly low skilled labour.

OUR STRATEGIC PATHWAYS | Ngā Ara 2021

5 key strategic pathways have been identified to navigate Te Waka o Pūhoro to its desired destination in 2021 through transformational;

GROWTH | Te Ara Tipu

For Pūhoro to reach and touch all Māori in Aotearoa

IDENTITY | Te Ara Tū-ā-kiri

By Māori, for Māori, to Māori

COMMUNITY | Te Ara Takirau

To grow a world class community and network of Māori STEM leaders through collectivisation, connection and collaboration

INNOVATION | Te Ara Auaha

Māori transformation through innovation, research, development and data insights

SUCCESS | Te Ara Angitū

Māori succeeding as Māori



Pūhoro Stem Academy - Phase one evaluation summary

About Pūhoro

Launched in 2016, Pūhoro was developed in response to national low engagement of Māori in STEM related career pathways that subsequently leads to lower numbers of Māori representation in the science, technology and innovation sector in Aotearoa. Pūhoro seek to change this space and recognise that a STEM workforce is required for an innovation focussed future society.

The goal for Pūhoro is to transform national statistics on Māori rangatahi engagement and success in STEM (science, technology, engineering and mathematics) and advance Māori leadership and capability to deliver globally.

The programme aims to reverse the low numbers of Māori representation in science and technology industries across Aotearoa by partnering with secondary schools to operate STEM Academies to increase Māori rangatahi engagement and achievement.

Pūhoro supports high schools to prepare their Māori science rangatahi for transfer to tertiary study and from there into employment. The programme works directly with secondary school rangatahi, whānau and teachers. Rangatahi are supported through mentoring, tutoring, study/exam workshops, study noho and wānanga. Participating secondary schools have been located across Manawatū, Bay of Plenty and South Auckland.



Pūhoro design objectives are to:

- Build a learning community that includes Māori rangatahi and their whānau, schools, iwi, industry and tertiary organisations
- Increase Māori rangatahi participation in STEM programmes
- Increase Māori rangatahi success in programmes that lead to careers in science and technology; and
- Introduce rangatahi and whānau to career pathways through industry partnerships

The Results

Independent research company, Ihi Research, recently conducted an evaluation of the 2016 Pūhoro Year 11 Māori rangatahi cohort, which emphasised the important effects the programme is having on Māori rangatahi engagement and achievement in STEM.

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

Results showed a core enabler of engagement was the Pūhoro kaupapa whānau approach, whereby participants were viewed as whānau members with individual and collective responsibilities.

Embedded within the kaupapa whānau was a clear vision of improving Māori rangatahi engagement and achievement in STEM by honouring and celebrating rangatahi cultural identity. Māori rangatahi, whānau, teachers, industry stakeholders and Pūhoro staff members all spoke of the impact of being part of the Pūhoro whanau.

Enablers included opening Māori rangatahi eyes to new opportunities and possibilities in STEM, challenging stereotypes/ dispelling myths about Māori as underachievers in STEM, practical, relevant support and resources and Pūhoro leadership and committed staff.

A key enabler woven through the kaupapa whānau was Pūhoro leadership and staff commitment. The culture of Pūhoro and its leadership was unique in creating and sustaining a whānau approach within STEM; one that was committed to achieving its vision.

“Our son’s academic achievement and his cultural identity has grown as a result of the programme.”

Evaluation analyses demonstrated the many positive impacts the programme has had for participating Māori rangatahi, teachers and whānau. Key impact themes included:

- **personal impacts for Māori rangatahi**
- **impacts at high school (engagement and motivation)**
- **academic and career impact (achievement)**
- **impacts on Māori rangatahi opportunities (further studies and careers)**
- **impact on whānau experiences of education pathways**
- **other whānau impacts**
- **impacts on teacher/leader opportunities**

Other impacts included increased learning and confidence through ako (reciprocal teaching and learning). Past Pūhoro graduates could become involved in the programme, mentoring younger secondary school rangatahi. Evidence highlighted how Pūhoro created a bridge between university/tertiary resources and experts and secondary curriculum contexts. This access to expertise and its practical relevance was motivating to rangatahi and teachers and made it easy for them to engage.

“

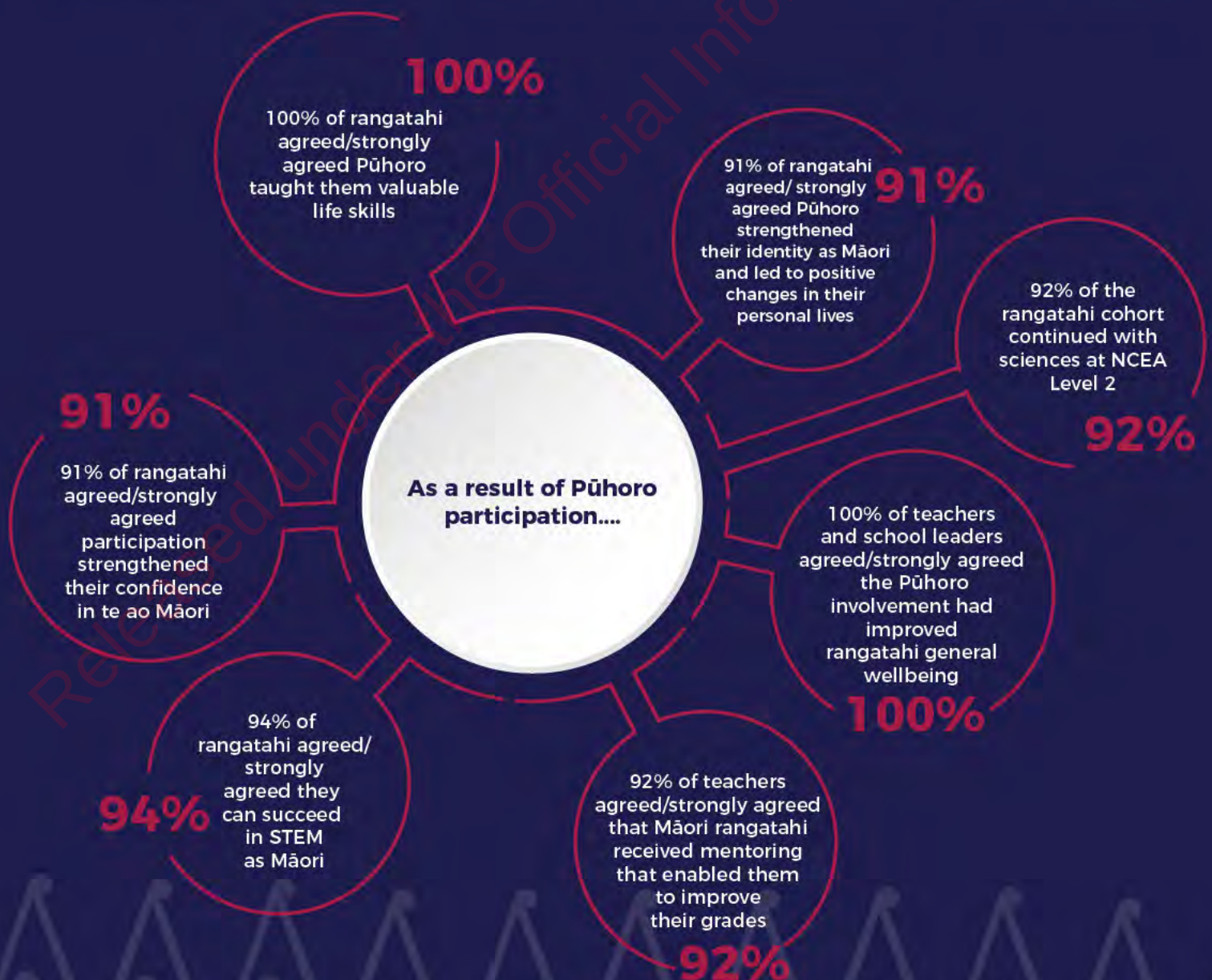
The Pūhoro kaupapa whānau provides an important, culturally embedded and holistic approach that strengthens Māori rangatahi engagement and success in STEM related pathways.

“We just can’t say enough good things about Pūhoro.”

Celebrating whakapapa and Māori role models’ success and achievement in STEM contexts is an essential part of the kaupapa whānau. The programme directly confronts low expectations and negative stereotypes of Māori rangatahi as underachievers in STEM. Analysis revealed Māori rangatahi were susceptible to such views and participating in the Pūhoro kaupapa whānau had a dramatic impact on Māori rangatahi identity as academic STEM achievers. Evidence emphasised without the intervention of Pūhoro, Māori rangatahi fall victim to negative stereotypes, reducing their belief that they can succeed in STEM subjects and careers.

Pūhoro has its own mātauranga and framework, ‘He waka eke noa’ drives design and delivery. This framework is crafted in the form of a waka with each specific kaupapa guiding the programme. This mātauranga guides the approach of Pūhoro to think differently about how to deliver the teaching/learning to make impact on the rangatahi and whānau. This places a real emphasis on:

- **Strengthening connections between the school, the rangatahi, whānau, educational institutions, industry and business stakeholders, research organisations and future employers**
- **Developing stronger and more meaningful relationships with rangatahi and their whānau**
- **Creating an environment where Māori rangatahi could engage in group learning and peer to peer mentoring, and**
- **Facilitating whanaungatanga amongst Māori rangatahi and creating a culturally responsive learning environment**



“Advancing Māori leadership and capability to deliver a world-class science community.”

Pūhoro analyses revealed ninety-two percent of the Pūhoro 2016 rangatahi cohort continued with sciences at NCEA Level 2 – despite the highest national drop-out rate for Māori rangatahi in science occurring between NCEA Level 1 and Level 2. In addition, a high-level of achievement, including merit and excellence endorsements for individual external achievement standards, was noted.



In 2017, 92 percent of Pūhoro Year 12 rangatahi achieved at least one science external achievement standard. There is clear evidence that Pūhoro had a positive impact by increasing Māori student participation and engagement in science supporting a change in academic trajectory for over two thirds of Pūhoro students.

Survey results indicated that rangatahi engagement in Pūhoro led to positive changes in their personal lives and improved their general wellbeing. Ninety-one percent of participants agreed/strongly agreed Pūhoro strengthened their identity as Māori; gave them more opportunities to interact with Māori role models (94%); they felt better prepared for NCEA assessments and exams (97%) and believed they could succeed in STEM as Māori (94%).

Of the 97 Year 13 Pūhoro students who left school in 2018, 87 percent intended to enter tertiary studies at a bachelor's degree level. This is a 74 percent increase over the national Māori average. Of this cohort nine percent moved directly to employment.

Whānau have seen improvements with 76 percent agreeing/strongly agreeing their child's involvement in Pūhoro led to positive changes in their personal lives and 77 percent agreeing/strongly agreeing it improved their child's wellbeing.

There is clear evidence from survey analyses that the Pūhoro STEM Academy has had many positive personal impacts for participating Māori rangatahi, teachers and whānau.

“

Pūhoro is an incredible organisation that truly is life changing. I will forever be grateful to everyone involved.

Themes for improvements

Themes that arose from participant interviews and surveys for improving the Pūhoro STEM Academy included:

- Expand the programme and ensure its sustainability
- Provide focussed professional learning and development (PLD) for teachers/school leaders and increase collaboration with schools
- More active support from universities and more targeted support for Māori rangatahi in their first year of study
- Further investigate whānau experiences with participating Pūhoro schools, educational institutions, stakeholders and enablers of engagement

Evaluation analysis also highlighted opportunities for further research, particularly the need for longitudinal research to track the experiences of the 2016 Māori cohort over time. Such research would give more insight into the enablers and barriers to Māori Pūhoro graduates' engagement in STEM studies/careers over time.



Pūhoro Charitable Trust

PŪRONGO-Ā-TAU

2021-2022



“Uhi Tū
Uhi Pae
Uhi Tapu hei aha

**Hei whakarei i ngā tohu
rangatira”**

“With the chisels of
Te Urunga Tū
Te Urunga Pae
and Te Urunga Tapu

**We will carve out the
markings of a chief”**

- excerpt from the Pūhoro
mōteatea, ‘Te Pū’ -



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FOREWORD

Despite the challenges of ongoing Covid-19 implications, Pūhoro has continued to forge new pathways and remove barriers for rangatahi Māori in STEM. In a year that has seen significant growth, Pūhoro maintains focused on being the centre of excellence for Māori STEM achievement and development in Aotearoa.

Six years on from formation, and the benefits of the Pūhoro STEM kaupapa are beginning to come full circle, with many of our founding rangatahi now graduating from tertiary studies and entering the workforce, some of whom are now employed full-time for Pūhoro. These graduates will become a critical network of advocates as Pūhoro continues on this growth trajectory.

