

MĀ TE REO
EVALUATION REPORT
2005/2006
MĀORI LANGUAGE PLANNING

He Mihi

Kia whai wāhi atu au ki te tuku mihi atu ki a koutou katoa te hunga whakarato mō Mā Te Reo, i uruuru 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 iwi, hapū, whānau, Māori communities, Māori organisations and individuals to realise their aspirations in relation to reo Māori. The Language Planning funding category has enabled the development of Māori language plans, as well as activities, and in some cases resources specific to the implementation of these plans. Te Taura Whiri i te Reo Māori is aware that many Māori communities have already initiated Māori language regeneration strategies outside of financial assistance from Mā Te Reo. This evaluation has only looked at language planning projects that have been funded by Mā Te Reo.

The rationale for this evaluation came from the need for Te Taura Whiri i te Reo Māori to better understand, and thereby better support, community based Māori language planning initiatives; and to develop an understanding of the outcomes of these initiatives. The evaluation also builds internal evaluation capacity within Te Taura Whiri i te Reo Māori, and informs the development of an overall monitoring and evaluation framework for the Mā Te Reo Fund.

1.1 Evaluation Aims

The aims of the present evaluation were:

1. To conduct an analysis of who has been involved in community Māori language planning funded by Mā Te Reo, and the plans that have been produced.
2. To understand what makes an effective community based Māori language plan.
3. To consider how Mā Te Reo might better assist those providers it funds under the language planning category to produce effective language plans.

1.2 Methodology

The sources of information on which this evaluation was based were: the Mā Te Reo database, Mā Te Reo project files, a Mā Te Reo provider sample, e-mail surveys, copies of language plans and/or language planning resources, interviews and a focus group workshop.

There were 44 language planning projects, and 39 providers in the evaluation sample.

1.3 Evaluation Findings

There has been an increase in the number of language planning projects funded by Mā Te Reo over the past five funding rounds (from three in round one, to 15 in round five). On the whole, Māori organisations have received Mā Te Reo funding to carry out language planning with and for iwi, hapū and whānau.

Usually a core group of two to five people has been most closely involved with a language planning project, with at least some members knowledgeable about language planning.

One area for improvement was in providers linking their plans to other language plans within their rohe and/or iwi. Less than one third of providers had made this type of connection and yet it is vital that these links are made so that language planning within a region is coordinated.

Providers had found that planning often took longer than they had anticipated because they had underestimated the time involved in both engaging with people and planning itself. Even so, planners reported that buy-in from the target group was a key facilitator of planning and therefore well worth the effort. Other facilitators included: a passion for reo Māori, and a skilled working party that instigated and maintained momentum for planning.

Apathy, politics, and whakamā were barriers to language planning that providers worked hard to overcome. Providers reported that a critical analysis of the status of reo Māori and the need for planning for regeneration helped them in this task with their target group.

Comments from providers and key experts stressed the importance of community involvement in this planning process. Overall, four main components were found to contribute to the development of an effective community based Māori language plan, namely:

- Establishment of a working group – having a core group to ‘drive’ the planning;
- Skills and expertise – both within the core group and available externally;
- Goal setting – having realistic goals, an overall vision and specific outcomes; and
- Consultation – with the target group, external stakeholders and people with specialist skills.

Just over two-thirds of the language planning providers indicated that they had conducted some pre-planning assessment of the language proficiency of their target group (that is, the group that the plan was for). Two-thirds of providers reported that there had been an increase in proficiency as a result of the target group developing a plan. Other outcomes reported were an increased awareness of language planning, and of the health of reo Māori.

As many providers are undertaking some language assessment as part of planning, it is suggested that Mā Te Reo should establish its own goals in this area that would see all providers:

- Developing a Māori language profile for their community;
- Formally benchmarking language competency within their target group; and

- Formally monitoring language regeneration occurring as a result of implementing a language plan.

This gathering of evidence for the effectiveness (or otherwise) of planned activities is essential if providers are to engage in evidence-based planning cycles within their communities. Providers may require some assistance and/or capacity building in order for this to be achieved.

Other suggestions for how Mā Te Reo could better assist providers in their language planning included: the establishment of an expert database; provision of language planning resources (which are currently available on the Te Taura Whiri i te Reo Māori website); and capacity building within the working group responsible for the planning.

