

'MĀ TE REO' EVALUATION REPORT 2004/2005

MĀORI LANGUAGE RESOURCES

He Mihi

Kia whai wāhi atu au ki te tuku mihi atu ki a koutou katoa te hunga whakarato mō Mā Te Reo, i ururu mai ki tēnei kaupapa arotake whakahirahira. E mihi kau ana mō a koutou āwhinatanga, ā, koutou tohutohu, kia haere pai ngā mahi nei, kia oti pai hoki tēnei tū kaupapa. Me tuku mihi atu au ki a koe e taku kaitohutohu kairangahau, arā a Fiona Cram, nāu au i āwhina mō te roanga o tēnei kaupapa, ōkū hoa mahi, nā koutou i wetewete i te pūrongo, tae atu hoki ki a koutou te rōpū arotake, i ngākau nui mai koutou ki tēnei kaupapa whakahirahira.

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1 Executive Summary

The Mā Te Reo Fund was established in 2001 to provide financial support to projects that contribute to community based Māori language regeneration. The fund provides opportunities for whānau, hapū, iwi, Māori organisations and individuals to realise their aspirations in relation to reo Māori, through a range of activities including the development of resources. Three resource funding categories (IT Multimedia, Games & Resources, and Media – TV, Radio, Print) within the fund have enabled the development of a range of different resources such as reo Māori websites, CD-ROMs, board games, and books.

The rationale for an evaluation study came from Te Rōpū Tautoko's commitment to adhere to best practice in the funding of reo Māori resources. The findings of this evaluation study will enable Te Taura Whiri i te Reo Māori (Māori Language Commission) to better support community based Māori language initiatives. Undertaking this research in-house has added to the internal research and evaluation capacity of Te Taura Whiri i te Reo Māori.

The findings of the evaluation study will also inform the development of an overall monitoring and evaluation framework for the Mā Te Reo Fund.

1.1 Evaluation Aims

This evaluation study was conducted to increase understanding of the process of reo Māori resource development. The aims of the evaluation were to:

1. Explore what makes a good reo Māori resource
2. Develop benchmarks for Mā Te Reo Funding of resource development
3. Understand the facilitators of and barriers to resource development experienced by Mā Te Reo initiatives
4. Theorise the linkages between reo Māori resources and reo Māori regeneration

1.2 Methodology

The sources of information that this evaluation study was based on were: the Mā Te Reo database, Mā Te Reo files on initiatives, an initiative provider sample, e-mail surveys, resources funded by Mā Te Reo, and a focus group workshop.

1.3 Evaluation Findings

Evaluation findings for each resource type are showcased in the body of this evaluation report. The focus here is on an overview of the findings with respect to the evaluation aims.

Explore what makes a good reo Māori resource

Draft assessment criteria have been developed that providers can use when trialling prototypes of their resources with intended audiences. Further funding for the production and distribution of a resource might then be contingent upon this trialling.

Develop benchmarks for Mā Te Reo Funding of resource development

Although specific benchmarks for Mā Te Reo Funding of resource development were not developed during this evaluation, the evaluation findings have set a foundation for this benchmarking.

Understand the facilitators of and barriers to resource development experienced by Mā Te Reo initiatives

The clearest message from providers was that partial funding is a barrier to resource development. One other barrier that deserves particular mention is the lack of speaker proficiency for resources that have a spoken reo Māori component.

Theorise the linkages between reo Māori resources and reo Māori regeneration

The theorisation of the linkages between reo Māori resources and reo Māori regeneration has been progressed through the literature review component of this evaluation. However, it has become clear that a comprehensive study of the theorisation of linkages was an overly ambitious aim and outside the scope of this report.

Next Steps

An options paper will be developed to consider ways in which to address the findings of this evaluation study. Those options will then be presented to Te Rōpū Tautoko for their consideration, and acceptable options will be incorporated into the administration processes of the Mā Te Reo Fund.

2 Introduction

Māori language resources are seen as important to Māori language regeneration within communities. These resources, such as games, puzzles and books, can complement other language initiatives and can also serve as facilitators of whānau communications in reo Māori. The present project evaluated the resource development funded by the Mā Te Reo Fund over the past four to five years. The aim of the evaluation was to increase our understanding of resource development, including how it might be better supported by Mā Te Reo.

This introduction begins with an overview of the status of Māori language in order to set the context for the present evaluation. Following this, the role of Te Taura Whiri i te Reo Māori (Māori Language Commission) is described, along with the Māori Language Strategy. Sitting within this Strategy is the Mā Te Reo Fund, administered by Te Taura Whiri i te Reo Māori and governed by Te Rōpū Tautoko¹. This fund as a whole has been evaluated by external evaluators and a brief overview of their evaluation findings is presented before the current evaluation is described.

2.1 Status of the Māori Language

The use of Māori language has changed gradually but dramatically since the arrival of non-Māori to Aotearoa/New Zealand. From being the first language of all Māori people and the language of common use for non-Māori, the Māori language has become an endangered language, struggling to survive. A number of factors have influenced this shift, including:

- The Native Schools Act 1867, making English the preferred language of the Native Schools;
- The alienation of land and the disruption of established patterns of living, with a greater emphasis on European ways of living; and

¹ Te Rōpū Tautoko is the Mā Te Reo Fund Management Committee.

- The urbanisation of the Māori population following the Second World War and the consequent domination of social and economic activity by English-speaking non-Māori.

From the 1970s Māori people began to make concerted efforts to maintain and enhance the Māori language. Education, broadcasting and legal initiatives sought to cement the place of the Māori language in New Zealand. This culminated in a claim to the Waitangi Tribunal, brought by Huirangi Waikerepuru and Ngā Kaiwhakapūmau i te Reo.² This claim sought the official recognition of the Māori language.

In response to this claim the Waitangi Tribunal recognised reo Māori as a taonga confirmed by the Treaty of Waitangi and as such deserving of the active protection of the Crown, represented by the New Zealand Government. One outcome of the Waitangi Tribunal's recommendations was that the Māori language was recognised in the Māori Language Act 1987 as an official language of New Zealand. The Māori Language Act 1987 also established Te Taura Whiri i te Reo Māori to promote the language.

2.2 Te Taura Whiri i te Reo Māori

Te Taura Whiri i te Reo Māori was established on 1 August 1987 by Section 6 of the Māori Language Act 1987. The Commission is a Crown entity that receives an annual appropriation from Vote: Māori Affairs. It reports on its financial performance and results to the Minister.³

The key roles of Te Taura Whiri i te Reo Māori are promotion, protection and maintenance of te reo Māori. The vision of Te Taura Whiri i te Reo Māori, as expressed in the Statement of Intent 2004-08, is 'kia ora te reo Māori hei reo matua hei reo kōrero mō Aotearoa – Māori language is a living national taonga for all New Zealanders'.

2.3 Māori Language Strategy

The late 1990s saw the development by the Crown of the Māori Language Strategy. In September 1997 Cabinet agreed that 'the Crown and Māori are under a duty derived from the Treaty of Waitangi to take all reasonable steps to actively enable the survival of Māori as a living language'.⁴ Following this, in

² Waitangi Tribunal (1986) *Report of the Waitangi Tribunal on the Te Reo Māori Claim (Wai 11)*, Wellington: Waitangi Tribunal, Department of Justice, p.3

³ Te Taura Whiri i te Reo Māori website: <http://www.tetaurawhiri.govt.nz>

⁴ Te Puni Kōkiri (1999) *Te Tūāoma. The Māori Language: The steps that have been taken*. Wellington: Te Puni Kōkiri, p.11

December 1997, Cabinet agreed to five overarching Māori language policy objectives; namely:⁵

1. To increase the number of people who know the Māori language by increasing their opportunities to learn Māori;
2. To improve the proficiency levels of people in speaking Māori, listening to Māori, reading Māori and writing Māori;
3. To increase the opportunities to use Māori by increasing the number of situations where Māori can be used;
4. To increase the rate at which the Māori language develops so that it can be used for the full range of modern activities; and
5. To foster among Māori and non-Māori people positive attitudes towards and accurate beliefs and positive values about the Māori language so the Māori-English bi-lingualism becomes a valued part of New Zealand society.

From 1997 to 2003 these policy objectives guided Te Taura Whiri i te Reo Māori as well as other government ministries, departments and agencies, including the Ministry of Education and Te Māngai Pāho. Nine general policy indicators were also proposed to assist in the monitoring and evaluation of policies, plans and strategies developed in response to the Māori Language Strategy. These included the number of people who know Māori; opportunities to learn Māori; and the production of Māori language material.

Research about the state of the Māori language has included, for example, the 1995 and 2001 surveys on the health of the Māori language⁶ as well as attitudes towards, and beliefs and values about the Māori language.⁷ Key aspects of Māori language acquisition that were observed and reported on in the *Survey of Attitudes, Values, and Beliefs about the Māori Language* included learning te reo Māori through community transmission; access to resources; and increased use of te reo Māori (including speaking or listening proficiency by Māori).

⁵ Ibid

⁶ Te Puni Kōkiri, Te Taura Whiri i te Reo Māori & Department of Statistics (1995), *National Māori Language Survey*, Wellington: Te Puni Kōkiri

⁷ Te Puni Kōkiri (2002) *Survey of Attitudes, Values and Beliefs about the Māori Language*, Te Puni Kōkiri, Wellington, p.5

The Māori Language Strategy was revised and released in September 2003.⁸ This Strategy sets out a vision for Māori language; namely that:

By 2028, the Māori language will be widely spoken by Māori. In particular, the Māori language will be in common use within Māori whānau, homes and communities. All New Zealanders will appreciate the value of the Māori language to New Zealand society.

In order to achieve this vision five goals are laid out:

1. Strengthening language skills – The majority of Māori will be able to speak Māori to some extent by 2028. There will be increases in proficiency levels of people in speaking Māori, listening to Māori, reading Māori and writing in Māori.
2. Strengthening language use – By 2028 Māori language use will be increased at marae, within Māori households, and other targeted domains. In these domains the Māori language will be in common use.
3. Strengthening education opportunities – By 2028 all Māori and other New Zealanders will have enhanced access to high-quality Māori language education.
4. Strengthening community leadership – By 2028, iwi, hapū and local communities will be the leading parties in ensuring local-level language regeneration. Iwi dialects of the Māori language will be supported.
5. Strengthening recognition of the Māori language – By 2028 the Māori language will be valued by all New Zealanders and there will be a common awareness of the need to protect the language.

Te Taura Whiri i te Reo Māori supports this strategy and the strategy forms part of the terms of reference for the Mā Te Reo Fund (see below).

2.4 The Mā Te Reo Fund

The Mā Te Reo Fund was established in 2001 by the Minister of Māori Affairs for the promotion of opportunities to iwi, hapū, whānau for Māori development through the regeneration of the Māori language. Fifteen million dollars were allocated for the Mā Te Reo Fund. This money was invested by Te Taura Whiri i te Reo Māori and is dispersed at a rate of \$1.8 million per annum.

⁸ Te Puni Kōkiri & Te Taura Whiri i te Reo Māori (2003) *Māori Language Strategy*, Te Puni Kōkiri, Wellington, p.4

The Mā Te Reo Fund is managed by Te Rōpū Tautoko, a committee comprising the Chief Executives (or their delegated representatives) from Te Taura Whiri i te Reo Māori, Ministry of Education (Te Tāhuhu o te Mātauranga), Te Puni Kōkiri (Ministry of Māori Development), and Te Māngai Pāho (Māori Broadcasting Funding Agency), as well as four nominated community members. Te Taura Whiri i te Reo Māori provides administrative and secretariat services to Te Rōpū Tautoko. Te Rōpū Tautoko makes the funding decisions and also sets the strategic direction for the fund.

The Mā Te Reo Fund provides financial assistance to establish and support projects, programmes and activities that contribute to local level Māori language regeneration.⁹ The fund is targeted at iwi, hapū, whānau, and Māori communities that do not receive regular government funding. There are several funding categories, including:

- Wānanga Reo
- Kura Reo – Whakapakari Reo
- Kura Reo-ā-Iwi (established in the 2004 funding round)
- Language programmes/classes
- IT Multimedia
- Digital Media (replaced 'IT Multimedia' in the 2004 funding round)
- Media – TV, Radio, Print (condensed into the 'Digital Media' category in the 2004 funding round, and now no longer including radio)
- Events – Concerts, language/speech competitions, games nights
- Language planning
- Games and resources

To date there have been five funding rounds (2001-05) and more than 700 projects have received Mā Te Reo Funding. Mā Te Reo initiatives have been monitored through a web-based database established by HML Systems, personal contact with initiative providers and, in some cases, the collection of

⁹ Mā Te Reo Fund Website: <https://www.ma-tereo.co.nz>

resources that have been funded. This information on funded initiatives is a rich source of data about how communities are working to achieve language regeneration.