In 2021 Pūhoro transitioned into a charitable trust operating as an independent by Māori, for Māori and,

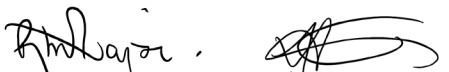
with Māori entity. This has enabled the trust to deliver an enhanced Pūhoro kaupapa that includes a greater focus on mātauranga Māori, STEMM education and research and enterprise. The transition of Pūhoro kaupapa into the Trust has also helped improve accessibility to more kura, rangatahi and whānau. This shift has seen Pūhoro fully express its own tino rangatiratanga and have the autonomy to make decisions with Māori at the centre.

Pūhoro continues to diversify and has recently become a Professional Learning and Development (PLD) provider with the Ministry of Education. This enables Pūhoro to work specifically with kaiako to deliver learning and development programmes in cultural capability and mātauranga Māori. In doing so, we hope this will see mātauranga Māori naturally integrated into the teaching environments of our rangatahi.

The impact of the Pūhoro kaupapa continues to be reflected in our data with our rangatahi showing strong pass rates across NCEA STEM subjects despite Covid disruptions. These results also carry through into tertiary education with Pūhoro rangatahi five times more likely to transition into study at degree level than other Māori school leavers.

The success Pūhoro has seen in the last year would not be possible without our dedicated and passionate funding partners. We would like to acknowledge and thank them for their ongoing support and their shared belief in our vision. A special thanks to our new partners who have further enabled a year of growth and created more opportunities to bring our vision to life.

Ngā mihi,


Robin Hapi & Dr Jessica Hutchings

“The annual report is a snapshot of the **dedication, commitment and passion** our team, board, rangatahi and their whānau, and our strategic partners showcase on the daily”



Mai i te Tari o Te Manahautū/ Chief Executive



This is an exciting time for Pūhoro as the kaupapa continues to go from growth to growth. As we reached the tail end of a covid winter, we enjoyed more kanohi ki te kanohi connection with our rangatahi. It is exciting to see how they have prospered through what has been a challenging few years. One of the highlights of what we do is sharing in the immense personal growth and maturity our rangatahi go through in their journey alongside Pūhoro.

As Manahautū it has been a privilege to be at the helm of the Pūhoro waka, paddling alongside rangatahi and their whānau. I'd like to acknowledge our Co-Chairs Robin Hapi and Jessica Hutchings and the Board for their ongoing tautoko and leadership across the organisation's growth and development. I'd also like to acknowledge Glenn Hawkins and his team for the excellent care and support throughout our developmental year. Finally, it has been a great pleasure leading a team of dedicated, committed and passionate kaimahi, school leaders and strategic partners.

Naomi Manu - Manahautū CE

Ngāti Kahungunu ki Wairoa, Rangitāne ki Wairarapa

2022 has seen significant collective growth for Pūhoro. Our team of kaimahi has expanded with offices in nine different locations across the country. This has enabled Pūhoro to connect and engage with more kura, rangatahi and whānau than ever before.

Key highlights for the year include:

- A full transition into an independent by Māori, for Māori organisation
- Supporting the growth of kaimahi and their capabilities with delivery of 20 team training sessions
- Enhanced engagements with iwi and hapū, government organisations, tertiary institutes, philanthropic organisations and industry
- A significant increase in annual budget from 9(2)(b)(ii) in 2021 to 9(2)(b)(ii) this year
- Systemic change within 54 schools with Pūhoro in-school sessions a feature within school timetables, cementing Pūhoro as part of the school curriculum
- As at 30 June 2022, the net benefit of the Pūhoro STEM Academy programme for Aotearoa is estimated to exceed \$137m

Our Strategic and Annual Plans set out clear, effective direction for the growth and development of the Pūhoro STEM kaupapa. The Strategic Plan identifies priorities for the next 10 years as we position Māori as navigators of our own aspirations. Our four strategic outcomes are clear and are focused on growth and development over time:

STRATEGIC OUTCOME	Nurturing Identity	Driving Change	Forging Pathways	Expanding Leadership
TARGET OVER 10 YEARS	15,000 culturally anchored rangatahi enjoying social, economic, cultural and collective gains	A rangatahi-ready STEM workforce with 150 organisations across the partner network providing culturally safe spaces	Equitable STEM pathways with 15,000 rangatahi Māori engaged in STEM opportunities	5000 rangatahi transitioned into STEM employment

This annual report confirms key financial and operational performance matters with the following highlights:

	Total Income	Total Expenses	Net Assets	FTE's	Lost Time Injuries (H&S)
30 JUNE 2022	9(2)(b)(ii)			36	Nil
30 JUNE 2021 (prior to transition to the Trust)				19	Nil

OUR WHAKAPAPA

OUR STORY



9(2)(a)

at the Kāpiti Island Wānanga Pūrau excursion

OUR STORY

Pūhoro was launched in 2016 as a response to the low representation of Māori in science, technology, engineering and mathematics (STEM).

What started out as a pilot programme in the Manawātū with just 97 Year 11 rangatahi, has now grown into a vibrant kaupapa supporting over 1500 rangatahi Māori in seven regions across Aotearoa.

Designed with rangatahi and their whānau in mind, Pūhoro supports rangatahi to maintain a science pathway throughout high school and embrace their Māoritanga – we remind them that they are

descendants of some of the greatest navigators and scientists there have ever been, and believe our rangatahi are in a unique position to be the engineers, entrepreneurs, scientists, innovators, environmentalists and thought-pioneers of today.

We are committed to helping rangatahi realise their own innate abilities within the sciences, just like their tīpuna, and we will continue to disrupt the narrative around Māori STEM engagement. As we continue our mahi to remove barriers and champion rangatahi aspirations and achievement within the sciences, we will begin to see systemic change that allows them and their whānau access to the tools they need to carve their own STEM futures.

2016

97 rangatahi

9 kura

2 rohe

2022

1503 rangatahi

54 kura

7 rohe

OUR VISION

Carving STEM Futures

Pūhoro seeks to drive systemic change, remove barriers, and create seamless transitions to ensure rangatahi have the tools to carve their own STEM futures

OUR PURPOSE

To advance equitable outcomes for rangatahi Māori in STEM education and employment

OUR VALUES

Tauheretanga

Meaningful and purposeful relationships

Ūkaipōtanga

Strong sense of belonging in STEM

Māuitanga

Curiosity and innovation

Ngākau Pono

Sincerity and good practice

OUR BOARD



Robin Hapi (CNZM)

Co-Chair



Dr Jessica Hutchings

Co-Chair



Tā Mark Solomon

Trustee



Professor Tahu Kukutai

Trustee



Dr Meika Foster

Trustee



Naomi Manu

Trustee, Manahautū

Robin Hapi (Ngāti Kahungunu) is a prominent Māori leader who received the Insignia of a Companion of the New Zealand Order of Merit for services to Māori, the community and governance. Robin is the Immediate Past Chair of the Māori Economic Development Advisory Board, Inaugural Board Member of the Whānau Ora Commissioning Agency; Board member of Kāinga Ora and Chair of their Finance Committee; and Chair of Te Wānanga o Raukawa. Robin has been a proud advocate for the Pūhoro kaupapa since its inception in 2016.

Dr Jessica Hutchings (Ngāi Tahu, Ngāti Huirapa, Gujarati) has a PhD in environmental studies. She holds leadership and governance roles in the Māori science and research sector. Dr Hutchings has been working at the crossroads of Indigenous knowledge, whānau, and environmental wellbeing for the last three decades and is a widely published author. She lives on a Hua Parakore whānau food farm, and is passionate about growing rangatahi leadership in the food and soil sovereignty space.

Tā Mark Solomon (Ngāi Tahu, Ngāti Kuri) is a prominent Māori leader whose commitment to and advocacy for the Māori economy led to his recognition as a Knight Companion of the New Zealand Order of Merit for services to Māori and Business in 2013. Tā Mark's core philosophy is 'strength with humility' reflected in his belief that a true rangatira is a servant of the people.

Professor Tahu Kukutai (Ngāti Tiipa, Ngāti Kinohaku, Te Aupōuri) is the Co-Director of Ngā Pae o te Maramatanga and a Professor of Demography at the University of Waikato. Tahu specialises in Māori and Indigenous demographic research and is a founding member of the Māori Data Sovereignty Network Te Mana Raraunga and the Global Indigenous Data Alliance. Tahu is a former journalist and has degrees in History, Demography and Sociology from the University of Waikato and Stanford University.

Dr Meika Foster (Te Ātiawa, Ngāti Mutunga) is a nutritional biochemist with a background in law. Meika is the founding director of Edible Research Ltd and holds appointments across the food and beverage industry, research institutions, and government. She was previously the Vision Mātauranga Programme Leader for the High-Value Nutrition National Science Challenge. Meika is a New Zealand Registered Dietitian, a member of the New Zealand Institute of Directors, and formerly a Barrister and Solicitor of the High Court of New Zealand.

Naomi is the Founder, Trustee, and Chief Executive for Pūhoro. She is known for her expertise in Kaitonotono and passion for Māori development. Naomi is a trained strategist and has strengths in public policy, research and evaluation and human centred design thinking. Naomi is an uri of Rangitāne ki te Wairarapa me Ngāti Kahungunu ki Wairoa. Her love for Pūhoro is primarily focused on being involved in something that is making a difference for whānau.

TE URUNGA TŪ

SECONDARY SCHOOL PHASE



9(2)(a)

(Palmerston North Boys' High School) at Manawatū Wānanga

THE SNAPSHOT

Pūhoro continued to grow its presence within the secondary school sector as the national go-to programme for rangatahi STEMM capability throughout the 2021-2022 period.



Despite the ongoing disruptions of Covid19, our team of dedicated Te Urunga Tū kaihautū (navigators) visited with rangatahi in-person at kura or online, right across the country to deliver mentoring sessions and facilitate tutoring sessions.

These sessions encompassed everything from CV preparation, job interview simulation, STEM career exposure and tuakiri identity sessions, to biology, chemistry and physics tutorials, including a pilot expansion into digital technology within the Waikato region.

As rangatahi took part in these offerings, they earned Pūhoro-designed micro-credentials

and badges as evidence of their participation and learning. This is an element of the Pūhoro programme that is continuing to gain traction across all our partner regions.

Our micro-credentials encompass three intersecting domains – Tuakiritanga/Identity, 21st Century Skills and Career Exposure. Rangatahi earned badges to be used as valuable digital tohu on CV's, and applications for mahi, scholarships and internships.

Pūhoro rangatahi also attended termly wānanga, and participated in our inaugural wānanga pūrau events - school holiday excursions across the regions as an alternative to covid-impacted termly wānanga. Our suite of wānanga events continue to be a highlight not just for rangatahi but our kaimahi as well. A terms worth of mahi culminates in the gathering of rangatahi in each of our partner regions for a whole day, to whakawhanaunga, learn, and have fun as they discover more of the vast landscape that is STEM and mātauranga.

As our rangatahi continue to forge their own STEMM path ahead, Pūhoro will continue to support their journey towards their aspirations and pursue our own vision of building an active and capable Māori STEMM workforce.