Language planning can also be facilitated by Mā Te Reo at a community level by raising the awareness of communities about language planning, including the status of reo Māori and the role of language planning in language regeneration.

Coordination of government and non government organisations reo Māori language planning and language regeneration efforts was also recommended by providers and key experts.

1.4 Conclusion

The present evaluation of language planning has shown that language planning, as a process, has the potential to be a powerful intervention within a community. Not only can it set the scene for the implementation of activities and projects to regenerate reo Māori, it also raises the profile of reo Māori, increases the skills of planners, and motivates participants to use reo Māori. Feedback from providers and experts has highlighted good practices in planning that increase the opportunities for these outcomes. The challenge for Mā Te Reo and Te Taura Whiri i te Reo Māori is to continue to walk alongside planners and communities, offering resources and assistance to facilitate their work, and the support and encouragement they need to fulfil their visions for reo Māori.

2 INTRODUCTION

Māori Language Planning is a tool which can support reo Māori regeneration within communities such as iwi, hapū and whānau. Language Planning is a process to help whānau, groups and organisations identify the Māori language needs of their community, set goals for what they want to do for the language, and plan out in manageable steps how they go about achieving those goals. Many iwi, hapū and whānau are already using language planning as a tool to support Māori language development in their communities.¹

Over the past five years Mā Te Reo has funded the development of Māori language plans, as well as resources and activities specific to the implementation of these plans. The overall aim of this evaluation was to investigate the funding of the development of community based Māori language plans by Mā Te Reo. Before moving to a description of the present evaluation, a rationale will be provided as to why Language Planning was chosen as the topic for the second Mā Te Reo evaluation project. This Introduction therefore begins with an overview of the status of the Māori language and the role of language planning in order to set the context for the present evaluation.

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. 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
- 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.

¹ Te Taura Whiri i te Reo Māori (2006) *Planning for Māori Language Regeneration: Guidelines*, unpublished publication.

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

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 (the Māori Language Commission) to promote the language.

Research about the state of the Māori language has included, for example, the 1995, 2001 and more recent 2006 surveys on the health of the Māori language³ as well as attitudes towards, and beliefs and values about the Māori language.⁴ Key aspects of Māori language acquisition that were observed and reported on in the Surveys of Attitudes Towards, and Beliefs and Values 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).

While recent research into the health of the Māori language is showing some positive growth, this tends to be underplayed or underscored by words of caution about the hard work still ahead as progress is made along the Māori language regeneration continuum.

2.2 Language Planning

For some time now, both in New Zealand and internationally, language planning has been touted by socio-linguists as an essential component for successful language revitalisation.

Socio-linguists today appear to agree that 'language planning' is crucial for the development of endangered minority languages throughout the world. Highly acclaimed socio-linguist, Joshua Fishman, in his seminal work 'Reversing Language Shift', argues that the restoration of inter-generational transmission of an endangered language, through a process he calls Reversing Language Shift (commonly referred to as RLS), is one of the keys to ensuring the survival of the language in question. He argues that language planning is crucial to achieving RLS as the process, "depends on proper actions at the proper time and in the optimal sequence."⁵

In line with this, Te Taura Whiri i te Reo Māori has promoted community language planning as a priority category for funding over the last three funding rounds (2004/2005/2006).

³ Te Puni Kōkiri, Te Taura Whiri i te Reo Māori & Department of Statistics (1995), *National Māori Language Survey*, Wellington: Te Puni Kōkiri

⁴ Te Puni Kōkiri (2002) *Surveys of Attitudes, Values and Beliefs about the Māori Language*, Te Puni Kōkiri, Wellington, p.5

⁵ Joshua Fishman (1991) *Reversing Language Shift*, Great Britain, p.236

Te Taura Whiri i te Reo Māori has responsibility under the Māori Language Strategy 2003 for the planning and implementation of funding and advice about language planning for whānau, hapū, iwi and Māori; a responsibility met in part by the administration of the Mā Te Reo fund.