2.4.1 Evaluation of the Mā Te Reo Fund

Te Rōpū Tautoko commissioned PHP Consulting to undertake an independent evaluation of the Mā Te Reo Fund in 2003/2004. The objectives of the evaluation were to:

1. Understand how the Fund was operated, and opportunities for process improvements;
2. Understand what helped or hindered the relationships between programme stakeholders; and
3. Analyse the provider-reported outcomes, and report on overall outcomes achieved by the Fund.

There were two phases to the evaluation. The first phase was a process evaluation that identified opportunities to improve the overall operation of the Fund. The second phase was an outcome evaluation that reported on the language gains made by providers and participants through their involvement in Mā Te Reo projects. The outcome evaluation also commented on wider gains that appeared to be occurring at the community level.

The findings of the evaluation report were generally very positive. The recommendations made by PHP Consulting offered strategic direction in improving the overall operation of the Mā Te Reo Fund, and provided insight into language gains evolving from Mā Te Reo funded initiatives.

In relation to phase one of the process evaluations, PHP Consulting found that the Mā Te Reo Fund is reaching a wide range of Māori communities, and the many different types of projects undertaken offer multiple avenues to reo Māori regeneration. Phase two of the outcome evaluation identified that the Mā Te Reo Fund has made positive contributions to the original Māori Language Strategy, and completed initiatives were having a positive impact on language proficiency within their communities.

Recommendations from the evaluation included ensuring agencies represented on Te Rōpū Tautoko share programme and provider information,

and the Mā Te Reo Fund implements strategies to manage applicant expectations about the level of funding received.

2.5 Māori Language Resources

Over the past five years Mā Te Reo has funded the development of a number of Māori language resources. These include games, books, CD-ROMs and websites. The overall aim of the present evaluation was to find out more about resource development. Before moving to a description of the present evaluation an overview will be provided with regards to the role of resources and resource development to Māori language regeneration.

A literature review was conducted to examine what reo Māori resources exist, who is funding these resources, and the place of the Mā Te Reo Fund in reo Māori resource development. The present evaluation also attempted to identify links between reo Māori resources and reo Māori regeneration.

The anticipated outcome of examining all of the above was to inform Te Rōpū Tautoko as follows:

- Highlighting any changes that need to be considered in relation to current assessment processes.
- Alerting Te Rōpū Tautoko to the prospect of potentially revising funding priorities.
- Recognising any replications of resources to inform the completion of assessments in future funding rounds.
- Identifying overlaps in funding between the Mā Te Reo Fund and other agencies.
- Encouraging Te Rōpū Tautoko to instigate and lead the sharing of programme information amongst relevant funding agencies.

1. What reo Māori resources are currently available?

In terms of accessing information about reo Māori resources, websites are the best way to source what is available. Many websites offer direct access to resources, as well as profiling exemplars of quality reo Māori resources. For example, the following describes a reo Māori website that displays reo Māori educational resources, and pathways to accessing these resources:

“Te Kete Ipurangi is a Ministry of Education funded website which publishes and provides access to quality assured resources for teachers in both reo Māori and English. The site contains Māori language resources to support the teaching of tikanga Māori as well as unique resources and teaching and

learning materials in reo Māori for use in Māori language classes, total immersion and kura kaupapa schools.”¹⁰

2. Who is producing reo Māori resources?

Apart from Mā Te Reo initiative providers, private companies seem to be the major producers of reo Māori resources. There are smaller businesses that also develop reo Māori resources, but on a much smaller scale than the larger private companies. The following are examples of a private company and a small Māori business that are producing educational based reo Māori resources.

The Ministry of Education funds private companies such as Learning Media Ltd to develop and produce reo Māori resources. Learning Media Ltd is a Wellington based company that primarily produces books, audio CDs, audio cassettes, and videos which cover the seven essential learning areas from the New Zealand educational curriculum. The main target audience are teachers and students from pre-school through to secondary school. However, some resources are accessible to the public for purchase.

A husband and wife team captured a niche market for Māori language education resources outside of books. In 1994, Annette and Rueben Hahipene started *Manu Tioriori Resources*. They develop and produce reo Māori jigsaw puzzles and wall charts, and distribute them to Kohanga Reo, kindergartens, primary schools, libraries, and hospitals. They recognised that there was a lack of Māori language resources, and decided to give up their full time jobs to design and produce these resources.¹¹

3. Who else (apart from Mā Te Reo) is funding reo Māori resources?

Four public sector agencies have been identified in relation to who is funding reo Māori resources apart from the Mā Te Reo Fund. The Māori Language Strategy (2003) highlights that these agencies have a specific function in supporting Māori language regeneration.

The types of funding is available via these agencies follow:

a) Ministry of Education

Community Based Language Initiatives (CBLI) was established to improve Māori language educational outcomes through family and community development and engagement in relation to language revitalisation activities. Groups that can apply under CBLI have to be either iwi, groups representing rohe, or iwi groups representing the schools in their rohe. Activities funded under CBLI that iwi partners have undertaken include initiatives to reinforce

¹⁰ Robins, A. (2001). *First Stop TKI: www.tki.org.nz*, New Zealand Library Association, p. 13

¹¹ Te Puni Kōkiri (2000) *Manu Tioriori piece together te reo with a thriving business*, p.18

reo Māori, and iwi dialects by way of wānanga reo, the development of language plans and resources such as dictionaries of iwi dialects.

The Ministry of Education also funds the teaching and learning materials in te reo Māori for the primary and secondary education sector. Priority funding areas for 2005 are literacy and numeracy, science, and resources for wharekura. The Ministry of Education has preferred providers such as Learning Media Ltd, who are contracted to develop and produce these types of resources. Despite this, smaller publishers are able to tender for work through the GETS website.¹²

b) Te Puni Kōkiri (Ministry of Māori Development)

Te Puni Kōkiri runs a programme which supports and funds capacity building projects for iwi, hapū, whānau, Māori communities and Māori organisations. Capacity Building is defined as, “a process which seeks to strengthen the ability of iwi, hapū, whānau, Māori organisations and Māori communities to build strategies, systems, structures and skills that they need to control their own development and achieve their own objectives”.¹³ Capacity Building funds projects that increase the ability of iwi, hapū, whānau, Māori communities and Māori organisations to solve local issues and achieve their own goals. They provide financial assistance to build upon their skills, strategies, structures, and systems.¹⁴

c) Te Māngai Pāho (Māori Broadcasting Funding Agency)

Te Māngai Pāho is a Crown Entity established to make funding available to the national network of Māori radio stations and for the production of Māori language television programmes, music CDs and videos.¹⁵ Applicants are able to apply under the following three categories: TV programme funding, radio programme funding, and Music CD funding. Te Māngai Pāho’s funding programme is essentially driven by broadcasting.

d) Te Waka Toi (Creative New Zealand)

Te Waka Toi offers a reo Māori funding programme. Under this programme, Te Waka Toi supports projects that promote and strengthen the use of reo Māori, oral and written, across art forms. Te Waka Toi want to ensure there are opportunities for work to be presented in reo Māori at national and international levels. They also want to increase the number of works produced for a growing audience who understand and appreciate reo Māori.¹⁶ The types of activities that this programme funds are any project that promotes and strengthens the use of reo Māori, including books, recordings (e.g. songs,

¹² For more information, go to the Government Electronic Tender Service website:

www.gets.govt.nz

¹³ Te Puni Kōkiri Website: <http://www.tpk.govt.nz/community/capacity/criteria.asp>

¹⁴ Ibid

¹⁵ Te Māngai Pāho Website <http://www.tmp.govt.nz>

¹⁶ Creative New Zealand website <http://www.creativenz.govt.nz/funding/twt/tr.html>

stories, kīwaha, pepeha), theatre productions or plays, wānanga focused on reo Māori.

4. What is the role of Mā Te Reo in the development of reo Māori resources?

The Mā Te Reo Fund plays an important role in the development of reo Māori resources. The fund provides Māori communities with access to assistance to enable the development and production of reo Māori resources that either do not exist or are not available or accessible. Key aspects of the role that the Mā Te Reo Fund plays with regards to the development of reo Māori resources are:

- Mā Te Reo funded resources are community focused, as opposed to a focus on the education sector.
- Mā Te Reo provides Māori communities the option of asserting self-determination in deciding what types of resources best suit their own communities.
- Mā Te Reo provides opportunities for Māori communities to develop and produce their own reo Māori resources.

5. What are the linkages between reo Māori resources and reo Māori regeneration?

Language revitalisation research internationally has identified a number of areas necessary to any language revitalisation strategy.¹⁷ They include increasing:

- Language knowledge (the ability to speak, understand, read and write in the target language)
- Intergenerational transmission (target language spoken between generations)
- Language Domains (places where the target language can be heard and spoken)
- Language Status (official language status, increasing its 'prestige value')
- Formal education in the target language (e.g., immersion education)
- Literacy (the production of print media in the target language)
- Mass Media (newspapers, radio and television that use the target language)¹⁸

Language resources such as literacy and mass media resources must work in conjunction with a wider range of regeneration initiatives in order to make a significant impact on language regeneration. Reo Māori resources are not a means to an end in regenerating the language. Language revitalisation

¹⁷ Garrick Cooper (2004) *Media Mix needed for Māori*, New Zealand Education Review, p. 11

¹⁸ *ibid*

strategies do not work in isolation from one another. Together they make a total language environment. All are necessary.¹⁹

Reo Māori resources therefore complement other language initiatives, and through this they contribute towards the concerted efforts being made in regenerating te reo Māori. Māori language resources support initiatives that ensure the ongoing acquisition of the language.²⁰ The Mā Te Reo Fund is committed to providing funding for reo Māori resources that are directly distributed into Māori homes and communities. Access to these reo Māori resources enables the facilitation of whānau communications in reo Māori.

2.5.1 The Present Evaluation

Over the past three to four years, Mā Te Reo has been accumulating a substantial number of reo Māori resources. Te Rōpū Tautoko and the Mā Te Reo Administration Team identified that strategies needed to be developed in order to further progress the status of these resources. In addition, resource providers have consistently asked what the Mā Te Reo Fund intends to do with the resources that have been produced. The present evaluation was undertaken in response to these needs.

The present evaluation aimed to:

1. Explore what makes a good reo Māori resource
2. Develop benchmarks for Mā Te Reo funding of resource development
3. Understand the facilitators of and barriers to resource development experienced by Mā Te Reo initiatives
4. Theorise the linkages between reo Māori resources and reo Māori regeneration

This is the first in-house Mā Te Reo evaluation project to be conducted at Te Taura Whiri i te Reo Māori. The rationale for the evaluation came from Te Rōpū Tautoko's commitment to best practice, especially best practice in the funding of reo Māori resources. It is expected that the findings of the evaluation will enable Te Taura Whiri i te Reo Māori to better support community based Māori language initiatives, and will add to the internal research and evaluation capacity of Te Taura Whiri i te Reo Māori.

¹⁹ Ibid

²⁰ Te Puni Kōkiri (2003) *The Māori Language Strategy*, Wellington, p.3

The present evaluation will also inform the development of an overall monitoring and evaluation framework for the Mā Te Reo Fund. This first evaluation provides one template for ongoing monitoring and evaluation projects. The subject of future projects might be other funding categories, for example, Language Planning or Wānanga Reo, or any other aspect of the Programme.

3 Methodology

In this section an overview is provided of the methodology for the current evaluation. This includes the criteria for inclusion in the provider sample, the development of the provider database, and the additional evaluation questions asked of providers. Two additional elements in the evaluation are also described: the survey questions asked of all providers and the development of draft assessment criteria.

3.1 Providers

3.1.1 Selection criteria

All projects completed between 2001 and December 2004, from every funding round under the resource-based project types (IT Multimedia, Games & Resources, and Media – TV, Radio, and Print), were eligible for inclusion in the evaluation sample. The eligible providers had completed all milestone and final reporting and had also submitted a completed resource product.

At the commencement of the evaluation the providers in the research sample were sent an e-mail informing them that a Mā Te Reo evaluation project was being undertaken. Providers were told how they had been selected, that they should anticipate being interviewed, and that they would also be sent three general e-mail questions to respond to over the course of the evaluation.

Thirty projects that had been funded but had not completed the development of their resources were not included in the sample. Twenty five of the 30 projects were funded in the 2004 funding round. The majority of the projects from this round were only commencing at the time of the provider sample being confirmed.

3.1.2 Sample

There were 25 providers and a total of 34 projects in the evaluation sample. The number of projects under each funding category was:

- 15 projects under the Games & Resources category;
- 10 projects under the Media – TV, Radio, Print category; and
- 9 projects under the IT Multimedia category.