Rangatahi from Ngā Puna o Waiōrea attending Wānanga in Tāmaki Makaurau

“This was an extremely **valuable** experience. Being in a **mātauranga Māori** space where others are keen to learn too is **tons of fun**”

Year 12 Pūhoro rangatahi

TE URUNGA TŪ NUMBERS

1077

rangatahi participating in Pūhoro

104

wānanga workshops delivered

54

kura participating in Pūhoro

4609

contacts with rangatahi during lockdowns

824

science tutorials delivered

20

wānanga pūrau excursions

1580

micro-credential badges awarded

1704

rangatahi attendances at termly wānanga

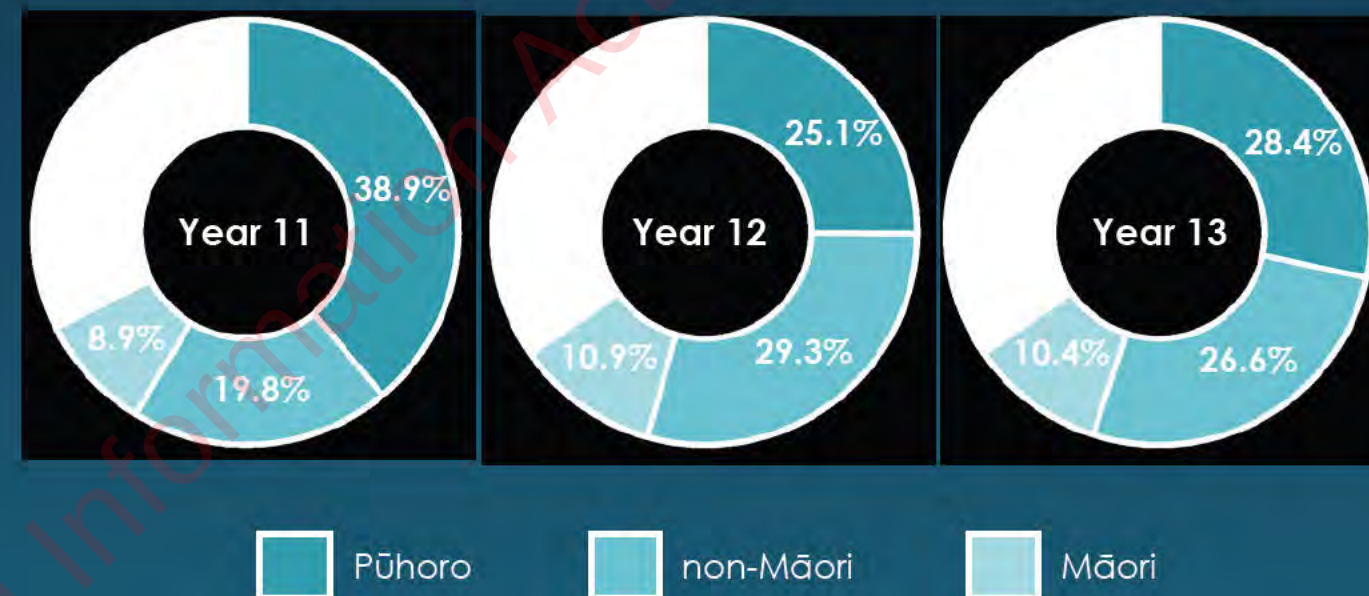
1326

kaihautū sessions delivered

13

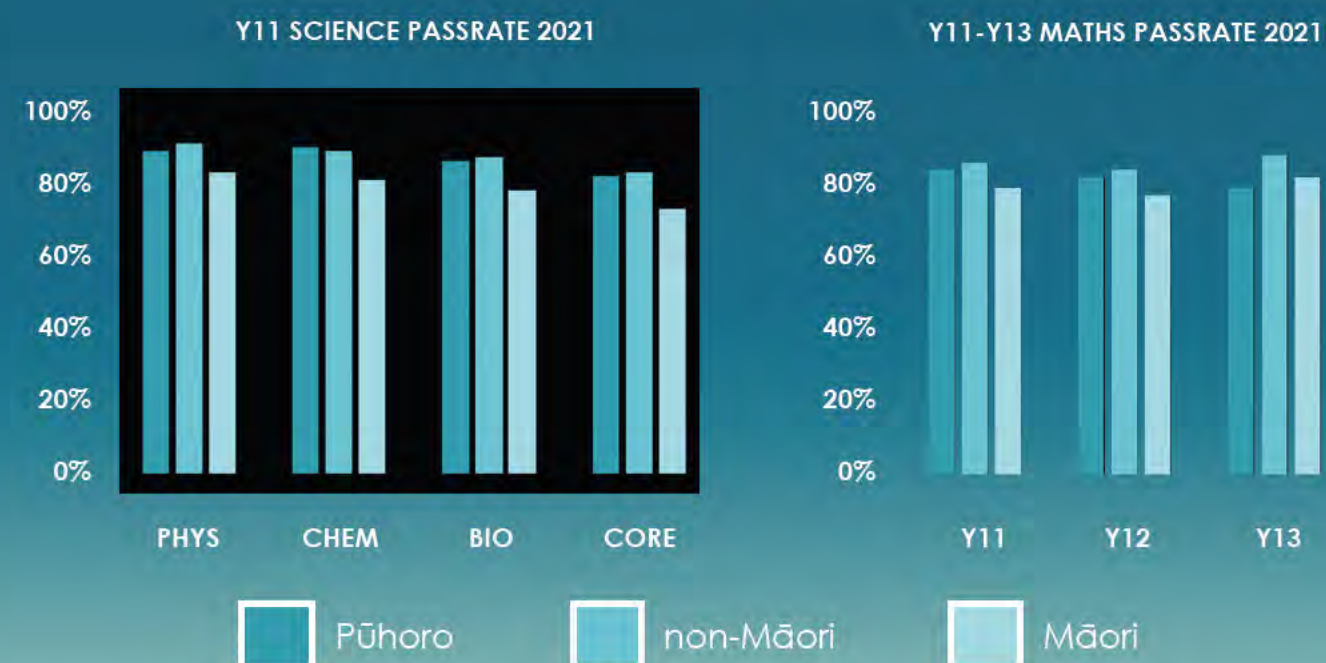
paid summerships for Year 13 rangatahi across two summer periods in 2021 & 2022

% Students who gained one or more science subjects in 2021



* To gain a science subject, students must earn 14 or more credits within a subject domain (Statistics from NZQA Data Analysis, 2022)

NCEA subject comparison 2021



*Data analysed from 2021 Secondary Statistics Consolidated Files (nzqa.govt.nz)

TE URUNGA PAE

TERTIARY PHASE



9(2)(a)

(Pūhoro Te Urunga Pae rangatahi & Pūhoro Intern)

THE SNAPSHOT

Te Urunga Pae, the Tertiary Phase within Pūhoro continued to shift the dial in Māori tertiary level STEM participation. Pūhoro now supports rangatahi at universities, polytechnics, wānanga and PTE's across Aotearoa.



This year, Pūhoro established a Te Urunga Pae team with Kaihautū based in Te Waipounamu, Manawatū and Waikato. They support rangatahi to access tertiary support services, and connect them with scholarship and internship opportunities.

Our internship opportunities for the 2021-2022 period encompassed everything from studying the metabolic effect of kawakawa on humans and investigating the genome of the kākāpō, to exploring consumer data science within the food industry and analysing the water quality of the Manawatū river.

These opportunities provided invaluable experience for our rangatahi within the STEM industry, elevating their skills and abilities in high value

sectors, and allowing them to put their academic studies into practise. These collaborations exposed the industry to our incredibly talented rangatahi, and challenged internship partners to become rangatahi ready.

Partners also were challenged to lean into important discussions about ways they can establish protocols and practices which honour and protect mātauranga Māori. As doors begin to open for rangatahi, they are perfectly positioned to be in high demand as young, proud Māori with strong STEM expertise and proficiency in mātauranga awareness and application.

Te Urunga Pae rangatahi also had the opportunity to gain value-based work skills by feeding back into the Pūhoro kaupapa as tuākana, tutoring Te Urunga Tū rangatahi in schools and supporting Pūhoro events. These opportunities build their experience and values, and likewise, demonstrate to their tēina the possibilities that are available to them through Pūhoro.

As we start to see Te Urunga Pae rangatahi from Pūhoro's original cohort of 2016 begin to graduate university, we are witnessing the realisation of our vision and purpose as rangatahi carve their own STEM futures for themselves and their whānau. Rangatahi now enter the final part of the Pūhoro pipeline: Te Urunga Tapu – Industry Phase.

TE URUNGA PAE NUMBERS

421

rangatahi in Te Urunga Pae

147

new Y13 transitions to Te Urunga Pae

20

tertiary institutions attended

2077

support & mentoring engagements

49

TUP rangatahi employed as tutors

34

summer internships completed

19

TUP mentors providing mentoring to new TUP rangatahi

843

micro-credential badges awarded

10

regions across Aotearoa where TUP rangatahi are studying

84

Y13 rangatahi directly transitioned to study, trades, and apprenticeships

SUMMER INTERNSHIPS

The Pūhoro summer internship programme aims to provide equitable opportunities for rangatahi to participate in research with organisations and people who are committed to the 'Māori in STEM continuum'.

This kaupapa is now approaching its fifth year and continues to grow, offering a growing number of internships year on year with the ongoing support and collaboration of our partners. In 2021-2022 Pūhoro, together with 17 partner organisations, supported thirty-four summer internships.

Rangatahi participated in research projects right across the scientific fields including studying tuna populations in Lake Wanaka and Lake Hawea, exploring the science of early life nutrition within the dairy sector, investigating the cross-breeding of different plant species to increase genetic diversity, applying mātauranga and tikanga to the planting and harvesting of te māra kai, the development of alternative meat products and the discipline of sensory and consumer science, conducting insect surveys within kiwi horticultural settings, and analysing the water quality of the Manawatū river.

Participating in these projects elevated rangatahi work skills and abilities within high value sectors, and provided opportunities for them to put their

academic studies into practise.

Of particular importance is partner organisation commitment to provide culturally safe work environments for rangatahi. Although there is much work to do, this creates more opportunities for rangatahi to work and research in STEMM spaces that value who they are as Māori and honours their heritage.

*Our priority and focus is to **champion opportunities** for rangatahi engagement with organisations and people who are **committed** to **culturally safe** workplace settings for rangatahi*

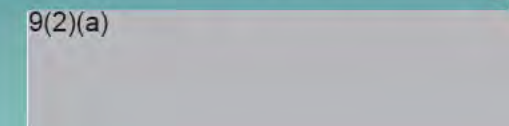
We are excited to witness this kaupapa flourish and in conjunction with our partner organisations, we are committed to continuing investment into the 'Māori in STEM continuum'. We look forward to providing even more rangatahi with incredible exposure to the STEM sector in the future.

9(2)(a)



*“An experience during this internship which I **enjoyed**, and which will relate to my future career was having the opportunity to **build connections** with local hapū members of Dannevirke and being able to **apply learnings** from my degree into practice while **working with this community**”*

9(2)(a)



TE URUNGA TAPU

INDUSTRY PHASE



9(2)(a)

(Pūhoro Te Urunga Tapu rangatahi & tertiary graduate)

THE SNAPSHOT

Te Urunga Tapu is Pūhoro's industry phase and supports rangatahi to pathway from their tertiary studies into high value career opportunities.

In 2022, Pūhoro started to see the fruition of the Te Urunga Tapu phase as a number of the 2016 founding cohort began to graduate from their tertiary studies. This has been the long-term vision of Pūhoro right from its inception - to help support rangatahi Māori into high value STEM careers - and we are excited to see this phase get underway.

Mātauranga is woven throughout the kaupapa to ensure it is culturally anchored in our identity and plays a significant role in our success

Many of the career opportunities available to rangatahi were initiated in the Te Urunga Pae phase. Networking within the internship sphere enabled rangatahi to feel work-ready, values-driven, people-oriented, and able to make significant industry connections that are leading them towards their own career opportunities.

As more and more rangatahi begin to graduate from their tertiary organisation, they are positioning themselves to lead within the Māori STEM workforce. This means graduates who are also culturally anchored in their identity as Māori and who have the cultural fluency to breathe fresh air into the STEM spaces they occupy.

Graduates are also moving into postgraduate studies, further building the STEM capability of Māori within Aotearoa and providing positive role models for younger rangatahi. Graduates continue to build the Pūhoro pipeline through providing tutoring and support in schools. As they share their experiences and successes with rangatahi in schools and wānanga, they demonstrate that the possibilities and opportunities for Māori within STEM are endless and that Pūhoro can support them right throughout their journey.

We at Pūhoro, are honoured to continue supporting rangatahi into high-value careers of their choice, and are excited and proud to see them trailblazing the way forward for themselves, their whānau and their iwi within their careers as they take their rightful place as strong, influential, proud Māori within the STEM sector.

MĀORI EMPLOYMENT FIGURES

12%

In 2017, Māori made up 12% of the national workforce

30%

Māori are anticipated to make up 30% of the workforce by 2030

<2%

Māori currently make up less than 2% of the scientific workforce

Pūhoro is well positioned to disrupt the inequitable outcomes for Māori in STEM and carve out new STEM futures with an enhanced focus on mātauranga Māori. Our target over the next 10 years is:

15,000

Increased whānau, social, cultural and economic security with 15,000 culturally anchored rangatahi enjoying social, economical, cultural and collective gains

150

A rangatahi-ready STEM workforce with 150 organisations across the Pūhoro partner network providing culturally safe spaces for rangatahi leaders

15,000

Equitable STEM pathways with 15,000 rangatahi Māori being engaged in STEM opportunities

5000

More Māori enjoying high value STEM careers with 5000 rangatahi transitioned into STEM employment

NGĀ KAUPAPA O TE TAU

OUR EVENTS



Rangatahi touring Pūkaha National Wildlife Centre



WĀNANGA PŪRAU

Pūhoro held 20 Wānanga Pūrau events during the 2022 Term 1 holidays as an alternative to wānanga events that had been cancelled due to Covid19. These day events were held in Manawatū, Ōtautahi, Tāmaki Makaurau, Rotorua, Waikato, Te Matau a Māui and Ruapehu for small groups of rangatahi. We were privileged to take them on STEMM-based excursions to Pūkaha Mount Bruce, Auckland Zoo, The Antarctic Centre, Waka on the Ōtakaro, VR Voom, Genesis Power Station in Huntly, Taonga Pūoro, and Kura Matihiko to name just a few.