New Zealand has also adopted this focus on language planning. International academics, Grin and Vaillancourt were contracted by the New Zealand Treasury in 1998. They had three tasks: the first, to develop a framework based on the economic approach to language and language planning; the second, to review other countries' language revitalisation policy experiences; and the third, to derive implications for the revitalisation of the Māori language. They concluded that language planning is important:

“...the main lesson to be learnt from Reversing Language Shift is that language revitalisation requires tackling problems on many fronts, yet in an orderly fashion, lest a lopsided order of priorities results in a waste of effort.”⁶

Often the need for language planning is overwhelmed by the sense of urgency imminent language loss imposes, and activity and implementation become the primary focus. Planning in the early stages can help ensure that efforts to revitalise or regenerate a language are carefully directed to be as effective as possible. Planning ensures that 'big picture' goals are set strategically and efforts to achieve goals are coordinated amongst all major stakeholders.

Language planning itself is a process whereby individuals, families, groups, communities and organisations outline steps towards achieving a common language goal. In most cases, the goal is to revitalise or regenerate an indigenous, or minority language that has become unstable because of the lingual influence of another majority speech community.

In Aotearoa, Māori has become a minority language and the larger speech community is made up of English speakers. Here, the language goal is the regeneration of Māori language so that it is once again an everyday, commonly used medium of communication. In so far as Māori communities are concerned, Māori language planning is necessary to ensure that community initiated language activities are developed that support people's ability to use reo Māori in their everyday lives so that the reo does not become a language isolated and reserved for ceremonial occasions.

⁶ Francois Grin & Francois Vaillancourt (1998) *Language revitalisation policy: an analytical survey. Theoretical framework, policy experience and application to te reo Māori*, <http://treasury.govt.nz/workingpapers/1998/98-6.asp>

3 BACKGROUND

This section takes a brief look at the role of Te Taura Whiri i te Reo Māori and the Māori Language Strategy. The monitoring and evaluation framework for the Mā Te Reo fund is then described, along with how the present project fits in within this framework. The current evaluation project is the second in a series of internal evaluations of the Mā Te Reo Fund, the first of which focused on Māori language resources. This first project is described before the present evaluation is introduced.

3.1 Te Taura Whiri i te Reo Māori

Te Taura Whiri i te Reo Māori, the Māori Language Commission, 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.⁷

The key roles of Te Taura Whiri i te Reo Māori are promotion, protection and maintenance of te reo Māori. The major outcome of Te Taura Whiri i te Reo Māori, as expressed in the Statement of Intent, 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'.⁸ There are four intermediate outcomes that Te Taura Whiri i te Reo Māori is currently pursuing. Out of these four outcomes, intermediate outcome one: 'Whānau, hapū and iwi strengthen and maintain their reo'⁹ is most relevant to the Mā Te Reo Fund. One of the key activities to achieve this outcome is through the funding of Māori language planning.

3.2 Māori Language Strategy

The revised Māori Language Strategy was released in September 2003¹⁰, as a means to better plan and co-ordinate the range of Māori language activities being undertaken by various Government agencies and crown entities. Two of the five overarching goals of the strategy (see Appendix A for Māori Language Strategy goals) are directly relevant to the purpose of the Mā Te Reo Fund, namely:

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 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.

⁷ Te Taura Whiri i te Reo Māori website: <http://www.tetaurawhiri.govt.nz>

⁸ Te Taura Whiri i te Reo Māori, (2005) *Statement of Intent 05-08*, p.8

⁹ *ibid.*

¹⁰ Te Puni Kōkiri & Te Taura Whiri i te Reo Māori (2003) *Māori Language Strategy*. Wellington: Te Puni Kōkiri, Wellington, p.4

One of the many functions for the Government as outlined in the Strategy is ‘Support for Māori language community planning’. Under the Strategy, Te Taura Whiri i te Reo Māori, which is also a strong advocate of language planning, is charged with responsibility for community based Māori language planning through the implementation of the provision of funding and advice about language planning for whānau, hapū, iwi and Māori.

3.3 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 was 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.