The 25 providers from the sample were divided into three distinct groups:

- Individuals (4)
- Iwi Organisations (3)
- Māori Organisations (18)

Of the 25 providers in the sample, six had been funded for multiple projects over the funding rounds. For example, one provider had been funded for two different projects under the Media (TV, Radio, Print) project type during the 2003 funding round (see Appendix A for more details).

3.2 Provider Information

Provider Database

Once the research sample was confirmed, the information about the providers and their completed projects was transferred into a research database. During the initial development of the database, key questions and/or categories were identified so that the data collected could be easily entered into the research database. The key questions and/or categories were broken down into three specific areas: demographic data, process data and outcome data (see Appendix B for list of database categories).

Sources of information were initially sought from the Mā Te Reo project management database and files on initiatives. This data included applications, contracts, file notes and monitoring reports, which provided rich descriptions of each initiative (e.g. who is involved, level of funding, type of project). In addition, this data provided information on the process of resource development undertaken by each initiative (e.g. quality assurance, distribution of resource).

Once all of the relevant information was extracted from the Mā Te Reo project management database and files on the providers, the next step was to contact providers in order to bridge any information gaps, and confirm and elaborate on the information that had been collated.

3.2.1 Collection of additional information

All the providers in the research sample were contacted with a view to:

- Clarifying and elaborating on their information in the database, including filling any information gaps;
- Gaining information on what had worked well and what had not worked well in terms of resource development; and
- Gaining information about any feedback they had received about the resource.

An interview schedule was developed that replicated the key categories in the provider database. The information in the database for each question was then merged into a Word file for each project. In this way it was straightforward for a provider to check their information, make corrections, add additional information, and answer the new questions about what had worked well and what did not, as well as about feedback they had received about the resource.

The initial intention was to conduct kanohi ki te kanohi interviews with all providers in the research sample. In the time available for the data collection phase of the evaluation (approximately three months) 12 providers were able to check their database information and provide additional information via kanohi ki te kanohi or telephone interviews, or by making written additions to their e-mailed Word file.

Three of these 12 providers had multiple projects (see Appendix E). Additional information was therefore collected for 52% of the 34 projects in the research sample.

Seven providers (28%) did not respond to the request for additional information, in spite of them being contacted. The reasons varied from illness, location (i.e. not being able to have a kanohi ki te kanohi interview within the timeframe for the evaluation), and missed appointments due to miscommunication or a provider not showing at the scheduled time.

Six providers (24%) did not respond to any of the correspondence or telephone messages left with them about the evaluation.

The evaluation database therefore held information on 25 providers and 34 projects. Half of the providers (N=12) had checked their information and had also added information in response to additional questions.

3.3 Provider Survey

3.3.1 Survey Questions

During the data collection phase of the evaluation a series of three questions was sent to the providers in the research sample. The questions were sent to providers via e-mail at four-week intervals. When the second and third survey question e-mails were sent, they also contained a brief overview of the findings from the previous survey question. The three questions were:

- In your opinion and/or experience, what are the characteristics of good community-based reo Māori resources? Why?
- In your experience, what types of resources work best for which community groups? (For example, are CD-ROMs the best kind of resource for kaumātua?)
- What can the Mā Te Reo Fund do to improve its support of reo Māori resource development?

3.3.1 Response rates

Fourteen of the twenty-five providers (56%) in the research sample responded to the first survey question. Eight providers (32%) responded to the second survey question, and 13 providers (52%) responded to the third and final survey question.

3.4 Draft Assessment Criteria

In the present evaluation one starting place for exploring what makes a good reo Māori resource was the development of criteria that could be used to assess resources.

Draft criteria for the assessment of Mā Te Reo funded resources were developed by a focus group of Māori resource and/or language experts who met for a day to think through criteria and trial them on a range of Mā Te Reo funded resources that had been completed from the first three funding rounds.

Following the focus group the definitions of the resource criteria were developed so that further input from focus group members could be gained. The process of developing criteria definitions also allowed the criteria to be further examined to ensure that they were meaningful and clear, and that they

each measured a distinct feature of the resources (that is, there were no/minimal overlaps between criteria).

In addition, the face validity of the criteria was scrutinised with respect to the assessment of different types of resources. According to Robson²¹ face validity is the simplest form of construct validity and involves looking at an instrument to see if it seems reasonable. This scrutiny led to the suggestion that some of the criteria would be more relevant for particular types of resources.

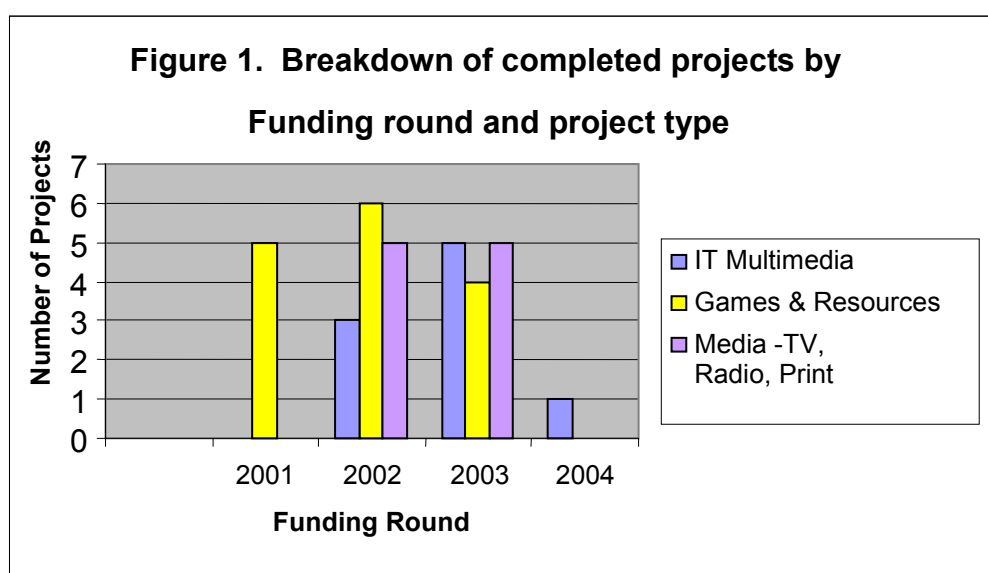
²¹ Robson, C. (2002). *Real world research, 2nd Edition*. Oxford: Blackwell. p.93.

4 Findings - Overview

The first part of the evaluation findings provides more information about the resources in the database. This is then followed by a description of each resource type, developed from the information in the database, including additional provider information. Next, provider responses to the survey questions are described. And, finally, the draft assessment criteria are presented.

4.1 Resource Overview

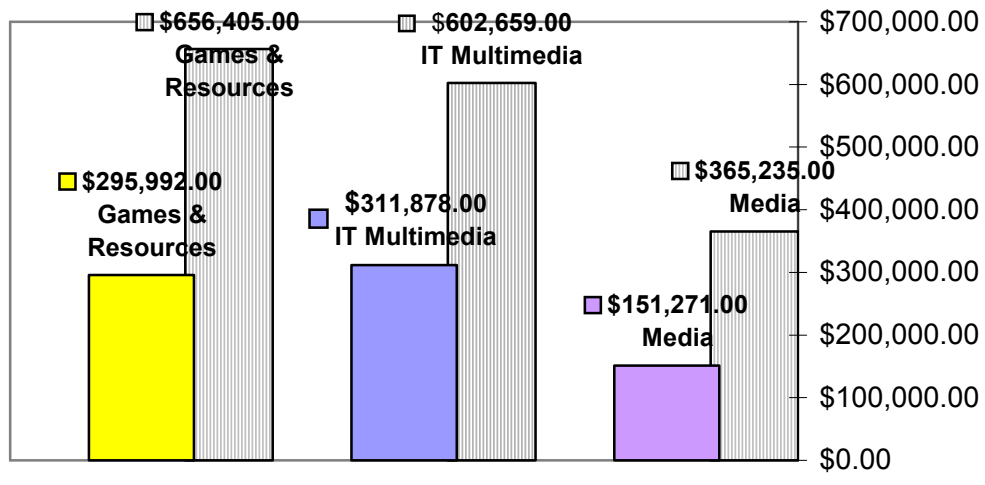
This overview is for those resources included in the evaluation database.



In the 2004 funding round, only Games & Resources were funded (see Figure 1). In the 2002 and 2003 funding rounds, funding was given for the development of Games & Resources, Media (TV, Radio, Print), and IT Multimedia, with more Games & Resources projects being funded in 2002 and more Media (TV, Radio, Print) and IT Multimedia projects being funded in 2003. The low number of projects from the 2004 funding round reflects the low number of projects completed at the commencement of the evaluation, and therefore eligible for inclusion in the data set.

Overall, the funding granted to providers to develop resources was between 41.4% (Media) and 51.8% (IT Multimedia) of the amount requested in providers' applications to the Mā Te Reo Fund (see Figure 2).

Figure 3. Funding Requested v. Level of Investment



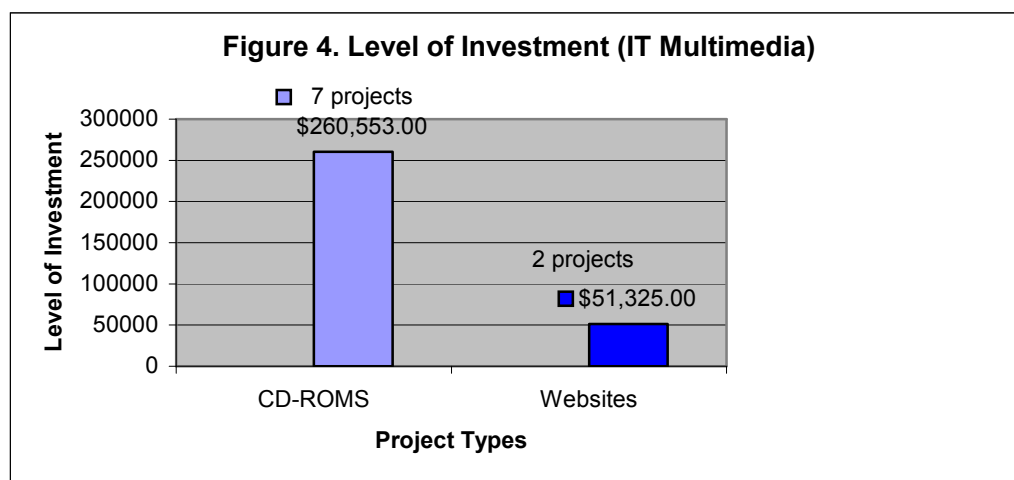
Project Types

* Colour in bold refers to level of investment made

* Stripes refers to funding requested

5 Findings - IT Multimedia Project Type

There were nine IT Multimedia projects in the research sample: seven CD-ROMs and two websites.



5.1 CD-ROMs

Seven CD-ROMs were included in the research sample (see Figure 3). The overall investment in these CD-ROMs was \$260,553 with funding for any particular project ranging from \$10,000 to \$70,000.

A variety of themes were covered in the CD-ROMs, from learning how to speak reo Māori with secondary learning outcomes such as how to save money, to those that enabled the user to read tribal pūrākau along with a story teller in reo Māori (see Appendix C for resource descriptions of all CD-ROM based projects).

Objectives achieved through CD-ROM resource development

The objectives of the Mā Te Reo Fund have now been aligned to the goals of the 2003 Māori Language Strategy.²² When completing a Mā Te Reo application form, there is a question that asks the applicant to demonstrate how their project will contribute to one or more of the goals from the Māori Language Strategy (see Appendix D for the Māori Language Strategy (1997) Policy Objectives). For example, the applicant is asked to describe how their

²² That is: To increase the number of Māori who know the Māori language; To improve proficiency levels among Māori in the Māori language; To increase opportunities for Māori to use the Māori language.

project will result in the strengthening of the language skills (speaking, reading, writing and listening) of the participants/target group.

Reo Māori CD-ROMs from the research sample demonstrated three of the four main language skills – speaking, reading and listening. Examples of how these language skills were integrated into reo Māori CD-ROMs are as follows:

Speaking – One CD-ROM contained Māori myths and legends, stories with morals, early learner stories and jokes all in reo Māori. Each storybook featured text that was highlighted as story tellers read it aloud on the CD-ROM. This enabled the user to read aloud in reo Māori with the voiceover. Therefore, this resource encourages users to speak in reo Māori alongside someone else.

Listening – A CD-ROM was developed which featured a talking Māori dictionary. The function of the resource was to listen to kupu selected from word lists in order to gain a better comprehension of what the word means, and how to pronounce it correctly. By listening to each word spoken aloud, the user can practise how to say the word in the right way.

Reading – Another CD-ROM featured a series of well-known tribal pūrākau in reo Māori. Stories depicted history as well as mythological stories. The resource enabled the user to read stories as if they were reading a book, but through an interactive medium of a CD-ROM.