WHĀNAU EXPO

During the 2021-2022 period, Pūhoro held a total of five Whānau Expo in the Manawatū, Te Matau a Māui, Waikato, and Ōtautahi regions. These expos were an opportunity for kaimahi to meet and connect with new Pūhoro rangatahi and their whānau in a fun and engaging environment. During the course of these Whānau Expo, a total of 281 rangatahi and their whānau participated in these events.



TERMLY WĀNANGA

Over the year, Pūhoro delivered 14 Wānanga events in Manawatū, Ōtautahi, Tāmaki Makaurau, Rotorua, Waikato, and Te Matau a Māui. Wānanga comprised workshops encompassing everything from engineering, cosmetic and food chemistry, to mechatronics, mātauranga Māori, and sports science. Problem-solving, teamwork, and exposure to STEM experts within a kaupapa Māori environment were key elements of all our wānanga as was the overarching theme of tuakiritanga – Māori identity – and normalising rangatahi STEMM engagement.

ENGINEERING YOUNG MĀORI MINDS

To celebrate Pūhoro's expansion into the Ruapehu region in 2021, Pūhoro held an introductory mini EYMM event at Ruapehu College. Pūhoro delivered three science and engineering challenges based on the pūrākau Te Hekenga o Kupe, Te Pakanga o Okatia, and Māui me te Rā. This mini-event facilitated the opportunity for kaihautū to meet and greet their new rangatahi, to provide a fun, positive, and hands-on environment for rangatahi to engage with science using pūrākau, and to inspire rangatahi to maintain their commitment to studying the sciences in school.





YEAR 12 & 13 CAMP

In October 2021, Pūhoro held a week-long nationwide camp for Year 12 and 13 rangatahi. The New Zealand Defence Force hosted this camp. Rangatahi from Te Matau a Māui and Manawatū were flown via NZDF aircraft to join Ōtautahi rangatahi at Burnham Military Camp and to participate in events and activities planned for the week. These included an amazing race, a Kaikoura excursion and kōrero with Tā Mark Solomon, career exposure, hands-on experience with the many army trades available at Burnham Military Camp, team building and leadership activities, a graduation dinner and poroaki.

YEAR 13 GRADUATION

At the close of 2021, Pūhoro held three graduation ceremonies for Year 13 rangatahi in Manawatū, Ōtautahi, and Te Matau a Māui. Graduates were invited to bring their whānau along and celebrate with us as they were recognised for their incredible achievements in school and in maintaining a Pūhoro STEMM pathway. As rangatahi crossed the stage to receive their tohu and taonga, their future endeavours were shared with the assembly, with most choosing to directly enter tertiary level study at universities and polytechnics around Aotearoa.





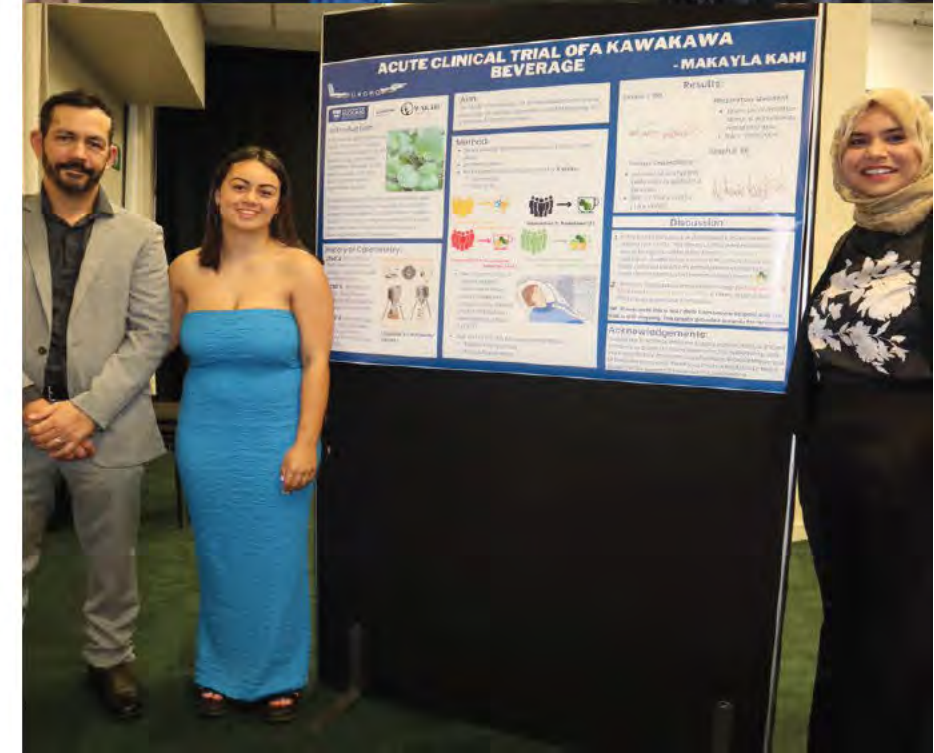
INTERNSHIP WHAKATAU

To kickstart our summer internship programme, a mihi whakatau for all Pūhoro interns and their supervisors was held at the Palmerston North Convention Centre. Pūhoro interns were formally introduced to their supervisors for the summer and had the opportunity to participate in a series of workshops in preparation for their upcoming mahi, including a Te Tiriti workshop. Likewise, all attending supervisors participated in a number of workshops designed to help them to be 'Pūhoro rangatahi-ready'.



PŌ WHAKANUI

At the conclusion of our summer internship programme, we invited all interns, their whānau, and their supervisors back to gather again for a pō whakanui – a night of celebration. This was an opportunity for our interns to showcase all of their amazing research to those in attendance and share their findings. The evening progressed into inspiring speeches from a number of our interns and culminated in the presentation of awards and prizes to the interns whose research was of the highest quality.



REO RANGATAHI

STUDENT VOICE



9(2)(a)

TKKM o Ngāti Kahungunu o Te Wairoa)

STUDENT VOICE

At our Pūhoro events, we ask rangatahi for their reflections and insights.

This is to understand the impact Pūhoro is having on them, what learnings resonate with them the most and what they would like more of. Throughout the 2021-2022 period, we received rangatahi feedback from wānanga, wānanga pūrau, EYMM, and camp

events, and feedback continues to demonstrate positive impacts, particularly around their own identity as Māori and on their engagement in STEM. Presented here is a selection of rangatahi feedback from these events held throughout the 2021-2022 period, and is a representation of the overall sentiment expressed in all rangatahi feedback.

Learnt that I'm Māori and there is no classification or **way to be Māori** – no stereotypes are true - Year 12 tauira

I learnt the different possible careers/career paths. Was **good to hear** personal opinions and **ri** from experience. It gives me ideas or **possibilities for my future** - Year 13 tauira

My highlight was learning about all the **different opportunities** and places you get to go within the STEM space, and the **array of jobs** that are out there - Year 13 tauira

This **whole experience was so amazing** and enjoyable even though I'm not a very techy person. I enjoyed **working with my peers** to create a website and videos. It was so amazing - Year 11 tauira

Had the most fun in this workshop as we had to build a catapult from scratch and also **build a relationship** with our group - Year 12 tauira

A highlight was hearing **never to give up!** Love all the opportunities, and chances that had been said - Year 12 tauira

It has exposed me to another **possible career path** and made me more passionate about **Māori science and knowledge**. I want to learn more. Will be coming back - Year 13 tauira

Makes me want to **be a scientist** - Year 11

Pretty impactful, seeing before this wasn't kept at school but now I am considering that as a **future job** - Year 12 tauira

My highlight was **opening my mind** to what engineering can be. My view before this workshop was it was only fixing cars but **I have learnt** it can be much more such as it can be used to help in surgery - Year 11 tauira

blue drinks. I made **believe in my elf** more and made me **feel good enough** to go to uni and be a part of Pūhoro - Year 11 tauira

My highlight was playing with dry ice because **it was cool to see sublimation** and how molecules change phases - Year 13 tauira

Panel discussion was so awesome to **see Māori wāhanga hiwin** in health. I found it really informative and a good way to go - Year 13 tauira

I liked Robotics because I learnt a lot of **new things** that we never done before in school and **helped me** participate more in science and technology - Year 11 tauira

This workshop was **cool** because I got to **find out things** I didn't know about biology. I would want to see more options in my school - Year 11 tauira

We were born into a **family of scientists** - Year 11 tauira

This was **very impactful** because I struggle to talk to and make new friends. This trip pushed me out of my **comfort zone** and I was able to make new friends from the kura - Year 11 tauira

It was a very **precious experience** and I will treasure it for the **rest of my life** - Year 11 tauira

I liked learning about **Māori wāhanga in STEM** - Year 13 tauira

COST BENEFIT ANALYSIS

Matatihi Economic Research undertook an independant cost benefit analysis (CBA) in July 2021 to investigate the potential economic benefits of Pūhoro to individual rangatahi.

This included an exploration of any regional economic impacts and any wider flow-on effects within higher education for Māori.

The report noted that “Pūhoro is having a significant economic and social impact on regional

economies”, describing ‘direct’, ‘indirect’, and ‘induced’ economic impacts due to Pūhoro activity (Matatihi Economic Research: July 2021).

The report noted several additional social benefits as a result of Pūhoro activity, that “Pūhoro Academy is generating significant social benefits in terms of health, education, whānau relationships, wealth creation and the avoidance of social service costs”.

Excerpts taken from the cost-benefit analysis.

14:1 16:1 92m

The potential economic benefits of Pūhoro's high school programme outweigh the economic costs by a factor of 14:1

The potential economic benefits of Puhoro's tertiary programme outweigh the economic costs by a factor of 16:1

The total net value of the potential economic benefits of the Pūhoro programme at July 2021 is calculated to be over \$92 million

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AUDITOR'S REPORT

INDEPENDENT AUDITORS REPORT

To the Trustees of Pūhoro Charitable Trust

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Pūhoro Charitable Trust on pages 54 to 70, which comprise the statement of financial position as at 30 June 2022, and the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Trust as at 30 June 2022, and its financial performance and its cash flows for the year then ended in accordance with Tier 2 Not-For-Profit PBE Reduced Disclosure Regime issued by the New Zealand Accounting Standards Board.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (New Zealand) (ISAs (NZ)). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Trust in accordance with Professional and Ethical Standard 1 (Revised) Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board and the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants (IESBA Code), and we have fulfilled our other ethical responsibilities in accordance with these requirements and the IESBA Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other than in our capacity as auditor we have no relationship with, or interests in, the Trust.

Other information

The Trustees are responsible on behalf of the Trust for the other information. The other information comprises the Entity information, Statement of Service Performance, Annual Report but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the audit or otherwise appears to be materially misstated. If based, on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Trustees Responsibilities for the Financial Statements

Those charged with governance are responsible on behalf of the Trust for the preparation and fair presentation of the financial statements in accordance with Tier 2 Not-For-Profit PBE Reduced Disclosure Regime, and for such internal control as those charged with governance determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, those charged with governance are responsible on behalf of the Trust for assessing the Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless those charged with governance either intend to liquidate the Trust or to cease operations, or have no realistic alternative but to do so.

Auditors Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (NZ) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of users taken on the basis of these financial statements.

A further description of the auditor's responsibilities for the audit of the financial statements is located at the XRB's website at:

<http://www.xrb.govt.nz/standards-for-assurance-practitioners/auditors-responsibilities/auditreport-8/>

ENTITY INFORMATION

Other Matter

The Opening Balances have not been audited.

Restriction on Distribution or Use

This report is made solely to the trustees, as a body, in accordance with section 42F of the Charities Act 2005. Our audit work has been undertaken so that we might state to the trustees those matters we are required to state to them in an auditor’s report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the trustees as a body, for our audit work, for this report, or for the opinions we have formed.



Talia Anderson-Town
Silks Audit Chartered Accountants Ltd
Whanganui, New Zealand

Date: 20 October 2022

Pūhoro Charitable Trust
For the year ended 30 June 2022

Nature of business
Education and Training

Charities commission number
CC58703

Postal address
PO Box 5073
Palmerston North 4144

Board of Trustees
Dr Jessica Hutchings (Co-Chair)
Dr Meika Foster
Naomi Manu
Professor Tahu Kukutai
Robin Hapi (Co-Chair)
Sir Mark Solomon

Accountants
GHA Ltd
Chartered Accountants
PO Box 1712
Rotorua

Auditors
Silks Audit Chartered Accountants Ltd
15 Guyton Street
Whanganui

STATEMENT OF SERVICE PERFORMANCE

Pūhoro Charitable Trust
For the year ended 30 June 2022

Description of Entity's Outcomes

The Pūhoro Charitable Trust is a by Māori, for Māori and with Māori capability building pipeline for rangatahi Māori into STEMM (Science, Technology, Engineering, Mathematics, Mātauranga) related fields. Pūhoro supports rangatahi Māori with transitions from secondary school to tertiary programmes, internships, scholarships, industry opportunities and employment in the STEMM sector.