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 Puni Kōkiri, and Te Māngai Pāho, 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.¹¹ The fund is targeted at iwi, hapū, whānau, and Māori organisations/individuals that do not receive regular government funding. There are several funding categories¹², including:

- Language Planning
- Kura Reo – Whakapakari Reo
- Kura Reo ā-Iwi
- Language Resources
- Events/Promotion
- Wānanga Reo
- Language Programmes/Classes
- Information Communication Technology (ICT)

To date there have been six funding rounds (2001-06) and more than 972 projects have been approved Mā Te Reo Funding. Language planning has been promoted as a priority category for funding over the last three funding rounds (2004/2005/2006). Sixty eight applications have been submitted under the language planning funding category over the last three funding rounds. This evaluation will include language planning projects from the 2001 – 2005 funding rounds. Currently, contracting is

¹¹ Mā Te Reo Fund Website: <https://www.ma-tereo.co.nz/index2.cfm>

¹² For more information about the funding categories, go to www.ma-tereo.co.nz

under way for Round Six, so these projects are outside the scope of the present evaluation. Mā Te Reo projects are monitored through a web-based database established by HML Systems Ltd, personal contact with providers and, in some cases, the collection of 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.

3.4 Evaluation of the Mā Te Reo Fund

Te Rōpū Tautoko commissioned PHP Consulting Ltd to undertake an independent evaluation of the Mā Te Reo Fund in 2003/2004. This was the first evaluation of the Mā Te Reo fund. 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.

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

The Mā Te Reo team will be undertaking an audit against the progress made with the implementation of recommendations made from this evaluation during the 2006/7 financial year.

3.5 Mā Te Reo Monitoring and Evaluation Framework

To ensure that Mā Te Reo is providing the best service possible, Te Taura Whiri i te Reo Māori has been developing an overarching monitoring and evaluation framework for Mā Te Reo. One component of the framework is an annual evaluation project looking at a particular aspect of the Mā Te Reo programme. The outcomes of these annual evaluation projects conducted are two-fold. Firstly, the projects enable Te Taura Whiri i te Reo Māori to report clearly on the outcomes being achieved by the community Māori language fund which it administers, Mā Te Reo. This includes being able to report to the Minister of Māori Affairs. Secondly, the evaluation projects are a capacity building exercise in that the findings assist Te Taura Whiri i te Reo Māori to better support providers and their Mā Te Reo funded projects.

The first evaluation was conducted during the 2004/5 year and investigated community based Māori language resources developed with the support of Mā Te Reo funding.

3.6 Mā Te Reo Māori Language Resources Evaluation Project 2004/5

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

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

The main outcomes from the evaluation were:

- Valuable feedback from providers in relation to understanding what the facilitators and barriers to resource development were as experienced by the providers themselves;
- The development of assessment criteria for future providers to use when trialling prototypes of their resources with intended audiences; and
- A template for how the components of the Mā Te Reo Fund might be evaluated.

The template developed was adapted for the present evaluation. This 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.¹³

¹³ Te Taura Whiri i te Reo Māori (2005) *Māori Language Resources (revised executive summary)*, unpublished report, p.3

4 PRESENT EVALUATION

The present evaluation investigated the development of community based Māori language plans funded by Mā Te Reo. This is the second annual in-house Mā Te Reo evaluation project to be conducted at Te Taura Whiri i te Reo Māori.

One aim of the present evaluation is to enable Te Taura Whiri i te Reo Māori to gain insight into how it can better assist those providers it funds to develop effective language plans. It is therefore envisaged that this evaluation will be beneficial not only to Te Taura Whiri i te Reo Māori, but to current and future applicants and providers of Mā Te Reo language planning projects.

Community language planning is also a timely evaluation focus for Mā Te Reo as it will complement work currently being undertaken by Te Puni Kōkiri in conjunction with the Ministry of Education, the Community Based Language Initiative Fund¹⁴ and Te Taura Whiri i te Reo Māori respectively. This work involves the development of a framework for how government agencies can best support the fourth goal of the Māori Language Strategy which is:

By 2008, iwi, hapū and local communities will be the leading parties in ensuring local-level language revitalisation. Iwi dialects of the Māori language will be supported.¹⁵

This evaluation of Mā Te Reo looked at the funding of language planning projects over the last five funding rounds. The main aims of the evaluation were:

1. To conduct an analysis of who has been involved in community Māori language planning funded by Mā Te Reo and the plans that have been produced.
2. To understand what makes an effective community based Māori language plan.
3. To consider how Mā Te Reo might better assist those providers it funds under the language planning category to produce effective language plans.

It is important to bear in mind that many whānau, hapū, iwi, and Māori organisations have already initiated Māori language development strategies and have begun to implement them outside of financial support from the Mā Te Reo programme. This evaluation will focus solely on those providers who have accessed grant money through Mā Te Reo to assist them with their language planning projects.