5.1.1 Process of Development

From speaking to providers in the research sample and working through monitoring reports it was apparent that there was a lot of work involved in the development of the CD-ROM.

Providers gave extensive information on the technical aspects of developing CD-ROM's. The evaluation of this information however is outside of the scope of the present evaluation.

Stages of Resource Development

When making funding decisions in the IT Multimedia category, Te Rōpū Tautoko considered funding projects on the basis of the stage of resource development described, and the costs associated with it. Funding levels were

also based on an assessment of the quality of the application and the reo Māori outcomes of the resource.

Diagram 1. Stages of Resource Development

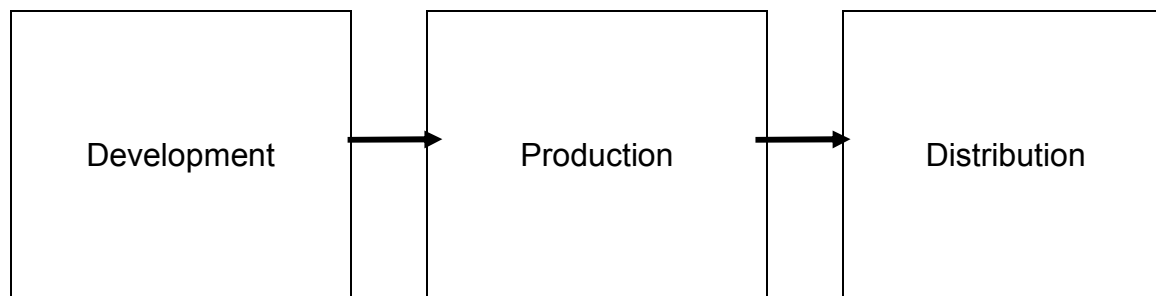


Diagram 1 reflects the stages of resource development in relation to Mā Te Reo funded CD-ROM's. To reiterate, projects may have been funded at different levels according to the stage of resource development. For example, fully funded projects would cover the costs of the development of a resource, through to production and distribution to recipients. Partially funded projects would perhaps cover the development of a prototype resource.

In cases where providers were partially funded, they often found ways to overcome this obstacle by either downsizing the project and/or finding alternative pathways to develop the resource to the stage that had been originally described in their funding application. One provider that was partially funded for a CD-ROM based project commented that:

"...the Mā Te Reo funding was not sufficient to cover the overall costs of the project, and was largely self-funded as a result. Mā Te Reo funding enabled the development of a very small prototype only."(ID: 1058)

However there were instances where providers that were partially funded for CD-ROM based projects did not find it easy to do either of the above.

Table 1. Stages of Development for CD-ROM Resources

ID	Stage of Development Funded	Output Produced	Funding Allocated for Project
1058	Development of Prototype	Prototype CD-ROM	\$10,000
991	Development Prototype Production	CD-ROM	\$25,000

1026	Development Production	CD-ROM	\$10,000
516	Development Production	CD-ROM	\$63,000
1239	Development Production Distribution x 1000 copies	CD-ROM	\$37,480
665	Development Production Distribution x 50 copies	CD-ROM	\$44,750
1451	Development Production Distribution x 1500 copies	CD-ROM	\$70,323

Table 1 above shows the stages of development for each project in the IT Multimedia category, the output produced and the funding that was allocated. Projects range from the development of a prototype through to distribution. However the relationships between the amounts of funding, the stages of development funded, and the output produced are unclear. There seems to be little consistency around how CD-ROM's are funded. For example, two projects were funded \$10,000 per project but there appears to be a discrepancy between the outputs for both projects. One CD-ROM was funded through to the development and production stage (project ID: 1026), while the other CD-ROM was developed through to the prototype stage only (project ID: 1058).

5.1.2 Community Consultation

Providers in the research sample were asked whether they engaged in community consultation over the duration of their projects. Five of the seven CD-ROM developers did engage in varying levels of community consultation.

Comments made by a provider about the processes undertaken when consulting with their communities include:

“Yes, community consultation occurred prior to commencing the project, during the course of the project and post-completion of project. Before the project was underway, consultation occurred to identify the niche or gap in the market for this type of resource. Throughout the duration of the project many people were consulted to check the resource’s ‘fit’ with user needs. Afterwards, the

resource has been shown to a lot of experts for their ideas and feedback.”(ID: 516)

5.1.3 Barriers to CD-ROM development

An aim of the research was to understand the facilitators and barriers to resource development experienced by Mā Te Reo providers. According to the developers of reo Māori CD-ROMs, the main barrier to resource development was budgetary restrictions.

Budgetary restrictions – Partial funding from the Mā Te Reo Fund was the only barrier identified by those funded for CD-ROM based projects. Five of the seven projects received significantly reduced levels of funding in comparison to the funding amount requested in their original application. Provider feedback about four of these projects related to the issue of budgetary restrictions. When asked what the barriers were in relation to resource development of their project, a provider stated that:

“Reduced funding was the main barrier, along with the difficulty of covering costs associated with the project.”(ID: 1451)

A further example from a provider was:

“The key barrier experienced in relation to the development of this resource was the restrictive budget. It meant that distribution was cut right back and the project was somewhat downsized.”(ID: 516)

5.1.4 Facilitators of CD-ROM development

Two of the facilitators identified by providers related to the funding of resource development were the existence of the Mā Te Reo Fund and full funding.

Mā Te Reo Fund – The existence of the Mā Te Reo Fund was highlighted as a facilitator of the development of a CD-ROM. One provider stated that:

“The key facilitator was having access to the Mā Te Reo Fund. This allowed us to promote reo Māori whilst enabling us to proceed with our intended project.”(ID: 516)

Full Funding – Those providers that received ‘full funding’, reported this to be the main facilitator in the development of their reo Māori CD-ROM. Being resourced at the right level ensured that the project went well. One provider commented that:

“Because this project was fully funded, I was able to complete the intended project.”(ID: 1451)

Three other facilitators related to the process/development of the resource: the team, the expertise and distribution.

Reliable Project Team – Having a reliable project team to develop the CD-ROM was viewed by two providers as a facilitator of resource development. This was in relation to having contractors that were available to assist in the development of a CD-ROM, and at the same time working in a timely fashion.

“We had a fantastic project manager – which is an essential component on a project of this nature. Where there are too many people working on any one project there needs to be one person responsible for ensuring that all is working to timeframe and quality expectation.”(ID: 1239)

Access to Expertise – One provider commented that a facilitator of the development of their CD-ROM resource was the assistance they received from the Mā Te Reo team, as well as advice and guidance from consultants, kuia and kaumatua.

Distribution – The ability to distribute their CD-ROMs out into the community was seen as a facilitator in itself. One provider that was fully funded for their CD-ROM based project said that the main facilitator of their project was,

“having the ability to include distribution as part of the overall project.”(ID: 1451)

5.1.5 Distribution

The Mā Te Reo Fund has several funding categories/project types that potential applicants may apply under. Under IT Multimedia it is expected that projects are designed to be easily accessible to Māori homes and community users at low or no cost, projects are regionally or nationally focused, and that they are not produced primarily for commercial gain.

Of the seven CD-ROMs in the research sample, three were funded through to the distribution stage of resource development. All three projects were contractually required to distribute a number of resources free of charge to selected Māori communities. This is a standard contractual deliverable for all resource-based projects that are funded through to the distribution stage. Two of the three CD-ROMs (ID: 1451 & 1239) were distributed at a regional and national level. The third CD-ROM was distributed at an iwi and hapū level (ID: 665).

5.1.6 Recipient feedback

Six providers reported that the feedback that they had received from recipients of the CD-ROMs was generally good. For example, one provider (ID: 1239) was left with the impression that recipients were excited with the whole concept of an interactive CD-ROM that taught users how to speak reo Māori. This provider stated that, “...90% of the feedback has been amazingly positive”. (ID: 1239) The recipients for this particular CD-ROM were kura from around the country. However this provider also stated that, “...two e-mails from kura kaupapa Māori were concerned about the pronunciation of voiceovers on the CD-ROM...” (ID: 1239) The provider agreed mispronunciation was a problem encountered during the development and production of the resource. According to the provider, mispronunciation may have occurred as, “there was a lack of reo Māori speaking actors available. They are all getting paid too well in other areas to have time to dedicate to this type of project – so we didn’t get the quality we were after.” (ID: 1239)

5.2 Websites

Two websites were included in the research sample. The overall investment in the websites was \$51,325 (\$20,000 and \$31,325). Both providers were Iwi Organisations. The content of both websites was primarily to provide a resource to learn reo Māori. One of the websites (project ID: 537) was developed to support their iwi based regeneration strategy. The content of reo Māori on this website was available only in their specific iwi dialect.

The websites enabled access to interactive reo Māori activities and games, chat rooms, basic greetings and tips on how to pronounce kupu in reo Māori. Information about where to access reo Māori classes and reo Māori resources was also made available on both websites. For example, one website (project ID: 1302) listed local places where people could attend Te Ātaarangi reo Māori classes.

5.2.1 Process of development

The developers of these reo Māori websites highlighted that it was important to provide a resource of this medium for accessibility purposes. One provider stated that their website was developed in order to, *“increase accessibility for [iwi], especially those that are overseas or in isolated areas.”* (ID: 537)

5.2.2 Community consultation

One provider commented that the main feedback provided during community consultation prior to the commencement of the website project was the overwhelming requests for a reo Māori based website. This particular provider engaged in one-on-one consultation. A survey was also conducted once the website was live and was distributed to the main target audience (ID: 537).

5.2.3 Barriers to website development

The barriers to the development of reo Māori websites were budgetary reductions, the team of contributors, and speaker proficiency.

Budgetary Reductions - Partial funding appeared to be the biggest barrier to the development of a reo Māori website. When asked whether the funding amount allocated covered the actual overall costs of the project, one provider stated that:

“The Mā Te Reo funding did not sufficiently cover the project’s overall costs and the project was downsized as a result of negotiations with Mā Te Reo after the funding decision had been made.” (ID: 537)

Team of Contributors – Attempting to identify potential contributors for the website (writing articles and submitting reo Māori activities) proved to be another barrier to the development of a reo Māori website.

Speaker Proficiency – Securing proficient speakers to contribute to the website proved to be difficult as well.

5.2.4 Facilitators of website development

Because there were only two website based projects in the research sample, feedback was limited. However, providers that were funded for websites identified the following facilitator:

Additional Support/Complementary Linkages – The assistance/support from other organisational bodies, by way of making complementary linkages between the website and the organisations, was a facilitator. One provider listed who supported their website and how they did so:

“The key facilitators were ongoing support from places like [iwi] FM, [name of] magazine, and monthly Iwi newsletters which assisted us in setting up e-groups, and ran regular updates on the website project.” (ID: 537)

5.2.5 Distribution Outcomes

In this section, one iwi based website from the provider sample will be discussed in relation to distribution and outcomes of Mā Te Reo funded reo Māori websites.

Websites are reliant on people knowing about them and about links to search engines. The provider reported that the iwi based reo Māori website was highly ranked and indexed at many link pages on the internet. The provider identified the primary target audience of their website and the issue of accessibility to the website:

“[Iwi] whānau and those registered with [the iwi] were the target recipients of the website. However, anyone using the internet can access the website, apart from certain areas that are closed off to all internet users apart from [iwi] whānau only.” (ID: 537)

The provider then went on to say:

“The website has increased opportunities for [iwi] whānui to access information pertaining to [them] and basic Māori language learning resources”.(ID:537)

Developers are able to gauge how often the websites are utilised by finding out about how many ‘hits’ are received. For this iwi based reo Māori website, statistics confirmed that the website was getting approximately 300 regular visitors to the website on a monthly basis. On average over a six-month period the website had received approximately 1000 hits per month. (ID: 537)

This particular provider promoted the website through complementary linkages with other media. For example, the provider received ongoing support from the iwi radio station, their iwi magazine as well as a monthly iwi newsletter which helped to set up e-groups and ran regular updates on the project. The implementation of a ‘Computer in Homes’ programme, assisted in encouraging people to use the website. (ID: 537)

Anecdotal feedback received about this website related to requests for more reo Māori games and activities to be available through the online message board.

6 Findings - Games/Resources and Media

Within the database there were overlaps in the types of resources funded under the project categories of Games and Resources, and Media – TV, Radio, Print (Table 2). For example, books/booklets and audio CD's were funded under each category.

Table 2. Types of Resources under the Games & Resources/Media (TV, Radio, Print) category

Resource Type (Games & Resources)	Number of resources	Resource Type (Media – TV, Radio, Print)	Number of resources
Books	4	Books/booklets	7
Board Games	2	Magazines	1
Audio CDs	3	Video resources	1
Puzzles	1	Audio resources (CD and Cassette Tape)	1
Resource Packs	5		

For the remaining two project types (Games & Resources and Media - TV, Radio, Print), therefore, it made sense to combine the categories and analyse the data by the kind of resource that was funded. Before doing this a brief description of the resources in each project type/category is given below, and then the resources across both project types/categories will be discussed in more detail.