Description and Quantification of the Entity's Outputs

The Pūhoro Charitable Trust provides key deliverables for rangatahi across Aotearoa. Pūhoro has 1503 rangatahi in the programme and delivers across 7 regions; Manawatū, Hawke's Bay, Auckland, Christchurch, Waikato, Rotorua, and Ruapehu. Rangatahi in the programme affiliate and whakapapa to 90 iwi from across Aotearoa. Over this period, Pūhoro has delivered multiple wānanga hosted at partner tertiary institutes, providing 104 hands-on STEMM focused workshops for rangatahi. Pūhoro works with 54 partner schools, delivered 824 science tutorials, and 1326 21st century skills kaihautū mentoring sessions. Pūhoro provided over 30 summer internship and scholarship opportunities for rangatahi and actively supports rangatahi in tertiary and employment in the STEMM sector.

This Statement is to be read in conjunction with the Notes to the Financial Statements, and the accompanying Audit Report.

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

Pūhoro Charitable Trust
For the year ended 30 June 2022

Revenue	Notes	2022 \$	2021 \$
9(2)(b)(ii)			

This Statement is to be read in conjunction with the Notes to the Financial Statements, and the accompanying Audit Report.

NOTES TO THE FINANCIAL STATEMENTS

Pūhoro Charitable Trust

For the year ended 30 June 2022

1 Reporting entity

Puhoro Trust is a charitable trust registered with the Charities services on 03 February 2021 under the Charities Act 2005.

The principal activity for Puhoro Trust is the advancement of education in science, technology, engineering and mathematics.

These financial statements were authorised for issue by the Trustees on 20 October 2022.

2 Basis of preparation

(a) Statement of compliance

The financial statements have been prepared in accordance with New Zealand Generally Accepted Accounting Practice ("NZ GAAP"). They comply with the Public Benefit Entity Standards Reduced Disclosure Regime ("PBE Standards RDR") as appropriate for Tier 2 not-for-profit public benefit entities, for which all reduced disclosure regime exemptions have been adopted.

(b) Measurement basis

The financial statements have been prepared on the historical cost basis except for assets and liabilities that have been measured at fair value.

(c) Functional and presentation currency

The financial statements are presented in New Zealand dollars (\$) which is the Trust's functional currency. There has been no change in the functional currency of the Trust during the year.

3 Changes in Accounting Policies

For the year ended 30 June 2021, Pūhoro Charitable Trust prepared its financial statements using the PBE SFR-A (NFP) Public Benefit Entity Simple Format Reporting - Accrual (Not-For-Profit) on the basis that it does not have public accountability and has total annual expenses equal to or less than ^{9(2)(b)(ii)}

These have now been restated to Not-For-Profit PBE IPSAS – RDR. The transition to Tier 2 Not-For-Profit PBE Accounting Standards has not affected the reporting Statement of Financial Position and Statement of Comprehensive Revenue and Expenses.

4 Use of judgements and estimates

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, income, and expenses. Actual results may differ from those estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimates are revised and in any future periods affected.

(a) Judgements

Judgements made in applying accounting policies that have had the most significant effects on the amounts recognised in the consolidated financial statements include the following:

- Classification of lease arrangements

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the Trust. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset and the economic life of the lease asset.

- Provision for doubtful debts

Analysis of the provision for doubtful debts requires a judgement by way of assessment of the Trust's receivables and the likelihood of non payment of those receivables. Judgement is required in determining an appropriate level for the provision of doubtful debts and monitoring its receivables.

- Recognition of grants

Determining whether the conditions of a grant have been met so that it can be recorded as revenue requires judgement. The Trust must assess whether all or some conditions have been met so that the grant can be recognised as revenue within the related accounting period.

(b) Estimates

Estimates made in applying accounting policies that have had the most significant effects on the amounts recognised in the consolidated financial statements include the following:

- Depreciation

Determining the provision for depreciation requires estimation with respect to the economic life and residual value. For each item of Property, Plant and Equipment the Trust must estimate its economic life as well as any residual value at the end of its economic life.

5 Significant accounting policies

The financial statements have been prepared using the significant accounting policies and measurement bases summarised below.

(a) Revenue

Revenue is recognised when the amount of revenue can be measured reliably and it is probable that economic benefits will flow to the Trust, and measured at the fair value of consideration received or receivable.

The following specific recognition criteria in relation to the Trust's revenue streams must also be met before revenue is recognised.

(i) Revenue from exchange transactions

Rendering of services

Revenue from services rendered is recognised in surplus or deficit in proportion to the stage-of-completion of the transaction at the reporting date. The stage of completion is assessed by reference to achievement of contracted service goals.

Contract income

Revenue from government contacts is provided as funding for services that the Trust provides to education and training in science, technology, engineering and mathematics.

(ii) Revenue from non-exchange transactions

Non-exchange transactions are those where the Trust receives an inflow of resources (i.e. cash and other tangible or intangible items) but provides no (or nominal) direct consideration in return.

With the exception of services-in-kind, inflows of resources from non-exchange transactions are only recognised as assets where both:

- It is probable that the associated future economic benefit or service potential will flow to the entity, and
- Fair value is reliably measurable.

Inflows of resources from non-exchange transactions that are recognised as assets are recognised as non-exchange revenue, to the extent that a liability is not recognised in respect to the same inflow.

Liabilities are recognised in relation to inflows of resources from non-exchange transactions when there is a resulting present obligation as a result of the non-exchange transactions, where both:

- It is probable that an outflow of resources embodying future economic benefit or service potential will be required to settle the obligation, and
- The amount of the obligation can be reliably estimated.

Contract income

Revenue from contracts is provided as funding for services that the Trust provides to education and training in science, technology, engineering and mathematics.

Grants, donations, legacies and bequests

The recognition of non-exchange revenue from Grants & Donations depends on the nature of any stipulations attached to the inflow of resources received, and whether this creates a liability (i.e. present obligation) rather than the recognition of revenue.

5 Significant accounting policies - continued

Stipulations that are 'conditions' specifically require the Group to return the inflow of resources received if they are not utilised in the way stipulated, resulting in the recognition of a non-exchange liability that is subsequently recognised as non-exchange revenue as and when the 'conditions' are satisfied.

Stipulations that are 'restrictions' do not specifically require the Group to return the inflow of resources received if they are not utilised in the way stipulated, and therefore do not result in the recognition of a non-exchange liability, which results in the immediate recognition of non-exchange revenue.

(b) Employee Benefits

A liability is recognised for benefits accruing to employees in respect of wages and salaries and annual leave in the period that the related service is rendered at the undiscounted amount of the benefits expected to be paid in exchange for that service.

(c) Financial instruments

Financial instruments are initially recognised when the Trust becomes a party to the contractual provisions of the instrument. Financial instruments are initially measured at fair value, plus for those financial instruments not subsequently measured at fair value through surplus or deficit, directly attributable transaction costs.

Subsequent measurement is dependent of classification of the financial instrument, and is specifically detailed in the accounting policies below.

Financial assets

Financial assets within the scope of PBE IPSAS 29 *Financial Instruments: Recognition and Measurement* are classified as loans and receivables at initial recognition.

Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. After initial recognition, these are measured at amortised cost using the effective interest method, less any allowance for impairment. The Trust's cash and cash equivalents and debtors fall into this category.

Cash and cash equivalents are short term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

Financial liabilities

The Trust's financial liabilities include trade and other creditors (excluding GST), employee entitlements, loan and borrowings and deferred income (in respect to grant whose conditions are yet to be complied with).

All financial liabilities are initially recognised at fair value (plus transaction cost for financial liabilities not at fair value through surplus or deficit) and are measured subsequently at amortised cost using the effective interest method except for financial liabilities at fair value through surplus or deficit.

(d) Property, plant and equipment

(i) Recognition and measurement

Items of property, plant and equipment are initially recorded at cost and subsequently measured under Cost model: cost, less accumulated depreciation and impairment losses.

5 Significant accounting policies - continued

Cost includes expenditure that is directly attributable to the acquisition of the asset. The cost of assets includes the following:

- The cost of materials and direct labour
- Costs directly attributable to bringing the assets to a working condition for their intended use
- When the Trust has an obligation to remove the asset or restore the site, an estimate of the costs of dismantling and removing the items and restoring the site on which they are located, and
- Capitalised borrowing costs.

Purchased software that is integral to the functionality of the related equipment is capitalised as part of that equipment. When parts of an item of property, plant and equipment have different useful lives, they are accounted for as separate items (major components) of property, plant and equipment.

Any gain or loss on disposal of an item of property, plant and equipment (calculated as the difference between the net proceeds from disposal and the carrying amount of the item) is recognised in surplus or deficit.

(ii) Subsequent expenditure

Subsequent expenditure is capitalised only when it is probable that the future economic benefits associated with the expenditure will flow to the Trust. Ongoing repairs and maintenance is expensed as incurred.

(iii) Depreciation

Depreciation is based on the cost of an asset less its residual value. Depreciation is recognised in surplus or deficit on a diminishing value basis over the estimated useful lives of each component of an item of property, plant and equipment. The diminishing value depreciation rates are:

Buildings	0-20% DV
Office Equipment	10-40% DV
Information Communication Technology	25-67% DV

Depreciation methods, useful lives, and residual values are reviewed at reporting date and adjusted if appropriate.

e) Operating leases

Operating leases are not recognised in the statement of financial position. Payments made under operating leases are recognised in surplus or deficit on a straight-line basis over the term of the lease. Lease incentives received are recognised as an integral part of the total lease expense, over the term of the lease.

(f) Intangible Assets

Intangible assets acquired separately are measured on initial recognition at cost. The cost of intangible assets acquired in a non-exchange transaction is their fair value at the date of the exchange.

Following initial recognition, intangible assets are carried at cost less any accumulated amortisation and accumulated impairment losses. Internally generated intangibles, excluding capitalised development costs, are not capitalised and the related expenditure is reflected in surplus or deficit in the period in which the expenditure is incurred.

The useful lives of intangible assets are assessed as either finite or indefinite. Intangible assets with finite lives are amortised over the useful economic life and assessed for impairment whenever there is an indication that the intangible asset may be impaired.

5 Significant accounting policies - continued

The amortisation period and the amortisation method for an intangible asset with a finite useful life are reviewed at least at the end of each reporting period. Changes in the expected useful life or the expected pattern of consumption of future economic benefits or service potential embodied in the asset are considered to modify the amortisation period or method, as appropriate, and are treated as changes in accounting estimates.

The amortisation expense on intangible assets with finite lives is recognised in surplus or deficit within other expenses.

Intangible assets with indefinite useful lives are not amortised, but are tested for impairment annually. The assessment of indefinite life is reviewed annually to determine whether the indefinite life continues to be supportable. If not, the change in useful life from indefinite to finite is made on a prospective basis.

Gains or losses arising from de-recognition of an intangible asset are measured as the difference between the net disposal proceeds and the carrying amount of the asset and are recognised in surplus or deficit when the asset is derecognised.

(i) Amortisation

Amortisation is recognised in surplus or deficit on a diminishing value basis over the estimated useful lives of each amortisable intangible asset.

The estimated useful lives diminishing value amortisation rates are:

Systems Manager 5 years (2022 X 5/50%)

Website 5 years (2022 X 5/50%)

Amortisation methods, useful lives and residual values are reviewed at each reporting date and adjusted if appropriate.

(g) Taxation

(i) Income Tax

Puhoro Charitable Trust is wholly exempt from New Zealand income tax having fully complied with all statutory conditions for these exemptions.

(ii) Goods and Services Tax (GST)

The Trust is registered for GST. All amounts are stated exclusive of goods and services tax (GST) except for accounts payable and accounts receivable which are stated inclusive of GST.

OUR PARTNERS



We would like to take this opportunity to mihi to all of our national and regional partners and funders, both new and ongoing, whose collaborations are able to bring about systemic change within the STEM sector for rangatahi Māori and whose support is the embodiment of the whakataukī 'He Waka Eke Noa'.

NATIONAL PARTNERS



REGIONAL PARTNERS



We would like to acknowledge all of our internship partners and host organisations, whose commitment to the 'Māori in STEM continuum' provides equitable opportunities for rangatahi Māori within the STEM sector, allowing them to carve out their own STEM futures.