¹⁴ An overarching group, 'Komiti Whiriwhiri', made up of representatives from Te Taura Whiri i te Reo Māori, Te Puni Kōkiri and The Ministry of Education govern the CBLI Fund, even though it is administered by The Ministry of Education.

¹⁵ Te Puni Kōkiri & Te Taura Whiri i te Reo Māori (2003) *Māori Language Strategy*, Te Puni Kōkiri, Wellington, p.25

5 METHODOLOGY

This section of the report provides an overview of the methodology for this current evaluation project. This includes the criteria for inclusion in the provider sample, the development of the provider database, and the additional evaluation questions asked of providers.

5.1 Providers

5.1.1 Selection criteria

All iwi, hapū, whānau, individuals and Māori organisations funded over the last five funding rounds (2001–2005) under the language planning category, including both completed and current projects, were eligible for inclusion in the evaluation sample. Forty-four projects in total were included in the sample.

At the commencement of the evaluation the providers in the sample were sent an e-mail informing them that a Mā Te Reo evaluation project was being undertaken. Providers were informed about how they had been selected, that they should anticipate being invited for an interview, and that they would also be sent three more general e-mail survey questions to respond to over the course of the evaluation (see Appendix B for initial correspondence to provider sample).

5.1.2 Sample

There were 39 providers and a total of 44 projects in the evaluation sample. The 39 providers from the sample were divided into five distinct categories (also see Figure 1):

- Whānau Groups (5)
- Iwi/Hapū Organisations (11)
- Marae (1)
- Māori Organisations (20)
- Individuals (2)

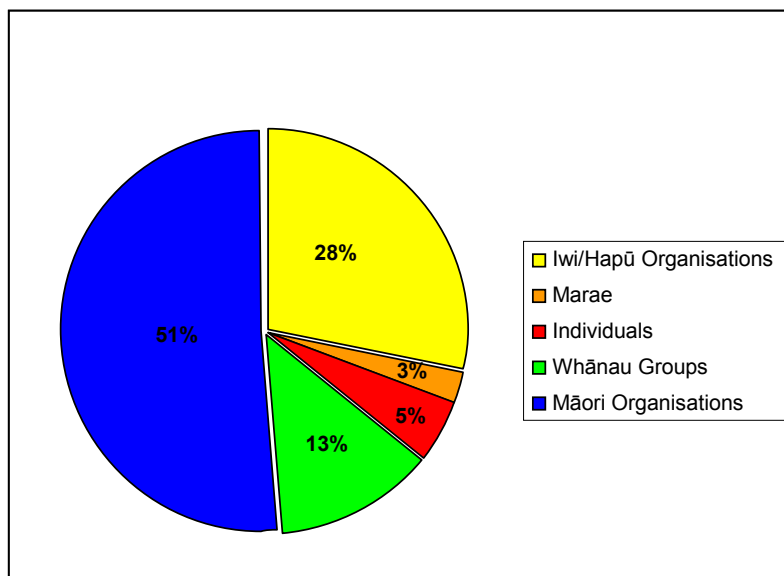


Figure 1. Percentage of providers in each provider category

Fifty-one percent of the providers funded to undertake language planning projects were Māori organisations (Figure 1). However, in the next section of this report, findings show that the primary target audience of these language planning projects are predominantly whānau groups. (Refer to figure 5)

Of the 39 providers in the sample, three had been funded for two projects each over the five (2001-2005) funding rounds (see Appendix C for multiple projects funded under the language planning funding category).

5.1.3 Provider database

Once the evaluation sample was confirmed, the information about the providers and their completed projects was transferred into an evaluation 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 evaluation database. The key questions and/or categories were broken down into three specific areas: demographic data, process data and outcome data (see Appendix D for list of database categories).

Te Taura Whiri i te Reo Māori developed an overarching Mā Te Reo Monitoring and Evaluation framework in 2004, as it had been identified that it was important to be able to monitor and evaluate components of the Mā Te Reo programme. This would also enable Mā Te Reo to report to the Minister of Māori Affairs and any other stakeholders, and to argue for the long-term continuation of the programme. As part of an overarching monitoring and evaluation framework, the final monitoring report templates completed by providers upon completion of their projects were revised. The revised templates featured questions that would allow Mā Te Reo to collect relevant outcome information.