6.1 Overview of Games and Resources

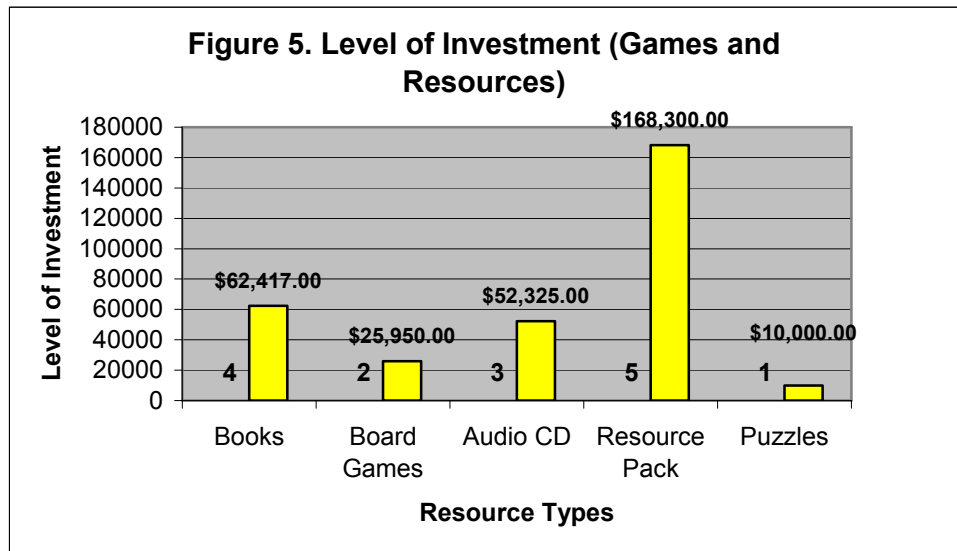
There were 15 'Games and Resources' projects in the research sample, including books, board games, audio CDs, puzzles and resource packs.

When applying to Mā Te Reo under this category, applicants had to ensure that their projects reflected the following criteria (See Appendix F: Funding Categories prior to the 2005 funding round):

Development of new (non-existing) games and resources that:

- Should be home/marae focused as opposed to school focused
- Can be targeted at any language level

- Can support promotion of local stories and dialects
- Must demonstrate a level of community engagement in, and provide easy access to, games and resources
- Must not be produced for commercial gain



The largest overall investment made in the Games and Resources category/project type was in Resource Packs, followed by books and then audio CDs (see Figure 5). The number to the left of each bar in Figure 5 indicates how many resources there were in the database under each resource type; for example there were four books that were funded under this category/project type.

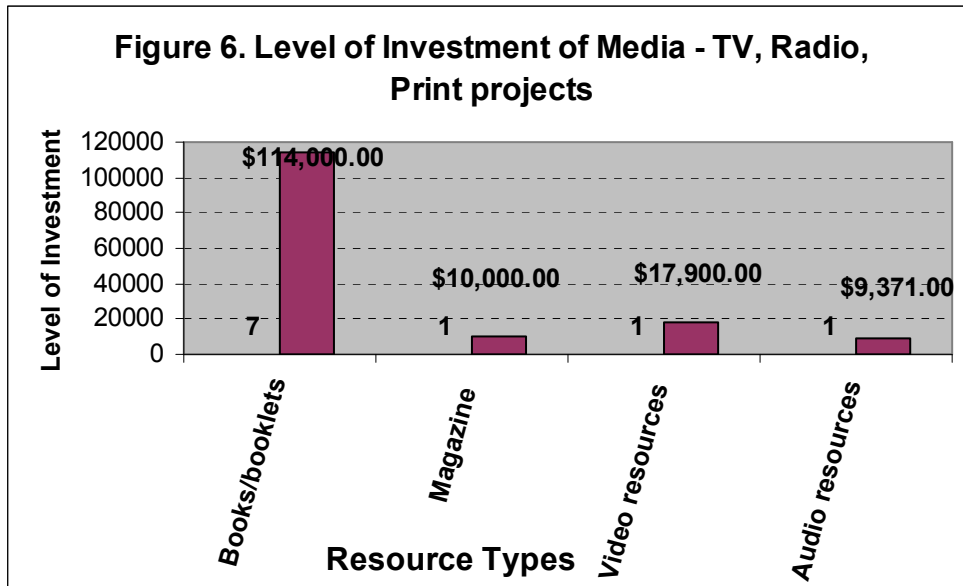
6.2 Overview of Media (TV, Radio, Print)

Under the project type of Media (TV, Radio, Print), there were 10 projects in the research sample. Of the 10 projects, the kinds of resources funded were books/booklets, magazines, video and audio resources.

When applying to Mā Te Reo under this category, applicants had to ensure that projects were focused on te reo promotion and development via the three strands of media – television/film, radio and print. Projects had to reflect the following:

- Should not be funded by other organisations
- Should be developed in a way to ensure maximum and ongoing participation/community reach (e.g. not a one off broadcast)

- Should be designed to be easily accessible to Māori homes and community users (not schools/educational institutions) at no or low cost
- Can be regionally or nationally focused
- Must not be produced for commercial gain



The largest overall investment made in the Media – TV, Radio, and Print project type/category was in books/booklets (see Figure 6). The number to the left of each bar in Figure 6 indicates how many resources there were under each resource type (e.g. there were seven books/booklets that were funded under this category/project type).

6.3 Books/Booklets

Eleven books (four books or sets of books, six booklets or sets of booklets, one translation of a diary) were included in the evaluation sample (see Table 3). The overall investment in these books was \$176,417 with funding for any particular project ranging from \$1,517 to \$25,000.

A range of resources were funded from sets of booklets to a diary that was translated/transcribed. In addition to this, there was a range of topics covered in the development of these reo Māori resources, including publications/books that were specific to a certain iwi such as tribal pūrākau.

Table 3. Stage of Development/Type of 'Book' funded under Games & Resources, and Media – TV, Radio, Print

ID	Type of Resource	Funding Category	Stage of Development project funded for	Level of Investment
1013	Draft Book	Media – TV, Radio, Print	Development	\$15,000
1208	Magazine	Media – TV, Radio, Print	Development Production Distribution	\$10,000
998	Translations/Transcriptions of diary	Media – TV, Radio, Print	Development	\$20,000
642	Booklet	Games & Resources	Development Production	\$1,517
581	Book	Games & Resources	Development Production	\$23,000
759	Booklet/Publication	Media – TV, Radio, Print	Development Production	\$23,000
501	Book	Media – TV, Radio, Print	Development Production Distribution	\$10,000
1261	Iwi Publication/Booklet	Media – TV, Radio, Print	Development Production Distribution	\$10,000
1247	Iwi Publication/Booklet	Media – TV, Radio, Print	Development Production Distribution	\$11,000
685	Set of books	Games & Resources	Development Production Distribution	\$17,900
1201	Set of booklets	Games & Resources	Development Production	\$20,000

			Distribution	
639	Set of booklets	Media – TV, Radio, Print	Development Production Distribution	\$25,000

6.3.1 Process of development

According to providers, it is difficult to reach the production stage in the development of reo Māori books. Funding appears to be integral to getting reo Māori books past the developmental stage, unless they are targeted at areas where agencies provide financial assistance. For example, the Ministry of Education only funds books that are directly related to the New Zealand Education Curriculum. One provider made comment that:

“No one seems to value Māori language resources to the extent that funding is provided to develop them. I came across platitudes about the value of Māori language but, frankly, only the Mā Te Reo Fund would consider this project.” (ID: 998)

6.3.2 Community consultation

Four providers reported that consultation had either not occurred at all or had only occurred to a certain extent. For example, one provider described confining consultation to a small group of people who were involved in producing the actual resource:

“The wider community were not contacted or consulted. We realise that by having tunnel vision in terms of who we consulted and involved in the project that it could be perceived as inhibiting the growth of the resource. The people involved in the development of the resource felt that our processes were maintaining our whānaungatanga”. (ID: 642)

6.3.3 Barriers to resource development

Two barriers were identified by providers: restricted funding, and language change and iwi dialects.

Budgetary restrictions – Providers of reo Māori books/publications found it difficult to produce what they had originally planned if their funding was restricted. One provider said,

“No, the Mā Te Reo funding was not sufficient. I had no other option but to cover the shortfall personally to ensure that the resource was good quality. I also had no other sources of funding for the project to assist me”. (ID: 501)

At times, providers claimed that the quality of the resource was at risk because of this. Insufficient funding also resulted in reduced distribution of a produced resource.

Language Shift /Dialectal Differences – This was identified by a provider that was funded to undertake transcribing/translating diaries written in reo Māori in the late nineteenth century. Even though there was only one provider that raised this issue, it is worth noting. When translating/transcribing material that was written in an historical period, interpretation is difficult. This provider had a certified translator completing the work, and often they stumbled into problems with the Māori language that was written in the original diaries compared to how reo Māori is spoken and written today. According to the provider:

“Every iwi has their own way of describing incidents or explaining images in reo Māori, it only has to take just a different explanation of a word or the sentence construction of words.”(ID: 998)

6.3.4 Facilitators of Resource Development

Two facilitators were identified by providers: access to expertise and funding, and having a reliable project team.

Access to Expertise/Mā Te Reo Funding – A provider who was funded to transcribe/translate diaries written by her tipuna during the nineteenth century felt that the main facilitator in developing this resource was access to expertise and funding. She had renowned certified translators to translate and peer review. Apart from having the expertise to assist her, she would not have been able to secure these people if it had not been for Mā Te Reo funding. The following is a quote from this provider describing the dilemma of getting her project off the ground,

“Time and money are barriers to resource development. I began developing the concept of the project before applying to the Mā Te Reo Fund. Time was a big barrier as it is difficult to secure translators who have full time jobs, coupled with having no funds to pay for the translations. I had calculated that it was impossible for me to pay for the entire translations out of my own wages. I also did not have the skills to undertake the translating myself. Once I had secured funding from Mā Te Reo, it made it so much easier to be able to find a translator to complete the work.”(ID: 998)

Reliable Project Team – According to one provider, it was important to involve a number of people in the development of a magazine. This will ensure that wide ranges of views are expressed to engage and appeal to readers. The provider from the research sample that developed, produced and distributed the magazine felt that people contributed to the magazine because it was a reo Māori publication:

“People were more than happy to donate their free time, articles and photos purely for the kaupapa of the magazine.”(ID: 1208)

6.3.5 Distribution and Outcomes

Outcomes and distribution levels were varied due to the differential levels of funding, as well as the stages of development that the projects were funded for.

One provider managed to distribute free of charge over 200 copies of a reo Māori magazine funded by Mā Te Reo. Distribution was widespread throughout the North Island at various events and festivals. Feedback on the magazine was summarised by this provider:

“We received very positive feedback about the magazine and general comments included asking whether the magazine is going to have regular issues, enquiries were made about a possible subscription process for the magazine. People were happy to see lots of pictures of the hikoi. Others talked about there being no other medium which discusses issues on the Tino Rangatiratanga movement and were happy they could learn more about kaupapa issues. Many were impressed with the full colour images and professional look of the magazine. Others were impressed at the interesting photos, designs and graphics.”(ID: 1208)

Another provider was funded to the developmental stage of translating/transcribing a diary written in the nineteenth century. This provider anticipated that the end product would be a bilingual published print resource. It is also envisioned that the completed translations of the diary will be deposited at the Turnbull Library. Despite the project being funded to a developmental stage only, the provider had confidence and vision in the project as a whole. This was reflected in the following statement:

“The intended audience will be firstly the descendants of [tipuna], [iwi] and the wider New Zealand public. The language of the diaries is simple in that it is as if the tipuna concerned is speaking to you, rather than reading general published or academic texts. Once this project has been fully completed, historians and others will have a diary resource which will provide insight into the daily life of Māori in the nineteenth century.”(ID: 998)

6.4 Resource Packs

There were five reo Māori resource packs in the research sample under the Games and Resources funding category. Resource packs have been defined as comprising a collection of resources. For example, one resource pack included a book, cassette tape and CD. The overall investment in the reo Māori resource packs was \$170,300 with any particular project ranging from \$3,000 to \$100,000 (Table 4).

