37 participants took part in an evaluation on the Pasifika Achievement To Higher Education (PATHE) program through online and paper surveys. This comprised of 18 year 7-10 students, two teachers, two community participants, five WSU Project Officers, three WSU students and seven WSU student ambassadors.

Participants stated that completing high school by finishing year 12, going to university, getting into a job they are passionate about and being able to balance study and paid work commitments were more important when considering the most important study-based priorities.

As a result of taking part in the PATHE program, participants stated an increase in understanding how further education and training can help their future, an increase in confidence to go onto further study, increased interest in finding out more about university and understanding how to use time appropriately to cater for homework and study.

“You find out there are other people that go through similar struggles as you. Also, that there are other islanders out there that have broken stereotypes.”

PATHE HIGH SCHOOL STUDENT

WHAT IS PASIFIKA ACHIEVEMENT TO HIGHER EDUCATION (PATHE)?

The PATHE program has been running since 2012 and, in 2017, actively worked with 58 primary and high schools across Greater Western Sydney, inspiring students from a Pasifika heritage to increase their aspirations to access, progress, complete and transition from tertiary education into desired professions. This includes working with year 5–6 students, and year 7–12 students across each participating school. In 2017, the PATHE program worked with 2,150 primary and high school students. The key features of the program for the participants that took place in this SROI research include:

Years 7–10 and teachers: One full day on a university campus and three in-school workshops per year, and the Chase the Dream conference for year 9 (an additional one-day commitment).

Community participants: Four four-hour workshops and four 2.5-hour meetings per year.

PATHE university students: Two-hour meetings every fortnight, two-hour fortnightly one-on-one support meetings.

Student Ambassadors: One two-hour workshop per week, two-hour mentoring sessions per week for 6 weeks, 14 campus days per year.

WHAT IS SROI?

The Social Return On Investment (SROI) is a principles-based methodology for measuring additional financial value relative to the resources invested. The methodology assigns a financial proxy to the impacts and places participants at the centre of the research process – students, PATHE Project Officers and WSU Support Staff participated in this evaluation. Their perspectives shared through the surveys determined what the program was doing well and how people have been helped by it. The SROI ratio is represented as a return, in dollar value, for every dollar invested (see below).

MEASURING IMPACT

Three PATHE schools took part in this research project, to provide a cross-sectional look at the program. Participants were asked to respond to a range of questions about basic details of their school level and professional background, what they considered important from a list of study-related topics, what the best parts of the program were, and what had improved and what had changed as a result of the program for the 2017 academic year. They completed paper (for students) and online (all other groups) surveys. Schools were chosen on the basis of having an active working relationship with the program. The results were analysed and developed into academic journal articles by the research team (see contact details below).
STAKEHOLDER OUTCOMES
The outcomes of this evaluation were different for each stakeholder group, presented in the table below.

<table>
<thead>
<tr>
<th>Outcome area</th>
<th>Participant groups that responded positively to this question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of how to get into university has improved</td>
<td>Year 7–10 students, teachers, Project Officers, PATHE WSU students, Student Ambassadors</td>
</tr>
<tr>
<td>Understanding of how to get into TAFE/College has improved</td>
<td>Teachers, Project Officers, Student Ambassadors</td>
</tr>
<tr>
<td>Confidence in going onto further study has improved</td>
<td>Year 7-10 students, community participants, Project Officers, PATHE WSU students, Student Ambassadors</td>
</tr>
<tr>
<td>Interest in finding out more about going to university has improved</td>
<td>Year 7-10 students, teachers, Project Officers, PATHE WSU students, Student Ambassadors</td>
</tr>
<tr>
<td>Understanding that further education and training can help my future has improved</td>
<td>Year 7–10 students, teachers, community participants, Project Officers, PATHE WSU students, Student Ambassadors</td>
</tr>
<tr>
<td>Understanding of using my time appropriately to cater for homework and study has improved</td>
<td>Year 7–10 students, teachers, Project Officers, PATHE WSU students, Student Ambassadors</td>
</tr>
<tr>
<td>More comfortable about going onto university campus</td>
<td>Year 7–10 students, teachers, community participants, Project Officers, PATHE WSU students</td>
</tr>
<tr>
<td>More familiar with how a university operates</td>
<td>Teachers, Project Officers, PATHE WSU students, Student Ambassadors</td>
</tr>
<tr>
<td>More familiar with what services are available at a university</td>
<td>Teachers, PATHE WSU students</td>
</tr>
<tr>
<td>More confidence to talk to parents about university</td>
<td>Teachers, Student Ambassadors</td>
</tr>
<tr>
<td>More motivated to go to university</td>
<td>Year 7–10 students, teachers, PATHE WSU students, Student Ambassadors</td>
</tr>
</tbody>
</table>

CALCULATING VALUE – RATIO

<table>
<thead>
<tr>
<th>No. of Schools</th>
<th>Research Participants</th>
<th>Investment (Present Value)</th>
<th>Benefits (Present Value)</th>
<th>SROI Ratio</th>
<th>Value per $1 Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>37</td>
<td>$78,135</td>
<td>$385,365</td>
<td>4.93:1</td>
<td>$4.93</td>
</tr>
</tbody>
</table>

A Present Value Investment of $78,135 for 37 students from 3 schools involved in the PATHE SROI Research Project resulted in a Present Value Benefits of $385,365 i.e. $4.93 for every dollar invested.

INSIGHTS

- A total of 59% year 7–10 students said that their parents either did not attend university or were unsure of their attendance. A total of 78% of these students’ parents encouraged them to attend university in the future. The PATHE program is building aspirations towards accessing higher education and training for these students.
- Teachers are seeing the impact of role-modelling WSU Pacific students in workshops, which resonate powerfully with Pacific school students.
- Community participants have expressed how important it was to share backgrounds and stories with WSU Pacific students that took part in workshops, and how this fostered connection and relevance.
- Project Officers stated that being able to serve their Pacific communities and help students achieve their greatest potential is important, as well as providing ongoing support to these students.
- PATHE students valued the assistance provided by the Project Officers, who shared their tertiary journey with them, whilst WSU Student Ambassadors liked the valuable work experience opportunities and the acknowledgement, and appreciation, of Pacific culture that was incorporated through the program.

CONSIDERATIONS

- The figures presented here are a cross section of three out of 58 schools that took part in the PATHE program in 2017. As such, the findings in this summary are representative and do not speak for each individual school.

“[It’s important] to have young people from a similar cultural background deliver the workshops to students. I witnessed first-hand the respect and connection between students and [PATHE Student Ambassador] presenters.”

TEACHER INVOLVED IN THE PATHE PROGRAM

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