The majority of the interview questions were drawn from the newly revamped language planning final monitoring report template as the information required for that template falls within the scope of the present evaluation project. Information was initially sought from the Mā Te Reo project management database and project files. This data included: applications, contracts, file notes, monitoring reports, and any copies of language plans developed. This provided a rich description of each initiative (e.g. who is involved, level of funding, type of project). Once all the relevant information was extracted from the Mā Te Reo project management database and files on the providers, the providers were contacted and asked to bridge any information gaps, and confirm and elaborate on the information that had been collated.

5.1.4 Collection of additional information

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

- Clarifying and elaborating on their information in the database, including filling any information gaps;
- Ascertain providers' views on the effectiveness of their language planning projects;
- Gaining information on what had worked well and what had not worked well in terms of their language planning projects; and
- Seeking additional information that arose from the set of interview questions developed.

An interview schedule that replicated the key categories in the provider database was developed. 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 any new questions that were over and above the data already held for individual initiatives.

The initial intention was to conduct kanohi ki te kanohi interviews with all providers in the evaluation sample. In the time available for the data collection phase of the evaluation (approximately three months) 33 providers were able to check their database information and provide additional information via kanohi ki te kanohi (15) or telephone interviews (12), or by making written additions to their e-mailed Word file (8). Additional information via interviews was therefore collected for 79 percent (35 projects) of the 44 projects in the evaluation sample¹⁶.

Eight providers (20%) did not respond to the request for additional information, even though they were contacted. Their reasons varied: heavy workloads, other commitments, location (i.e., not being able to have a kanohi ki te kanohi interview

¹⁶ Note: Even though interviews were completed with 33 out of the 39 providers, not all providers answered every interview question. They were encouraged to answer questions related to their language planning project.

within the timeframe for the evaluation), and missed appointments due to miscommunication or a provider not showing at the scheduled time.

Three providers (7.6%) did not respond to any of the correspondence or telephone messages left with them about the evaluation.

In summary, the evaluation database therefore held information on 39 providers and 44 projects. Thirty-three of these 39 providers had checked and added their information in response to additional questions.

5.2 Provider Survey

5.2.1 Survey questions

During the data collection phase of the evaluation three questions were sent via e-mail to the providers in the sample. The initial e-mail for survey question one was sent on 27 February 2006; the second question was sent on 14 March 2006; and the third question on 04 April 2006. Subsequent reminder e-mails were sent individually to providers up until the commencement of data analysis. The three questions were:

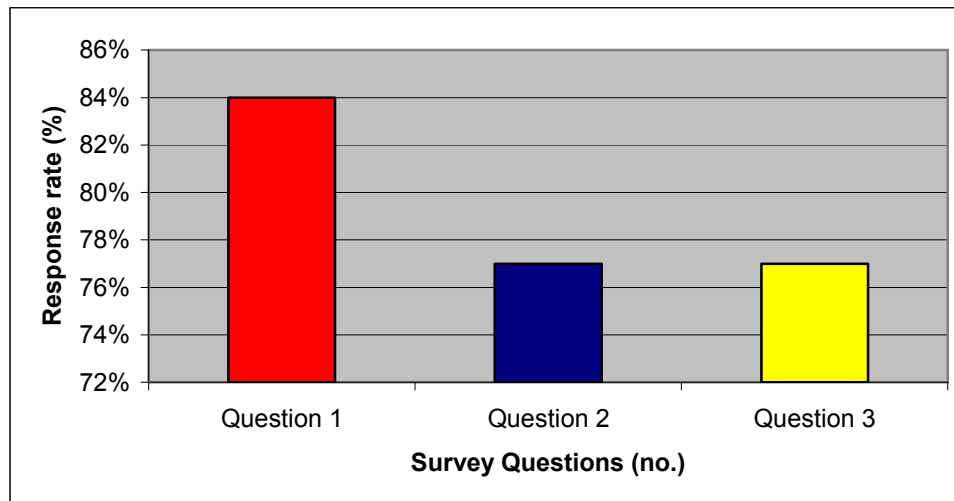
- What are three important things about developing a language plan that you would tell a group that is just starting out on a language planning process?
- What are three effective ways of getting community involvement in a language planning process?
- What needs to be included in a community based language plan?

The methodology used to analyse survey responses was through the identification of common themes in response to each question.