Table 4. Stage of Development/Type of ‘Resource Pack’ funded under Games & Resources, and Media – TV, Radio, Print

ID	Resources included in the package	Stage of Development project funded for	Funding Requested	Level of Investment
19	Booklet Cassette Tape CD	Development Production	\$70,042	\$3,000
116	Selection of games and resources	Development Production	\$14,625	\$6,000
976	Puzzles Flash Cards	Development Production Distribution	\$20,587	\$8,000
3	Games Puzzles	Development Production Distribution	\$51,300	\$51,300
185	Booklet Video	Development Production Distribution	\$121,500	\$100,000

6.4.1 Process of Development

From the five resource packs, three were funded through to the distribution phase. Limitations in funding levels meant that the other two resource packs were not distributed. One provider commented that:

“We did not distribute the resources due to reduced levels of funding. However, we did have a test group to trial the resources.”(ID: 116)

Each resource pack can be viewed as unique in terms of the scope and the range of topics covered. A research component was built into the development of two resource packs. One project looked at researching traditional reo Māori games, before proceeding to develop prototypes. These games aimed to incorporate traditional concepts of cosmogony, as well as utilising natural resources to produce the prototype resources. (ID: 116) The other provider conducted research on canvassing native speakers of reo Māori, before proceeding to interview them. The interviewees' kōrero was then made into a documentary, and an accompanying booklet. (ID: 185)

The development and production of one resource pack was focused on a waiata. This was developed into a book. A cassette tape and video were also developed so that children could use these resources simultaneously. (ID: 19)

6.4.2 Community Consultation

The providers that were funded for reo Māori resource packs did not indicate that any community consultation took place. However, as was described above, one provider engaged a test group which trialled the prototype resources.

6.4.3 Barriers to Resource Development

A provider that was funded to develop a reo Māori resource pack identified one barrier to reo Māori resource development. This barrier related to the initial planning of the project:

Underestimated workloads – Unintended or underestimated workloads were experienced as a barrier to reo Māori resource pack development. Initial scoping or planning of projects did not prepare a provider for what needed to be undertaken in order to complete their resources. This provider stated that:

“We severely underestimated the amount of work involved with our project. We underestimated everything from time and costs with the research, creation, production and evaluation of the resources.”(ID: 116)

6.4.4 Facilitators of Resource Development

The facilitator identified by developers of reo Māori resource packs relates to full funding of Mā Te Reo projects:

Full Funding – When projects are fully funded, there are no major obstacles faced by providers:

“Funding was sufficient to cover contract deliverables so that was the main facilitator for us.”(ID: 3)

6.4.5 Distribution and Outcomes

The intended target audience of reo Māori resource packs impacted on whether distribution was at local or national level. For example, one reo Māori resource was disseminated at a national level. This was because the video/documentary was screened on television (ID: 185). Hence, the resource’s reach out into the community appears to be vaster than another where resource packs were distributed to local community members of a provider. (ID: 19)

6.5 Video/Audio Resources

In the database five audio CD and/or videos were funded under the Media – TV, Radio, Print and Games & Resources funding categories. Reo Māori audio CDs featured waiata significant to providers’ iwi affiliation/s. The video in the research sample documented the achievements of a Kura Kaupapa Māori and the wider links to achieving language regeneration.

The overall investment made in these video/audio reo Māori resources was \$79,956 with projects ranging from \$6,000 to \$31,325 (see Table 5 below).

Table 5. Stage of Development/Type of Audio Resources funded under Games & Resources / Media – TV, Radio, Print

ID	Type of Resource	Project Type funded under	Stage of Development project funded for	Funding Requested	Level of Investment
719	Audio resource	Media – TV, Radio, Print	Development Production	\$9,371	\$9,371
902	Audio CD	Games & Resources	Development Production Distribution	\$6,000	\$6,000
830	Audio CD	Games & Resources	Development Production	\$33,900	\$15,000

			Distribution		
728	Video	Media – TV, Radio, Print	Development Production Distribution	\$65,500	\$17,900
531	Audio CD	Games & Resources	Development Production Distribution	\$64,000	\$31,325

6.5.1 Process of Development

The stages of development ranged from development and production only through to distribution (see Table 5). The majority of the audio/video resources reached the distribution phase.

Of the five resources, two were fully funded. Even so, this funding was relatively low and both providers felt that they had underestimated the overall costs of the resource and in turn had to downsize the project:

“Anticipated costs for the development and production of a video or CD-ROM became an issue for the project. In the end, we had no other alternative but to transfer the material into another medium.”(ID: 719)

The remaining three projects were partially funded, with funding less than half of what was originally sought by the providers. However, all three providers distributed copies of their resource. In some cases, providers had to reduce costs in other areas in order to reach the distribution phase:

“Funding for the project was significantly less than what was required to complete it satisfactorily. Free studio time donated by our local iwi radio station enabled them to produce the album and facilitate the composition wānanga. This cut costs down so we could distribute more copies of the resource.”(ID: 531)

6.5.2 Community Consultation

Community consultation was undertaken by the majority of the providers. Communities were engaged in various forums.

A provider held wānanga during the distribution phase of the project. The audio CD contained waiata whakapapa pertaining to a specific iwi. The completion of the audio CD as a reo Māori resource to disseminate knowledge was a dream that had been instigated by the provider’s father. (ID: 902)

Another provider who developed a compilation reo Māori CD engaged with schools and rangatahi directly involved in the development and production of the resource:

“The rangatahi who participated in the CD development were the primary consultation group throughout the project. At the end of the project, a different group of rangatahi assessed the CD and provided feedback. Schools were also consulted and have indicated that they would like to use the CD as a teaching resource.”(ID: 531)

6.5.3 Barriers to Resource Development

The barrier identified by developers of reo Māori audio/video resources was the impact of restricted funding.

Budgetary Restrictions – Significant restrictions in funding impacted on providers and served as a barrier to their resource development.

“Reduced funding meant that we were not able to satisfactorily meet our original expectations for the project. For example, not being able to include a video with the CD and booklet, having to source alternative avenues to complete project (using [iwi radio station] to facilitate the wānanga & cover the production costs of the CD). 500 CDs were distributed and funded by Mā Te Reo, but demand of the product meant that the iwi paid for all copies over and above the contractual amount of CDs.”(ID:902)

6.5.4 Facilitators of Resource Development

Two facilitators identified by providers related to the development and production stages of resource based projects: having a reliable project team, and applying for funding.

Reliable project team – Having dedicated and motivated team members ensured that projects went well:

“A key facilitator in relation to the development of this resource was the sole dedication of one person for a three-week period, which meant the project proceeded much more smoothly than it would have otherwise. A second facilitator was employing the services of Player Park Ltd to look after the music production side of the project. The energy of the rangatahi really helped to carry the project along and was another facilitator.”(ID: 531)

Mā Te Reo application processes – A provider felt that a key facilitator they experienced related to the initial processes undertaken whilst applying to Mā Te Reo:

“The application form for the funding made things really easy. Being able to apply to Mā Te Reo on line is really good stuff.”(ID: 902)

6.5.5 Distribution and Outcomes

Audio resources have the ability to reach a wide audience, and one audio CD in particular highlights the usability and accessibility of a reo Māori resource in this medium. This audio CD was distributed to Kohanga Reo, Kura Kaupapa Māori, and community members from the iwi. In addition to regional levels of distribution, the audio CD was broadcast at a national level:

“In relation to how well the resource was utilised, the CD recording was also broadcasted during weekly waiata wānanga aired on Te Reo Irirangi.”(ID: 902)

6.6 Puzzles/Board Games

Two board games and one puzzle were in the research sample. The overall investment made was \$35,950 with funding for projects ranging from \$6,950 to \$19,000 (see Table 6).

Table 6. Stage of Development/Type of Board Games/Puzzles funded under Games & Resources / Media – TV, Radio, Print

ID	Type of Resource	Project Type funded under	Stage of Development project funded for	Funding Requested	Level of Investment
1374	Board Game	Games & Resources	Development Production	\$6,950	\$6,950
89	Set of Puzzles	Games & Resources	Development Production Distribution	\$30,375	\$10,000
503	Board Game	Games & Resources	Development Production Distribution	\$21,500	\$19,000

6.6.1 Process of Development

The concept of one board game was developed over a period of time before reaching a production stage. The developer of this board game described the processes undertaken prior to production:

“The initial development/creation of the resource came into fruition during three week long wānanga with Te Kohanga Reo teachers and in consultation with [a Māori language expert]. Wānanga were held ... Two other teachers... were used to trial the resource booklet that was developed to accompany the board game.”(ID: 902)

In relation to the key element of this board game, the resource developer provided the following explanation:

“A lot of resources available involve reading and writing. However, the development of this resource was to rely on the oral component of te reo Māori, as it is an oral language.”(ID: 503)

6.6.2 Community Consultation

Community consultation occurred to varying degrees with all three projects. Consultation varied from test trial groups evaluating the resource to engaging with members of whānau and the community over the duration of the resources development. Here are comments made by all three providers regarding consultation:

“Our target audiences for the board game were community groups from [rohe] However, fifteen copies of each resource were distributed to be tested and evaluated.”(ID: 1374)

“Consultation occurred during the trial of the resource by people from the teaching community.”(ID: 1374)

“Yes, consultation did take place from the beginning of the project. I have always spoken to my kuia regarding the intended use of these puzzles and why I was manufacturing them. The reasons why? There are far too many injuries to Māori children that are preventable.”(ID: 89)

6.6.3 Barriers to Resource Development

Reduced Funding – Significant reductions in funding were highlighted as the major barrier experienced by Mā Te Reo providers:

“The total cost of the project was underestimated. The costs involved were over and above what was granted. Funding granted did not cover the quality assurance or translation component of the project. Essential components of work for the resource were completed on an unpaid basis”. (ID: 89)

6.6.4 Facilitators of Resource Development

Community focused reo Māori resource – One provider felt that a facilitator of the development of their board game was the provision of a resource that could be utilised in non-conventional learning environments:

“The resource has provided an avenue for reo Māori to be spoken outside of the usual areas of the school environment, and is designed at the grass roots level and upwards.”(ID: 503)

6.6.5 Distribution and Outcomes

In relation to distribution of these resources and the outcomes that providers have achieved, there were mixed responses.

One provider hoped to expand their reo Māori board game even further by marketing it to government sectors to be used nationwide as a resource to learn reo Māori. This provider stated,

“Our reo Māori resource has the potential to be picked up by the Ministry of Education.”(ID: 503)

Using test groups to evaluate board games was identified as a valuable process. Resource developers can learn from any mistakes and improve the overall quality of their resources.

“Both positive feedback and constructive criticism were received in evaluations, which will assist us in developing the resource further.”(ID: 1374)

The remaining provider suggested that their audio CD has the potential to be a template that others adopt. The provider acknowledged her father for the methodology developed of incorporating whakapapa into waiata, and using this as a learning and empowering tool.

“There were lots of comments made from other iwi that they would love to do a similar thing to our resource. Feedback from recipients felt that the resource is a really good template.” (ID: 902)

7 Findings – Survey Questions

A series of three survey questions was sent to providers in the research sample in order to gauge providers' overall views of resources and resource development. The questions were:

- In your opinion and/or experience, what are the characteristics of good community-based reo Māori resources? Why?
- In your experience, what types of resources work best for which community groups? (For example, are CD-ROMs the best kind of resource for kaumatua?)
- What can the Mā Te Reo Fund do to improve its support of reo Māori resource development?

Providers' responses to each of these questions are detailed below.

7.1 Characteristics of Good Community-Based Reo Māori Resources

A number of clear themes emerged from providers' suggested characteristics of good community-based reo Māori resources. These themes were:

Accessibility - It was recognised that there is a need for a variety of sources from which reo Māori resources can easily be accessed (e.g. via the internet, community organisations, businesses, individuals).

“The production of reo Māori resources needs to be easily accessed. What is the point in making resources if they are hard for the people to access?”(ID: 1374)

Accessibility highlights the need for greater promotion and co-ordination of what reo Māori resources are available (e.g. via radio, television, networks, publications).

Affordability – Providers felt that it was important for community-based reo Māori resources to be affordable – either at a low cost or free.

“A characteristic of good community-based reo Māori resources is dependant on not involving a great amount of expense to the community members who wish to use the resources. Reo Māori resources that can only be used on a computer may be useless to community members who either do not have a computer or do not have access to a computer.”(ID: 1302)

Flexibility - Providers' responses reflected a need for community-based reo Māori resources to enable flexibility for learning no matter what the context of the learning environment is, or when the learner wants to utilise the resource. Flexibility was also associated with having different types of reo Māori resources available. For example, books, CD-ROMs, puzzles, videos, etc. One provider commented that reo Māori resources should be, "...readily available at all times and for all users at varying learning levels". (ID: 1206)

Quality Assurance – There was an emphasis for all content in reo Māori resources to be quality assured. One provider felt that it was imperative to:

"...have gone through quality control systems for the standard of language and the resource itself."(ID: 1206)

'Quality' also extended to the resource format, graphics and presentation.