INTERNSHIP PARTNERS

AgResearch
Dragonfly Data Science
ESR (Institute of Environmental Science and Research)
Flowjoanna
Genesis Energy
High Value Nutrition National Science Challenge
Liggins Institute
Lincoln Agritech
Massey University
Our Land & Water National Science Challenge
Plant & Food Research
Riddet Institute
TBI Health
University of Canterbury
WAI Wānaka
Water New Zealand

“I love all of this
experience and
opportunity.
Thank you
Pūhoro! x”

Year 11 Pūhoro tauira





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PŪHORO CHARITABLE TRUST



- Proven model that enhances rangatahi engagement in STEMM education and employment
- Kaupapa driven - by Māori, for Māori, and with Māori
- Works collaboratively with rangatahi, whānau, schools, iwi, tertiary providers, government, and industry organisations
- National and international award-winning programme

PŪHORO WHĀNAU



ROBIN HAPI
(CNZM)



PROF TAHU
KUKUTAI



TĀ MARK
SOLOMON

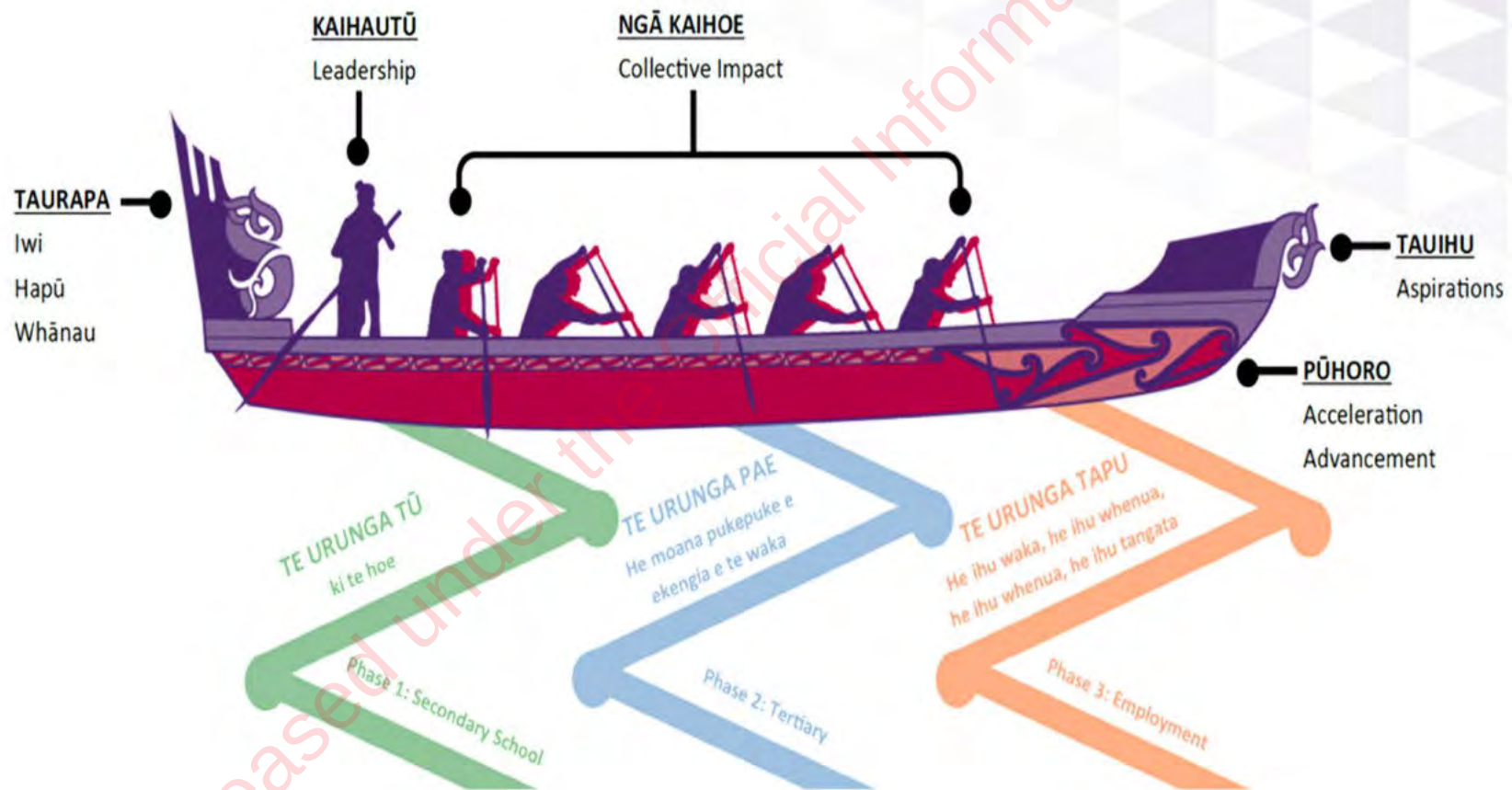


DR MEIKA
FOSTER



DR WILL
EDWARDS (ONZM)