5.2.2 Response rates

Thirty-five of the 39 providers (84%) in the evaluation sample responded to the first survey question (Figure 2). Thirty-three providers (77%) responded to the second and third survey questions.

Figure 2. Provider response rates to survey questions



5.3 Key Informant Focus Group

A one day focus group was run with 10 key informants (including three Te Taura Whiri i te Reo Māori staff members), to draw upon their knowledge and experience of language planning. The key informants were a mix of language planners (some of whom had received Mā Te Reo funding for language planning with Māori groups), policy writers dealing with issues related to language planning, and others with an oversight of language planning within the context of the Māori Language Strategy.

Several questions were posed during the focus group meeting, including:

- What should a plan look like, and what about a plan is important?
- How do we ensure that a plan is implemented, and what are the outcomes of planning?
- What role is Mā Te Reo taking in the development and implementation of language plans?

The day centred on a general discussion of language planning, touching upon the questions that were posed. This discussion was then examined for themes.

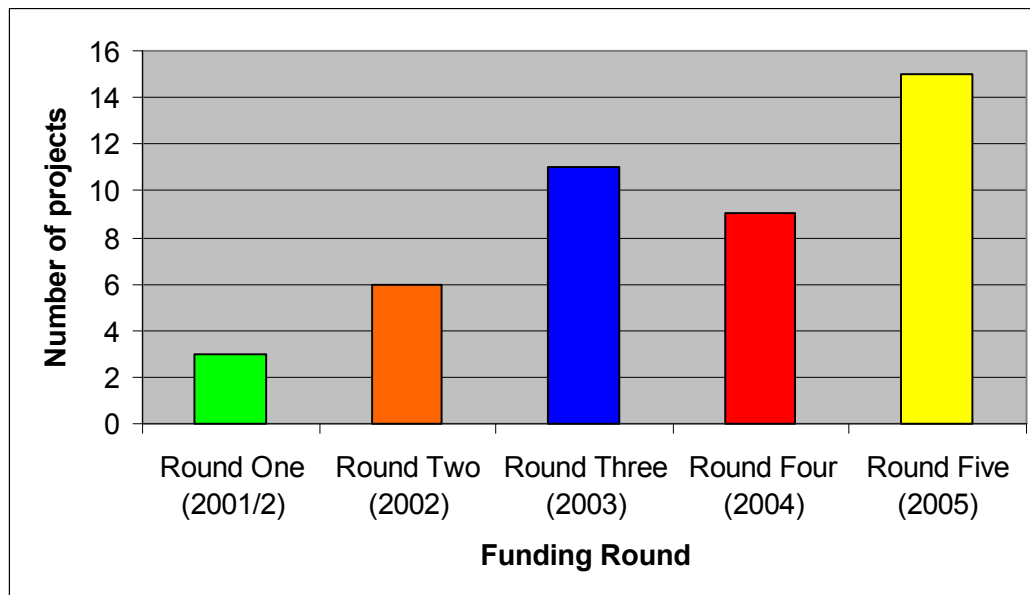
6 FINDINGS – OVERVIEW

The first part of the evaluation findings provides more information about the language planning projects in the database. This is then followed by provider responses to interview and survey questions. And, finally, the key informant focus group workshop findings are presented.

6.1 Language Planning Projects

The language planning projects in the evaluation sample were funded over the last five funding rounds (2001 – 2005), and are a combination of both completed and current projects. Three projects were funded during round one (2001/2); six projects were funded during round two (2002); 11 projects were funded during round three (2003); nine projects funded during round four (2004); and 15 projects funded during round five (2005) (Figure 3).

Figure 3. Breakdown of Language Planning projects by funding round



Over the five funding rounds the number of projects approved under the language planning funding category has steadily increased, apart from a slight decrease in the 2004 round (Figure 3). Round five in particular had the highest rate of approved language planning projects. This could relate to Mā Te Reo promoting the language planning funding category as a high priority for Te Rōpū Tautoko during this funding round.