Community Consultation – It was important for providers that reo Māori resources be relevant to communities and target their needs, for example, resources those communities can relate to such as the utilisation of tribal stories, whakataukī, and waiata. One resource developer added that:

"When developing te reo Māori resources, community consultation needs to occur in order to for them to decide for themselves what resources are best to meet their needs. Support, input and feedback from communities will endorse a reo Māori resource and will ensure that resources are developed in the communities' best interests."(ID: 1374)

User Friendly – Reo Māori resources should be simple, practical, and easy to use. To reiterate this, one provider commented that,

"Reo Māori resources need to be easy to use without having a lot of instructions to discourage people from picking them up."(ID: 1206)

7.2 Which Resources For Which Community Groups?

From the responses received, it was clear that everyone has very diverse opinions about what types of resources work best for particular community groups. However, there was consensus in some areas. Here is an example:

CD-ROMs Work Best For Taiohi and Rangatahi – Half of the respondents felt that interactive reo Māori CD-ROMs were the most appropriate types of resources for taiohi and rangatahi. The main explanation for this was that taiohi and rangatahi have more confidence and experience in using

computers. CD-ROMs as a medium were thought to be more appealing to this age group. One provider commented that:

“CD-ROMs as a resource seem to be fine for rangatahi and those who have some knowledge of computers and are comfortable working with computers. Having used CD-ROMs as a resource with a varied age-group of students, the older students enjoyed it once they learnt how to navigate a CD-ROM, but then the time spent on computers would be hindered by their eyes getting tired and their backs getting sore...”(ID:1302)

In saying this, respondents felt that in order for reo Māori CD-ROMs to be worthwhile for users such as rangatahi and taiohi, they needed additional supervision to ensure correct learning and retention.

‘People’ Work Best For Kaumātua – Just over a third of the providers thought that people were the best ‘type’ of resource for kaumātua, especially those who are not fluent speakers. One explanation is that kaumātua thrive on interaction with other people. They enjoy speaking and listening to reo Māori in the company of others. One respondent stated:

“The best rauemi for kaumātua would be a person to work with them via kanohi ki te kanohi contact.” (ID: 976)

7.3 Improving Mā Te Reo Support of Reo Māori Resource Development

As in the two previous survey questions, common themes emerged in relation to the overall responses made about what the Mā Te Reo Fund can do to improve its support of reo Māori resource development. These are the main themes expressed by respondents:

Regularity of Funding Rounds – Since the establishment of the Mā Te Reo Fund, there has been one funding round per year. The majority of the respondents felt that there should be more than one funding round per year. This was for two reasons. Firstly, because there is only one funding round per year many individuals and organisations miss out as they are unaware of the opening and closing dates of the fund. By the time they realise that they can apply, the funding round is closed. Secondly, individuals and organisations within Māori communities are constantly developing great ideas for various Māori language resources. The downside is applicants having to wait a whole year before Te Rōpū Tautoko is able to assess ideas for suitability for funding.

“I think having two–three rounds of funding each year would help. I know I keep having these ideas for resources throughout the year but have to wait until the following year to get them off the ground. Other organisations who

would like to apply don't realise that the funding round closes at a certain time and miss out – then have to wait another year to apply again.”(ID: 1026)

Higher Priority For Resource Based Funding Categories - There were pleas made by providers that reo Māori resource development be given a higher priority than other funding categories, and that more money be allocated to the resource based funding categories.

Appreciation of the Mā Te Reo Fund – Providers expressed their gratitude for the establishment of the Mā Te Reo Fund, as well as their appreciation for the funding that they have received to develop reo Māori resources. Providers felt fortunate to have received funding and perceive their projects as positively contributing to, and impacting on local and regional level reo Māori regeneration within their communities.

“As far as I'm concerned Mā Te Reo has been very effective in supporting the development of resources to increase the number of Māori people speaking 'te reo' Māori in [area] in the first instance, and in a majority of the schools in [the wider region]... As for what to do to improve the support that Mā Te Reo is already giving I can only salute the fund and hope that it continues to allow ...[hapū] ... to continue to increase the amount of language being spoken especially in the whaikōrero and karanga areas. Maybe to continue to support the grass roots development is probably all I suggest and encourage.” (ID: 503)

Forum for Mā Te Reo Providers – Calls have been made for the creation of a type of forum for Mā Te Reo resource developers such as a workshop or series of hui. The rationale behind this was to enable Mā Te Reo resource developers to showcase their reo Māori resources, and explain the developmental processes and whakaaro behind these resources. One provider suggested that:

“...a hui should be organised involving all recipients who received funding to discuss and share information about what works and what does not.” (ID: 976)

Alternatively, it was suggested that Mā Te Reo commission a documentary to record and disseminate information about Mā Te Reo funded reo Māori resource initiatives.

Showcase Mā Te Reo Funded Resources – Respondents asked that the Mā Te Reo Fund showcase their reo Māori resources. This ranged from publishing 'who is doing what' to 'what is being produced'. This included publishing contact details of resource developers.

“There must be benefits for Māori and non-Māori in relation to the dissemination and acquisition of knowledge about Mā Te Reo funded reo Māori resources. If we are spending tax payers’ monies, and are managing these funds appropriately, and Māori communities are benefiting from these initiative resources, the resources should be put out into the public arena.”(ID: 501)

8 Draft Assessment Criteria

The draft criteria outlined below are those that allow for the assessment of a stand-alone resource (that is, without any prior knowledge of contracts, funding, distribution, etc). Some knowledge is required about the resource's intended audience.

A definition of each criteria is provided (phrased as a statement of best practice), along with some examples of comments that were passed by the focus group members when they used the criteria in the rating of resources. Finally, there is a suggestion about the types of resources the criteria would be most appropriate for rating. (Note that this does not mean that the criteria are only appropriate for these resources.)

Criteria 1.	Pick-up-ability
Definition	The resource is attractive to its intended audience so they will want to 'pick' it up and explore it further.
Examples of comments	'Good size (book); attractive' 'Cool for rangatahi' '[Website] doesn't welcome you; boring/bland'
Most applicable for:	All resources

Criteria 2.	Production Quality (formally Usability)
Definition	The resource is easy to use because it has been styled (e.g. font, colour, navigation) for its intended audience. There is professionalism about the production quality of the resource.
Examples of comments	'Font size and use of colour is good' 'Pictures and graphics need to be clearer' 'Muddled layout' 'Too much information on one page'
Most applicable for:	All resources

Criteria 3.	Language
Definition	The language used in the resource is appropriate for the target audience.
Examples of comments	'Not appropriate' 'Inconsistent use of macrons'

	<p>'Instructions in Māori for beginner exercises [not appropriate]'</p> <p>'This language is excellent for my five year old'</p>
Most applicable for:	All resources

Criteria 4.	Fit for Purpose
Definition	The resource meets the requirements of the intended audience, for the intended purpose. It is also able to be used as a stand alone resource (i.e. without any other information or instructions apart from those included with resource)
Examples of comments	<p>'It says it's for tamariki but it's all about adults'</p> <p>'Suitable for target audience' 'Relevant and interesting stories covered'</p> <p>'Variety of language levels catered for'</p>
Most applicable for:	All resources

Criteria 5.	Interactive
Definition	The resource promotes interaction with, between or among users. For example, computer packages and websites are responsive to user's instructions and also provide feedback to users. Books and games and resources are engaging and encourage interaction among multiple users.
Examples of comments	<p>'Can read with a child and listen to a child read [this book]'</p> <p>'Obscure contents page' 'Instant feedback to user [of website]'</p>
Most applicable for:	<p>Interactive CD-ROMs and websites</p> <p>Games and puzzles</p>

Criteria 6.	Durability
Definition	The resource is able to stand up to long or hard use without deterioration. For example, the packaging is good; the book is well-bound.
Examples of comments	'My 3 year old won't be able to wreck this'
Most applicable for:	Books, magazines, puzzles and games

Criteria 7.	Complementary Linkages
Definition	The resource fills an identifiable gap in the market.
Examples of comments	'Not written about anywhere else and is written by rangatahi too'
Most applicable for:	All resources

Criteria 8.	Generalisability
Definition	The usefulness of the resource potentially extends beyond its intended audience.
Examples of comments	'While this resource targets their own iwi, it will be of benefit to all'
Most applicable for:	All resources

8.1 Other criteria

Accessibility and affordability were also suggested as criteria by the focus group. However these two components could not be assessed just by picking up and interacting with a resource.

Accessibility can be assessed by reviewing the provider's distribution list to see how far and wide the resource has been distributed as part of the Mā Te Reo funding.

Affordability can be assessed by reviewing the pricing of the resource both under Mā Te Reo funded distribution (i.e. free or minimal charge) and, if the resource continues to be produced, once Mā Te Reo funded distribution ceases.

No criteria were developed for Cultural content or Cultural appropriateness and this may need to be revisited. Otherwise, it may be enough to rely on the assumption that those Māori providers who receive funding to develop resources will know enough to ensure that their resources are culturally appropriate.

9 Overall Discussion

The present evaluation focused on the resources funded by the Mā Te Reo Fund designed to support Māori language regeneration within whānau, hapū and iwi and Māori communities. This discussion recaps the evaluation aims and discusses whether or not these have been achieved, along with the implications of the evaluation findings for the Mā Te Reo Fund. Some discussion points are raised for Te Rōpū Tautoko based on the findings.

Following this the limitations of the evaluation methodology and sample are discussed. And finally, some future directions for the evaluation and monitoring are suggested.

9.1 Evaluation Aims

The evaluation had four main aims that were addressed by the methodology:

1. The exploration of what makes a good reo Māori resource was the task of a focus group of Māori language experts and/or resource developers. This group developed draft assessment criteria which they then trialled on a number of Mā Te Reo funded resources. These criteria can now be made available to providers with the suggestion that they be used as the assessment criteria when providers trial prototypes of their resources with intended audiences. Feedback from these audiences can then be used by providers to modify their resource if necessary. In addition, Te Rōpū Tautoko might consider a two-stage resource development funding scheme that sees this type of trialling as being essential before resources are funded and produced for wider distribution.

The showcasing of resources funded by Mā Te Reo should also be based upon assurances that resources are quality products. The use of the completed assessment criteria, and possibly the gathering focus groups of providers to share their knowledge and expertise, will assist in the quality assessment.

- M Discussion point: A two-stage resource development funding scheme would require providers to seek audience feedback on resource prototypes before they applied for production funding. This trialling would need to be funded and providers given guidance on how to apply the methodology. In addition, this may mean that more than one funding round per year is required so that prototypes can be produced

and distributed in a timely fashion. Any additional administrative burden may be offset by the reassurance that produced resources have a good assessment from their target audience(s).

2. Although specific benchmarks for Mā Te Reo funding of resource development were not developed during this evaluation, the evaluation findings have set a foundation for this benchmarking. The evaluation found inconsistency in the amount of funding provided for similar resources (e.g. CD-ROMs, books), and for similar levels of resource development (i.e. development, production, distribution). Further work in this area may, for example, require the costing of resources by experts. For example, CD-ROM resources held by Te Taura Whiri i te Reo Māori could be costed by an independent IT expert with these costings then compared to the funding granted to providers. This would provide more information about 'value-for-money' and, in turn, add to the development of benchmarks.

Feedback from providers strongly suggests that the resources they have developed have been subsidised through other funding streams or volunteer labour. In the eyes of the providers, Mā Te Reo is only a partial funder of resources, with providers' commitment to the kaupapa carrying the unfunded portion. While this has been a reasonably 'successful' strategy up to this point, it is not sustainable in the future as it will lead to provider burn-out and disillusionment – some hints of which already came through strongly in the present evaluation.

- M Discussion point: The continued exploration of benchmarks for resources would inform any decisions taken by Te Rōpū Tautoko about full cost funding. However this needs to be offset by the small number of resources in any one category that have been completed. Large variability in these resources may still make benchmarking a difficult task. Te Rōpū Tautoko may therefore want to consider the alternative of applying more expertise to the assessment of resource applications and their budgets so that contracted budgets are both full and appropriate to the task providers plan to undertake.

3. The database developed of provider information, including additional information from those providers who added to the information held by Te Taura Whiri i te Reo Māori and answered additional evaluation questions, provided insight into providers' views of the barriers to and facilitators of resource development. The clearest message from providers was that partial funding is a barrier to resource development. Conversely, full

funding was seen by providers of CD-ROMs and resource packs as a facilitator of resource development.

One other barrier deserves particular mention; namely, the lack of speaker proficiency for resources that have a spoken reo Māori component (e.g., CD-ROMs). If these resources can be criticised for bad pronunciation then this reflects badly on the Mā Te Reo Fund, Te Rōpū Tautoko and Te Taura Whiri i te Reo Māori. Essentially this is a quality control issue that could be addressed through funding a quality assurance mechanism or policy, and/or a two stage funding process that would provide a check on pronunciation prior to production and distribution.