THE MODEL



OUR GROWTH



	2021	2023	2024
RANGATAHI	1000	2000	2500
REGIONS	6	10	12
SCHOOLS	54	69	80
STAFF	21	40	50

RANGATAHI ENGAGEMENT



STEMM Wānanga and Camps

Creating STEMM communities and connecting to industry



Kaihautū Sessions

Tuakiritanga, 21st Century skills and career exposure



Pūhoro Tutorials

Academic support with STEM subjects

Study Noho

NCEA exam preparation



Whānau Engagements

Drivers of rangatahi success



STEMM WĀNANGA

Wānanga delivered

19

STEMM Workshops delivered

150

Wānanga attendance

2100+





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ACHIEVEMENT & IMPACT



**Rangatahi are
industry ready
and culturally
anchored**

2500+ Kaihautū sessions and academic tutorials delivered

NCEA STEM achievement comparable with non-Māori

1500+ micro-credentials awarded

Tertiary transition 5x higher

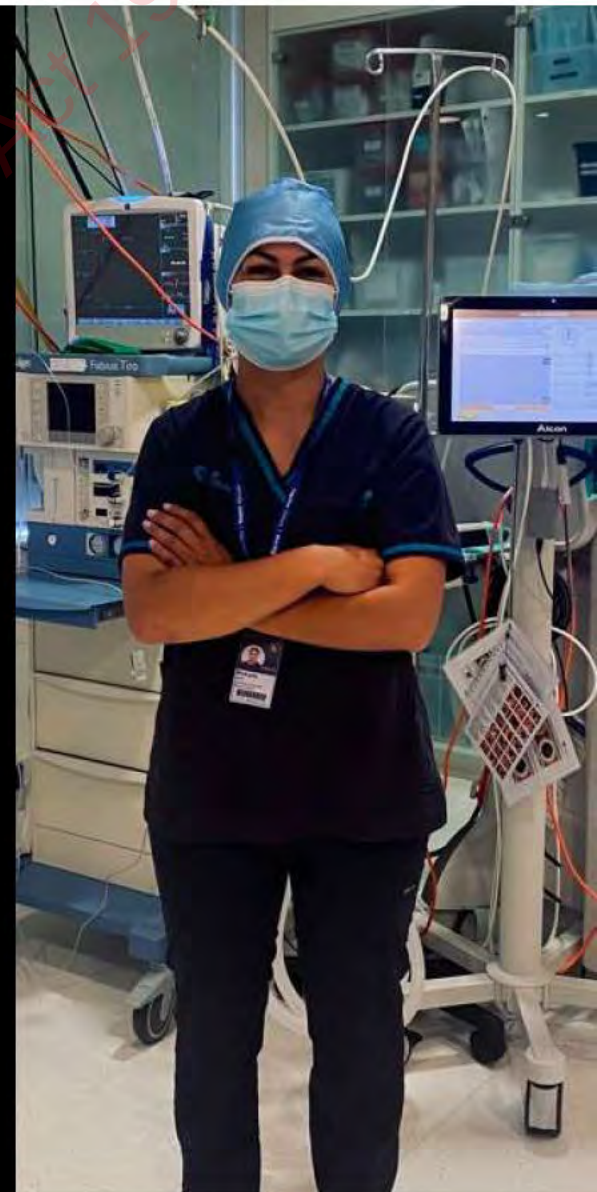
Support industry to be rangatahi ready

Work with whānau to help realise STEM aspirations

Build mātauranga Māori and STEM capability for schools

**Enhance STEMM
pathways and
challenge
barriers**

IMPACT



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INTERNSHIPS



73

internships

35

hosts and
funders

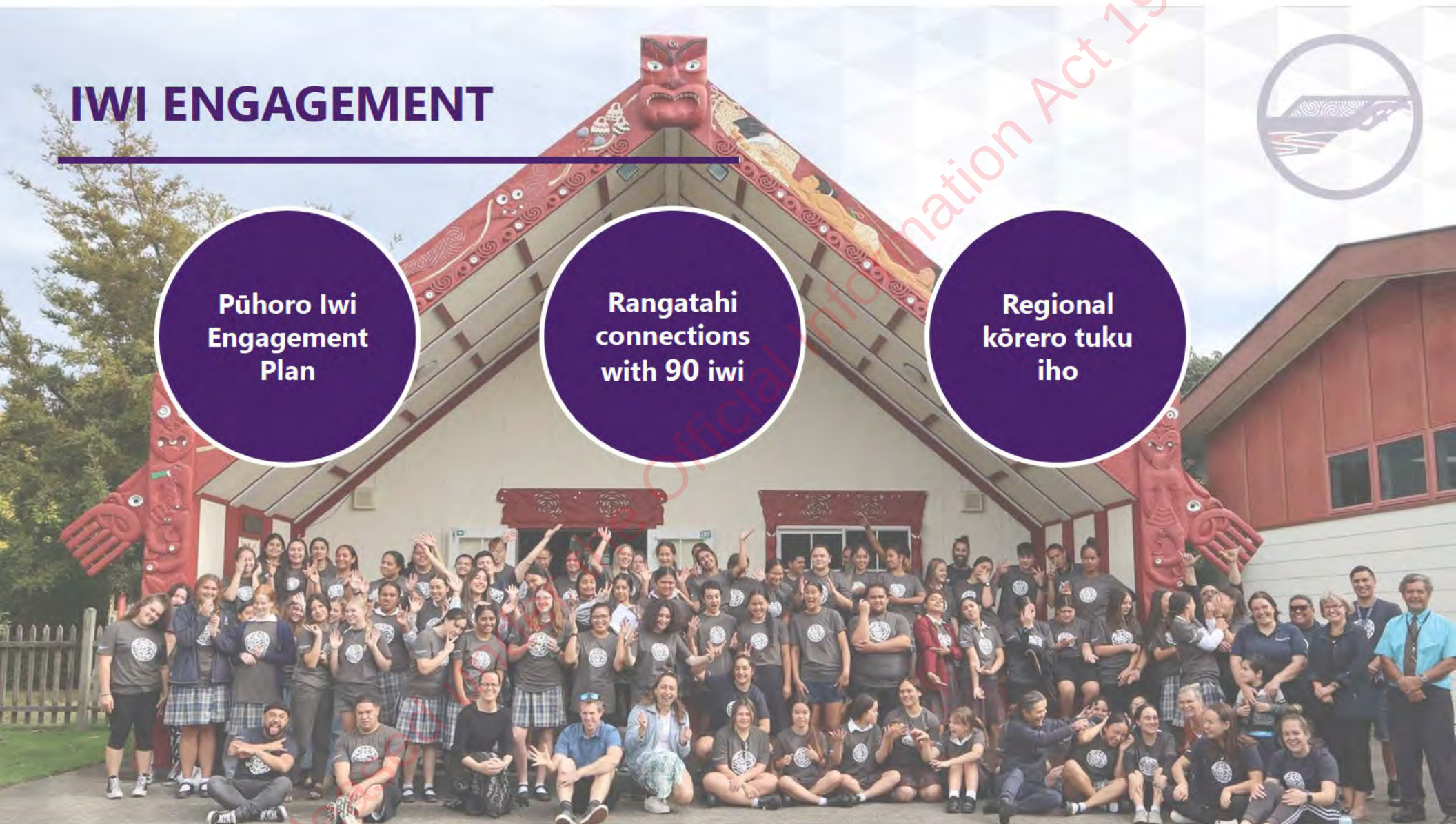


IWI ENGAGEMENT

Pūhoro Iwi
Engagement
Plan

Rangatahi
connections
with 90 iwi

Regional
kōrero tuku
iho



PŪHORO & MoE



TAUHERETANGA

Connect networks and build relationships to enhance collective impact

ŪKAIPŌTANGA

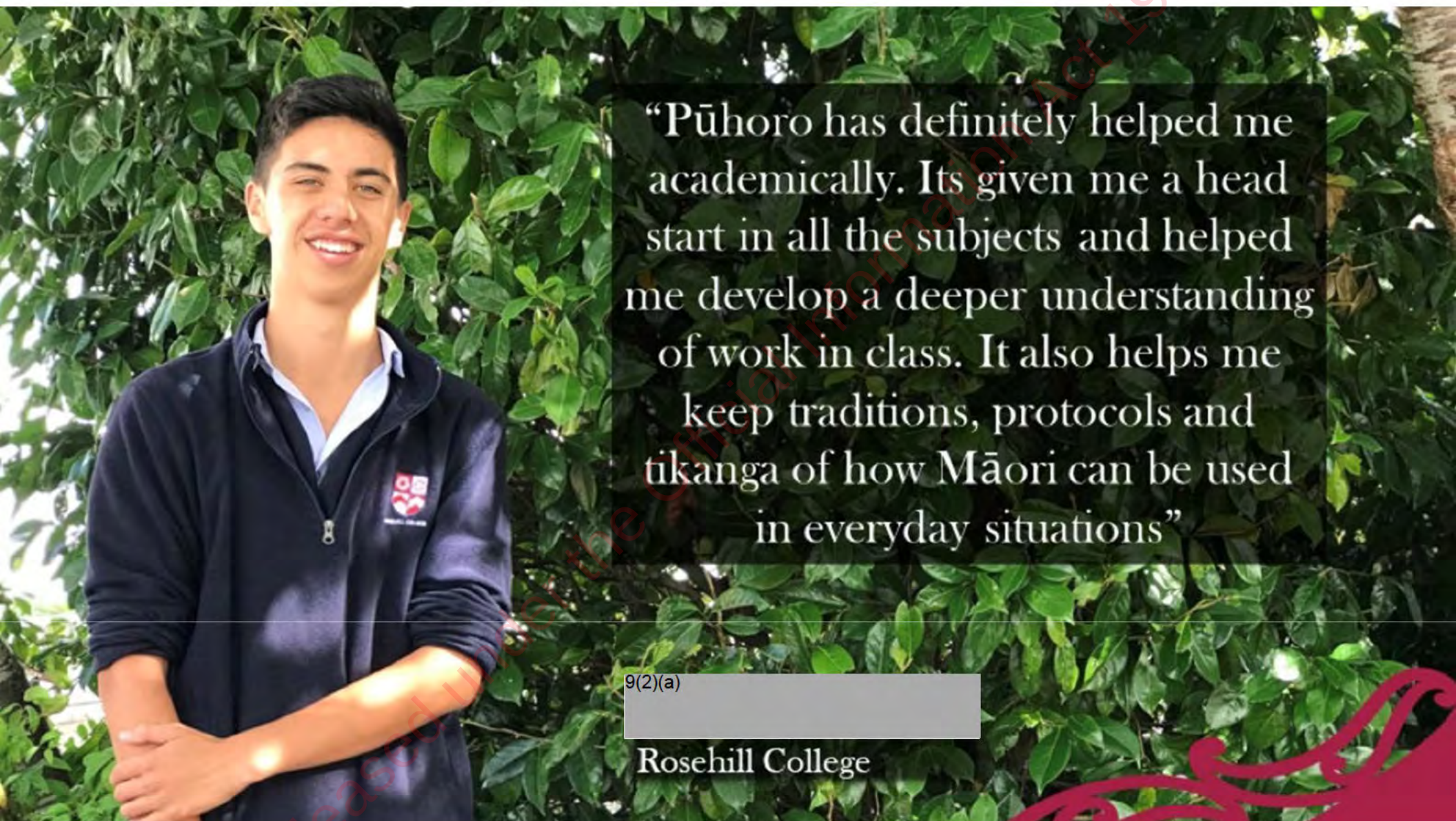
Enduring partnership that realises Māori STEM aspirations

NGĀKAU PONO

High trust relationship that supports delivery of our kaupapa

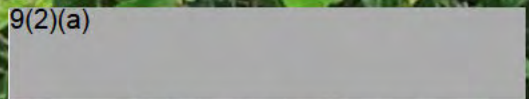
MĀUITANGA

Explore innovative opportunities for Māori in STEM



“Pūhoro has definitely helped me academically. Its given me a head start in all the subjects and helped me develop a deeper understanding of work in class. It also helps me keep traditions, protocols and tikanga of how Māori can be used in everyday situations”

9(2)(a)



Rosehill College

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MINISTRY OF EDUCATION AND PŪHORO PARTNERSHIP

PROPOSAL SUMMARY SLIDE DECK

NOVEMBER 2022



Released under the Official Information Act 1982



WHAT THIS SLIDE DECK IS FOR

- This slide deck is a summary of a comprehensive partnership proposal from Pūhoro Charitable Trust to the Ministry of Education



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ABOUT PŪHORO

- Established in 2016 Pūhoro is a national and international award-winning programme that seeks to facilitate equitable access to STEMM education and employment
 - Pūhoro is a by Māori for Māori and with Māori approach to enhancing rangatahi engagement in STEMM education and employment
 - The Pūhoro model is well-established and proven
- Pūhoro is a sector enhancement and works collaboratively with rangatahi, whānau, schools, tertiary organisations, iwi, hapū, Māori and industry organisations



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WHY THE PŪHORO / MOE PARTNERSHIP IS IMPORTANT

Māori comprise only 2% of the scientific workforce and 4% of the tech workforce

NZ's tech sector is growing – it's now \$8.5B of exports; 8% of NZ's GDP, and is set to overtake dairy as the largest exporter for NZ

Diverse teams are required to unlock innovation and solve complex problems

We must act quickly to remove barriers to exacerbate Māori exclusion from STEMM education and employment

Opportunity in that Māori are a youthful population: 1 in 4 current school leavers are Māori, and by 2040 1 in 3 people of working age will be Māori

Māori career outcomes will be a significant source of the country's wealth & wellbeing in future years

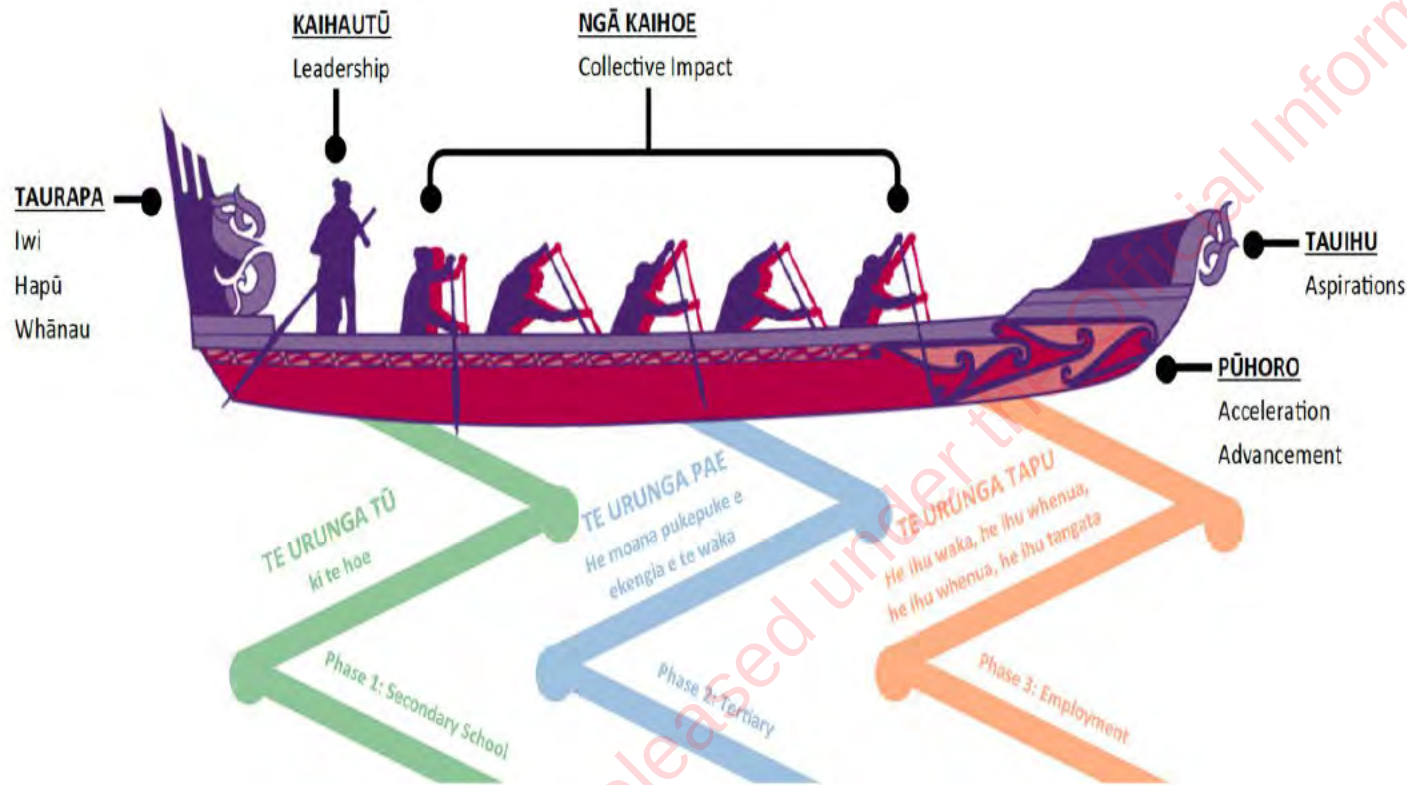
Pūhoro students enjoying parity with, or exceeds STEMM achievement of non-Māori

Pūhoro students are five times more likely than other Māori school leavers to transition to tertiary at degree level



Continuation of sector enhancements as a result of Pūhoro and MOE partnership

TE TAKERE



THIS APPROACH SUPPORTS

- The transition from schooling into tertiary education
- The journey while in tertiary education study, and
- The transition from tertiary education into meaningful employment

Value-add to MOE is that 2/3 of programme delivery costs are met by organisations within the Pūhoro partner network

TE URUNGA TŪ – SECONDARY SCHOOL PROVISION

Engagement with
secondary schools incl.
Kura-ā-iwi and Kura
Kaupapa Te Aho Matua

Weekly face to face
sessions timetabled
during school hours

Group mentoring
sessions to improve
connection to
tuakiritanga/identity

Iwi and hapū
engagement to support
culturally responsive
pedagogy

Early exposure to
STEMM related careers
through in school
sessions and termly
wānanga

Pathway support to
enhance secondary to
tertiary transitions

STEM academic support
throughout NCEA level 1,
2 and 3 ensuring that
subject selections align
to tertiary entry
requirements

Pastoral support
throughout the duration
of mentoring and career
pathway programme

TE URUNGA PAE – TERTIARY PROVISION

Access to a STEMM careers scholarship programme (designed around regional workforce requirements)

Fortnightly mentoring sessions with Pūhoro mataamua

Monthly regional whanaungatanga activities to enhance sense of belonging within tertiary environments

Quarterly career sessions with Māori already in STEM careers

Hui-a-tau clustered into subject specialisation cohorts

Academic supports as required

Facilitation services to connect rangatahi with tertiary campus Māori student support networks (to avoid duplication)

Pastoral support throughout the duration of mentoring and career pathway programme

VISION: To ensure rangatahi have the tools to carve out their own STEMM pathways



Year one – 2023/24

- Deliver the programme to 3300 rangatahi
- Programme expansion to a further two regions (12 regions in total)
- MOE investment to support one third of programme delivery costs
- **Total MOE investment** 9(2)(b)(ii)

Year two – 2024/25

- Deliver the programme to 4400 rangatahi
- Programme expansion to a further two regions (14 regions in total)
- MOE investment to support one third of programme delivery costs
- **Total MOE investment** 9(2)(b)(ii)

Year three – 2025/26

- Deliver the programme to 5500 rangatahi
- Programme expansion to a further two regions (16 regions in total)
- MOE investment to support one third of programme delivery costs
- **Total MOE investment** 9(2)(b)(ii)

Year four - 2026/27

- Deliver programme to 6500 rangatahi
- Programme expansion to a further two regions (18 regions in total)
- MOE investment to support one third of programme delivery costs
- **Total MOE investment** 9(2)(b)(ii)



OUR PEOPLE



ROBIN HAPI CNZM

DR JESSICA HUTCHINGS

TĀ MARK SOLOMON

PROF TAHU KUKUTAI

DR MEIKA FOSTER

NAOMI MANU



Pūhoro Charitable Trust

Summer Internship Programme
2022-2023

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Introduction:

Launched in 2016 Pūhoro contributes towards the solution to the low representation of Māori in science, technology, engineering and mathematics (STEM).

What started out as a pilot programme in the Manawatu with just 97 Year 11 rangatahi, has now grown into a vibrant kaupapa supporting over 1500 rangatahi Māori in seven regions across Aotearoa. Designed with rangatahi and their whānau in mind, Pūhoro supports rangatahi to maintain a science pathway throughout high school, transition to tertiary and embrace their Māoritanga – we remind them that they are descendants of some of the greatest navigators and scientists there have ever been. We believe our rangatahi are in a unique position to be the engineers, entrepreneurs, scientists, innovators, environmentalists and thought-pioneers of today.

We are committed to helping rangatahi realise their own innate abilities within the sciences, just like their tīpuna, and we will continue to disrupt the narrative around Māori STEM engagement. As we continue our mahi to remove barriers and champion rangatahi aspirations and achievement within the sciences, we will begin to see systemic change that allows them and their whānau access the tools they need to carve out their own STEMM futures.

This summership noho celebrates the commencement of the annual Pūhoro Summership programme. We wish to acknowledge our rangatahi for the courageous journey navigating STEMM pathways and to our many partner organisations and supervisors who are demonstrating a commitment to see improved engagement of Māori in STEMM.

This booklet provides information you will require throughout the duration of the noho as well as a snapshot of the many summer internship opportunities available to Pūhoro rangatahi.

Hōtaka:

Mane 21 ō Noema

12pm	Pōwhiri
12.30pm	Kai + Settle in
2pm	Whakawhanaungatanga
3pm	Session 1: Introduction to Pūhoro
3.45pm	Wā Kai
4pm	Session 2: What is a Māori
5pm	Session 3: Mōteatea
6pm	Wā Kai
7.30pm	Session 4: Protection of Mātauranga Māori

Tūrei 22 ō Noema

7am	Parakuihi
8.30am	Session 5: Te Tiriti o Waitangi Training
10.30am	Kapu Tī
11am	Te Tiriti o Waitangi Training continued
1pm	Wā Kai
2pm	Te Tiriti o Waitangi Training continued
3.30pm	Kapu Tī
4pm	Te Tiriti o Waitangi Training continued
5.30pm	Wā Kai
7.30pm	Wā Whakatā

Wenerei 23 ō Noema

7am	Parakuihi	
9am	Whakatau for Supervisors	
9.20am	Session 6: Te Urunga Tū - Summership Mentoring (Group Sessions)	Supervisor Session: Culturally Safe Spaces
10.30am	Kapu Tī	
11am	Session 7: Culturally Safe at Work (Supervisor + Interns)	
12pm	Wā Kai	
1pm	Poroaki	
2pm	Depart for Palmerston North	

Mōteatea:

Te Pū

Tēnei te pū
Karanga, karanga ai ki ngā atua
Rarau iho mai, te mouri o runga
Hei miro mātauranga mā ngā kuaka
Kia whao ararau ki a Rangiātea ē

Uhi tū, uhi pae, uhi tapu hei aha?
Hei whakarei i ngā tohu rangatira
Uhi atu, uhi mai, māu hei pou toko
Manawa i roto, tuarongo i muri
Kaiāwhā o mua hei tū pakari
Tū tāne, tū wahine
Tū Māori ē (hei!)



Māuitanga



We will encourage curiosity and innovation to create opportunities for social, cultural and economic impact.

This tohu uses imagery of a bird, in this case a kererū. Birds are a common phrase used throughout Pūhoro when talking about our rangatahi. Whether we refer to them as specific birds or when we talk about whakataukī within our sessions and/or waiata.

Birds are a normal part of Pūhoro life.

Māui however was an innovator and pushed the boundaries that were set for him. One way he adapted in order to overcome obstacles was shapeshifting, and he was particularly skilled at turning into birds. There is a specific pūrākau where Māui turns into a Kererū in order to meet his father, which furthermore has influenced the use of a Kererū motif.

The manu/Kererū motif enforces Māuitanga, as, like the whakataukī our rangatahi must become birds who eat knowledge in order to have access to the opportunities the world has to offer, and furthermore, learn to adapt in order to overcome challenges. Much like Māui, they need to shape shift and turn themselves into something that can enforce change and break down barriers for Māori.

Ūkaipōtanga

We will work to ensure Māori have a strong sense of belonging in STEM.

This tohu incorporates the motif of a wharenui, for all Māori your wharenui is yours, and will always be so. It is quite literally our homestead. Māori will always have a place at their wharenui and should always feel like they belong.

The motif of a whare also draws similarities to someone bending over for an awahi - from the kōruru (head), the maihi (arms) and raperape (hands/fingers) stretch out as if our tipuna are embracing us as we meet and enter our wharenui.

The use of a wharenui to represent ūkaipōtanga provides a sense of belonging, thus to reinforce the idea that as Māori we all have a place that we belong to, of which we are always welcome. Much is the same for Pūhoro; all rangatahi are welcome and we do everything we can to make sure they know they belong.



Ngākau Pono

We will act with sincerity and be guided by good practice in governance, management and all our relationships.

This tohu showcases two feathers joining to make one complete feather. For Pūhoro, Ngākau Pono brings with it the idea of tatau pounamu, which is used by some to describe peace, peacemaking, everlasting peace.

Raukura are the main motif here as they are used widely as a signal for peace and/or goodwill. Most notably used by those of Parihaka as a sign of their peaceful resistance to the Crown. However, when used within Matataki/ Wero, raukura can be seen as a sign of respect between the 'kai wero' and the oncoming ope, whether the 'kai wero' respects the ope as a whole or individuals within the group, the use of a feather can be used as a sign to say "I know you and I trust you".

This design is used to support the value of Ngākau Pono by incorporating the use of metaphors that come with raukura. As Pūhoro, we endeavour to act as peacefully and respectfully as we can in governance, management and all our relationships.



Tauheretanga

We will build meaningful and purposeful relationships to support collective impact.

This tohu uses Tāniko to reinforce the idea of weaving tight relationships. Tāniko is a type of weaving known as whatu, where the fibres of the harakeke are woven tightly together and can be used to create intricate designs. The most common forms of whatu are seen within our tipare, tātua and our korowai.

This form of weaving also supports the longevity of the piece (in this case relationship) for example - Many of our traditional korowai within the vaults at Te Papa were woven hundreds of years ago and you can see that the fibres of these cloaks are still very much intact and that in fact, a lot of the decay is actually due to feathers and adornments falling off.

In this case the use of tāniko for "Tauheretanga" is a sign that we are always trying to weave/strengthen new and long-lasting relationships with our partners, schools and stakeholders etc..





**MINISTRY OF BUSINESS,
INNOVATION & EMPLOYMENT**
HĪKINA WHAKATUTUKI



Google



Gribbles
VETERINARY



NEW ZEALAND
AGRICULTURAL GREENHOUSE GAS
Research Centre



WAKA KOTAHI
NZ TRANSPORT
AGENCY

National
SCIENCE
Challenges

HIGH-VALUE
NUTRITION

Ko Ngā Kai
Whai Painga

National
SCIENCE
Challenges

OUR LAND
AND WATER

Totō te Whenua
Tāora te Wai



Riddet Institute

ADVANCING FRONTIERS IN FOOD SCIENCE

Ministry for Primary Industries
Manatū Ahu Matua



**PROVINCIAL
GROWTH
FUND**
New Zealand Government



**Plant & Food
RESEARCH**
RANGAHAU AHUMĀRA KAI



Te Whatu Ora
Health New Zealand
Waikato



**UNIVERSITY
of
OTAGO**
Te Whare Wānanga o Ōtago
NEW ZEALAND



Te Whatu Ora
Health New Zealand
Te Pae Hauora o Ruahine o Tairāraua
MidCentral



**Plant & FoodTM
Research**
Rangahau Ahumāra Kai



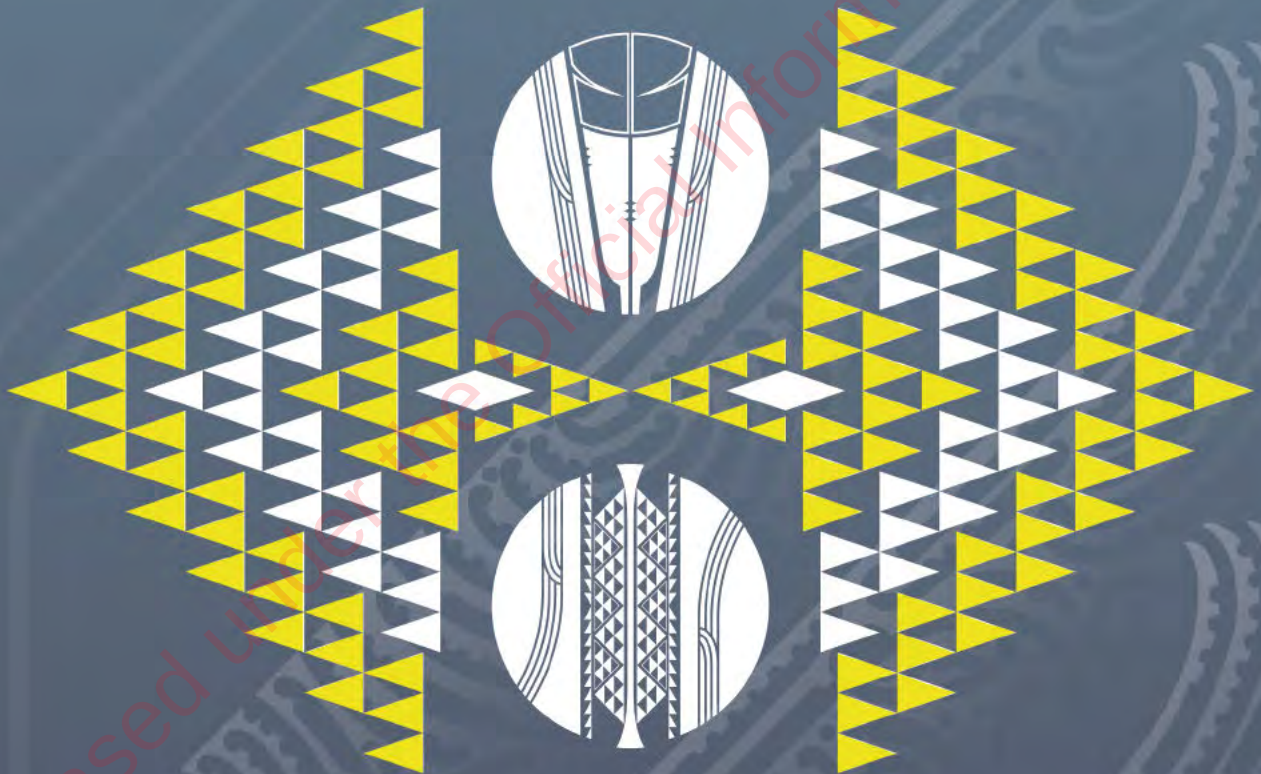
flowjoanna



Manaaki Whenua
Landcare Research

National
Hauora Coalition



FRONTBACK

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Front:

Incorporates niho taniwha composition referencing the three stages of Pūhoro.

Back:

The Pūhoro Values are at the center as these are the spine of our kaupapa and it is from these key values that our kaupapa has grown to the current state it is in. And through the different stages of Pūhoro, driven by these values, our rangatahi are able to enjoy amazing opportunities, such as the internships.

The niho taniwha incorporated is a reference to the rangatahi of Pūhoro; there are slight separations between the different sections of the patterns and this is a reference to the different year groups of Pūhoro. It has been mentioned that as our rangatahi get older they become a part of the wider korowai of support that is there to tautoko all the new rangatahi coming through the programme. As the kaupapa grows, our rangatahi are the very people who become positive influences for the younger generations to be inspired.

Colour:

Black, white and yellow are the composition of colours that represent te pō, te ao mārama and the horizon.

Black/ Te Pō:

Te Pō is a representation of "the potential", from te kore (the nothing) came te pō, which then lead to te ao mārama. We all have the potential for greatness, but it is up to us to decide what that greatness will become.

White/ Te Ao Mārama:

Te Ao Mārama brings with it a new world with new opportunities. Pūhoro strives to provide new opportunities for Māori Rangatahi so that they realise the world of STEMM isn't so out of reach, as they may be led to believe.

Yellow:

Through the idea of horizons, Pūhoro encourages our rangatahi to always be in pursuit of higher knowledge and to seek out new opportunities. Much like Māui, when our rangatahi venture past the barriers set in front of them, the ripple effect they create is enough to inspire generations of rangatahi following in their footsteps.



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