- Discussion point: The issues of full funding and a two stage application process are addressed above. It is suggested that the quality assurance sought from providers currently be examined and extended, if necessary, to cover the quality of spoken reo within resources.
4. The theorisation of the linkages between reo Māori resources and reo Māori regeneration has been progressed through this evaluation, especially the literature review component. However, the findings of the literature review confirm that there is an absence of academic research that discusses the linkages between resources and language revitalisation. When examining what reo Māori resources are available, it appeared that the majority of reo Māori resources that do exist are educational focused resources as opposed to community focused resources. Hence, our knowledge base around community focused reo Māori resources is limited to what has come from our Mā Te Reo initiative providers in the evaluation sample.
- M Discussion point: More research needs to be undertaken in order to identify direct linkages between language resources and language revitalisation. Strategies need to be developed in order to measure how existing reo Māori resources are contributing to reo Māori revitalisation.

Initial plans to seek more information from Māori resource users did not proceed because many of the resources had been produced 2-3 years ago and it was not considered appropriate to ask whānau about them this far out from their distribution. If Te Taura Whiri i te Reo Māori decides to showcase some of these resources, and demand is such that the resources are again distributed to whānau, then it may be timely to seek more feedback. This could also happen with currently funded resources as they are produced and distributed.

- Discussion point: With hindsight, the aim to theorise the linkages between reo Māori resources and reo Māori regeneration within the present evaluation was very ambitious. Only a small pool of resources has been funded and these have had only limited distribution. Even if we were able to find out how whānau used a resource it would be difficult to argue for any causal link between that usage and language regeneration as regeneration is best supported across multiple sites. However, in the future it may be interesting to seek feedback from providers and from whānau about if and how resources are being used over time and what they consider the role of resources in language regeneration to be.

9.2 Evaluation Methodology

This evaluation has worked with a small database of providers and resources. Of the database of 25 providers that was established from information held by Te Taura Whiri i te Reo Māori, 12 were able to review and add to the information about themselves and the resource(s) they had developed (see Appendix I). For all the resource categories the number of resources being assessed was low, and in some categories it was very low. The evaluation findings therefore need to be treated with caution, with confidence being greatest in those findings that were common across numerous resource categories (e.g. partial funding as a barrier to resource development).

A serendipitous finding from the evaluation was that many providers valued the contact that was made with them, even when they did not get the opportunity to participate in kanohi ki te kanohi interviews. This signalled the importance of the Mā Te Reo staff taking opportunities to visit with those who receive funding. This initiative was instigated after the full evaluation of the fund and the present evaluation affirmed this move.

9.3 Monitoring and Evaluation

In addition to providing feedback on resource funding and development, the present evaluation has also provided one template for how components of the Mā Te Reo Fund might be assessed using a combination of mainly monitoring data and provider interviews. This template can now be extended to other Mā Te Reo funded categories in order to evaluate similar aims to the present evaluation. In addition, the template can be modified in order to ensure that the best fit between evaluation aims, and the information needs of Te Rōpū Tautoko. An ongoing commitment to the evaluation of the funds outcomes will facilitate the responsiveness of Te Rōpū Tautoko and contribute to a strong

community-based context for language regeneration. Te Rōpū Tautoko can also take heart from the provider feedback to the third survey question. Providers were very positive about the fund and many expressed their gratitude for what Mā Te Reo funding had enabled them to achieve.

10 Glossary of Terms

Hapū – Sub-tribe

Iwi - Tribe

Kanohi ki te kanohi – Face to face

Kaumātua – Elder

Kōrero – Speak; talk; discussion

Kuia – Elderly woman

Kupu – Word

Kura Kaupapa – Māori total immersion school

Marae – Meeting place for whānau, hapū, iwi

Pakiwaitara – Fiction; Mythology; Story

Pūrākau – Myth; Story

Rangatahi – Youth

Reo Māori – Māori Language

Rohe – Region

Taiohi – Young Person

Tamariki – Children

Tipuna - Ancestor

Waiata – Song

Whakaaro – Opinion; thought

Whakapapa - Genealogy

Whakataukī – Proverb; Saying

Whānau – Family

Whānaungatanga – Relationship; Kinship

11 References

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www.creativenz.govt.nz (Te Waka Toi - Creative New Zealand)

www.tetaurawhiri.govt.nz (The Māori Language Commission)

www.tmp.govt.nz (Te Māngai Pāho – The Māori Broadcasting Funding Agency)

www.tpk.govt.nz (Te Puni Kōkiri – The Ministry of Māori Development)

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12 APPENDICES

Appendix A. Table of Providers who were funded for multiple projects under the resource-based project types.

Six providers from the research sample were funded for multiple projects.

Individual / Organisation	Games & Resources	IT Multimedia	Media (TV, Radio, Print)
Individual	1 x project in the 2002 funding round. 1 x project in the 2003 funding round.		
Māori Organisation	1 x project in the 2001 funding round.		1 x project in the 2002 funding round.
Māori Organisation	1 x project in the 2001 funding round.	4 x projects during the 2002, 2003 & 2004 funding rounds.	
Iwi Organisation	1 x project in the 2002 funding round.	1 x project during the 2002 funding round.	
Iwi Organisation	1 x project in the 2001 funding round.	1 x project during the 2002 funding round.	
Iwi Organisation			2 x projects during the 2003 funding round.

Appendix B. List of database categories

Demographic Information	Process Information	Outcome Information
Project ID number	Actual cost of project	Who were the recipients of the resource/s?
	Who was involved in the project?	
Funding Round	Project description	What feedback have you received about the resource/s?
Contact Person / Project Coordinator	Rationale for project	Who have you received feedback from?
Organisation	Contract deliverables of project	Did they discuss and/or comment on how useful the resource/s was?
Project Type	Actual project timeframe	Other comments
E-mail Address	Methodology	
Region	Quality assurance	
Resource Description	Barriers to resource development	
Total amount of funding requested	Facilitators to resource development	
Total amount funded for project	Community consultation	
	What proficiency level/s does the resource/s target?	

Appendix C. Resource descriptions of IT Multimedia projects (CD-ROMs & Websites)

ID	Resource Description
451	<p>Interactive multimedia software package /CD-ROM featuring Māori myths and legends, stories with morals, early learner stories and jokes all in reo Māori.</p> <p>Each storybook has text that is highlighted as storytellers read it aloud on the CD-ROM. Images relating to each story fade in and out as the stories unfold.</p>
991	<p>Prototype interactive CD-ROM that allows you to learn reo Māori whilst learning about the principles, purposes, uses and value of money, e.g. Saving Money.</p>
1058	<p>A prototype interactive Talking Māori Dictionary CD-ROM. 1200 words built into prototype to provide proof of concept and indication of function and form.</p>
1026	<p>Interactive multimedia CD-ROM 12 x pakiwaitara/pūrākau in reo Māori and English. Printable version available. Features narratives with static images to portray the story with audiovisual material. Produced/developed to ensure that the resource is user friendly, entertaining and informative. Stories depict history as well as mythological stories.</p>
1239	<p>Maui's spell is an interactive game for all ages above 8. Reo Māori concepts within Maui's spell are taught by the player accompanying Maui through his adventures and teaching Maui the correct responses and uses of reo Māori within certain scenarios.</p>
1302	<p>Reo Māori interactive website, with a focus on Te Ātaarangi. Website features learning te reo Māori online and exercises and games are available to complete. Games and exercises inform the user whether their answers are correct or not. Has general information available as well, e.g. Te Ātaarangi classes on the [rohe].</p>
537	<p>The resource is a reo Māori website that supports the [iwi] regeneration strategy. The website is designed to provide users with the opportunity to learn basic language skills through to progressive levels; provides chat rooms, access/information to reo Māori resources, as well as kiwaha, greetings, whakatauki, pronunciation and whānau phrases to learn (all in [iwi] dialect).</p>
516	<p>CD-ROM resource is two-fold: to learn reo Māori whilst learning about safety around the home.</p>
665	<p>Interactive CD-ROM developed for [iwi]. Sections within the CD-ROM are: Powhiri, Tahuhu, Maps, Waiata, Whakapapa, Kōrero a ngā kaumatua, Ngā Rauemi, Virtual Tour, Jigsaws, and Drag & Drop game.</p>

Appendix D. Māori Language Strategy (1997)

Five overarching Māori Language policy objectives:

- To increase the number of people who know the Māori language by increasing their opportunities to learn Māori;
- To improve the proficiency levels of people in speaking Māori, listening to Māori, reading Māori and writing Māori;
- To increase the opportunities to use Māori by increasing the number of situations where Māori can be used;
- To increase the rate at which the Māori language develops so that it can be used for the full range of modern activities; and
- To foster among Māori and non-Māori people positive attitudes towards and accurate beliefs and positive values about the Māori language so the Māori-English bi-lingualism becomes a valued part of New Zealand society.

Appendix E. Resource providers with multiple projects that completed interviews/questionnaires

Māori Organisation (1)

1 x project in the 2001 funding round

1 x project in the 2002 funding round

Māori Organisation (2)

1 x project in the 2001 funding round

4 x projects during the 2002, 2003 & 2004 funding rounds

Iwi Organisation (1)

1 x project in the 2001 funding round

1 x project during the 2002 funding round

Appendix F. Funding Categories prior to the 2005 funding round

Games and Resources

Development of new (non-existing) games and resources that:

- Should be home/marae focused as opposed to school focused
- Can be targeted at any language level
- Can support promotion of local stories and dialects
- Must demonstrate a level of community engagement in, and provide easy access to, games and resources
- Must not be produced for commercial gain

IT Multimedia

Language resources that increase the availability of relevant static and dynamic (interactive and database) applications to facilitate the learning and use of te reo Māori. These resources:

- Can be targeted at any language/age level
- Should be designed to be easily accessible to Māori homes and community users (not schools/educational institutions) at no or low cost
- Must demonstrate a level of community engagement
- Must not be produced for commercial gain

Media - TV, Radio, Print

Focused on te reo promotion and development via the three strands of media – television/film, radio and print. These projects:

- Should not be funded by other organisations

- Should be developed in a way to ensure maximum and ongoing participation / community reach (e.g. not a one off broadcast)
- Should be designed to be easily accessible to Māori homes and community users (not schools/educational institutions) at no or low cost
- Can be regionally or nationally focused
- Must not be produced for commercial gain

Appendix G. Objectives of the Mā Te Reo Fund (2005 funding round)

Applicants are now required to show how their project contributes to one or more of the following three goals of the Māori Language Strategy (2003):

- Strengthening language skills

How will your project result in the strengthening of the language skills (speaking, reading, writing and listening) of the participants/target group?

- Strengthening Language Use

How will the use of the Māori language be increased at marae, within Māori households, and other key domains as a result of your project?

- Strengthening Community Leadership

How will your project build the capacity of your iwi, hapū or local communities to lead local-level language regeneration and to support local dialects?

Appendix H. Māori Language Strategy (2003) Goal strengthening language skills

Strengthening language use

Strengthening education opportunities

Strengthening community leadership

Strengthening recognition of the Māori language

Appendix I. Methodology/collation of additional information

In hindsight, the completion rates for the interviews/questionnaires may have been improved by conducting more fieldwork interviews with providers. Kanohi ki te kanohi interviews took place in Wellington, Hastings, Gisborne, and Hamilton. The External Research Advisor for this project completed the interview conducted in Hastings, and the Mā Te Reo Senior Project Advisor completed a Gisborne interview. Interviews held in Wellington and Hamilton were conducted by the Research Coordinator. The majority of the providers in the research sample were very enthusiastic about meeting in person to conduct the interviews. Providers from Whakatane, Auckland and the South Island on the other hand were disappointed that kanohi ki te kanohi interviews did not take place.

There could be varying reasons as to why 24 percent of providers did not participate in the research. To reiterate, these providers did not complete interviews/questionnaires nor respond to survey questions due to failure in securing any contact with them or the providers not responding to any correspondence. One reason for these providers being non-contactable could be due to our contact details on the database being outdated. However, all of these providers still had current phone numbers where messages were left, and e-mails never bounced back to indicate that their e-mail addresses were void. When analysing these providers, there appeared to be indicators that perhaps correlated non-contact and levels of dissatisfaction with the Mā Te Reo Fund.

Here are three examples to provide rationale for the above statement:

- One provider who had two projects in the research sample was declined in round four for an application. Until the application was declined, having reciprocal correspondence with the provider was not difficult. This may have been a contributing factor for non-compliance in participating in the research project. (ID: 1201 & ID: 639)
- Another provider that did not participate in the research project had been extremely dissatisfied with the contract negotiation process, as well as the contract template. From then onwards, a robust relationship was not built with the provider and the Mā Te Reo administration team. (ID: 1013)
- A further provider that did not participate and was unable to make contact had a round three contract terminated for failure to complete a final milestone. Again, up until this time there was regular communication with this provider.