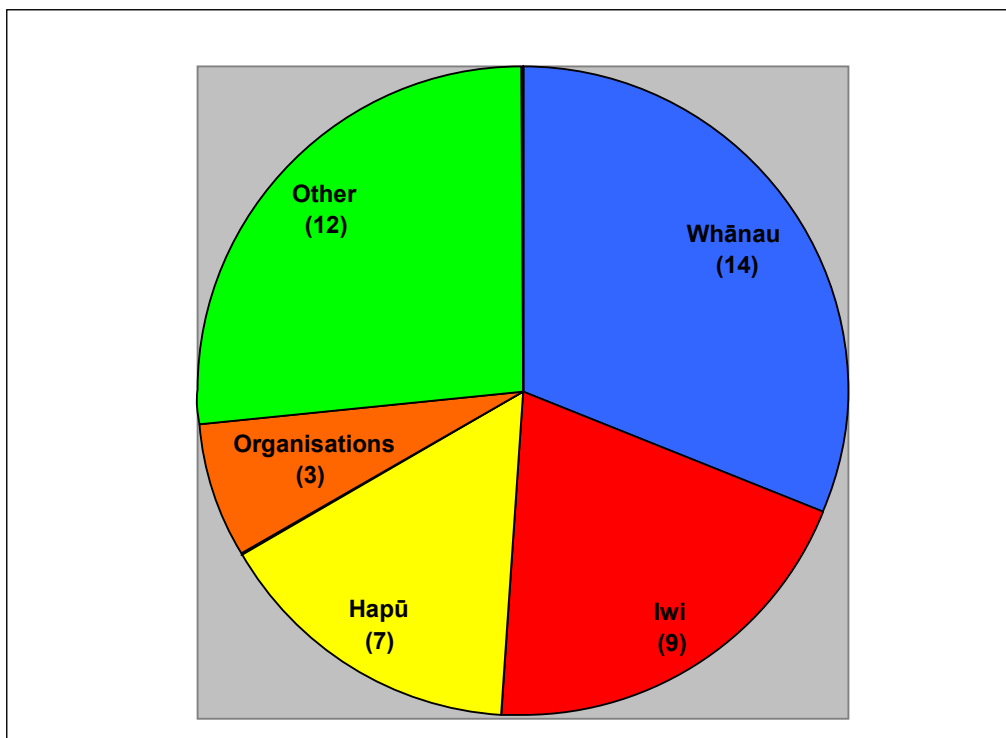
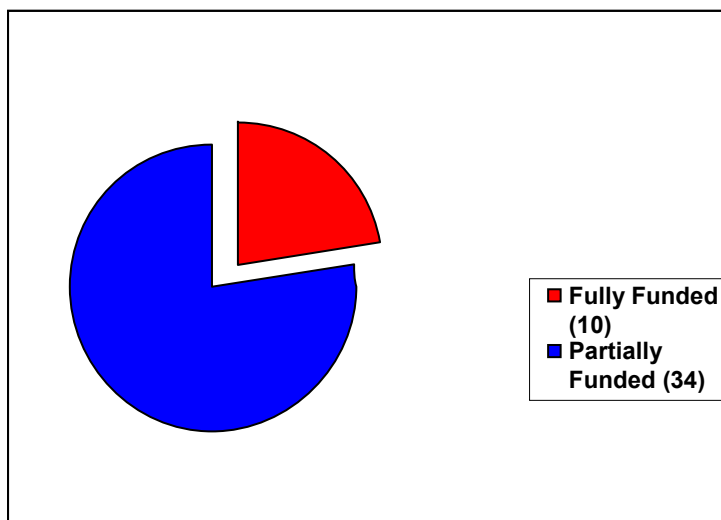


Figure 4. Constituent/target groups of Language Planning projects (N)

Although Māori organisations were the predominant applicant group to receive funding for language planning projects (refer to Figure 1 in the Methodology section), the most common target group for providers' language planning projects was whānau (Figure 4). Fourteen (33%) out of the 44 projects in the evaluation sample were aimed at a whānau level. Funding was also often sought for iwi (N=9), hapū (N=7) and organisational (N = 3) language planning projects. The remaining category named 'other' (N = 12) is a combination of language planning projects that benefited a range of people including individuals, marae, taura here, and kapa haka rōpū.

Over the past five funding rounds the level of funding requested by providers has been higher than the level of investment made by Mā Te Reo (Figure 6). For example, during round five there were 15 projects funded under language planning. Out of these 15 projects, applicants had requested a total amount of \$361,244. Te Rōpū Tautoko funded these 15 projects - \$133,000 altogether.

Figure 5. Partially vs. fully funded Language Planning projects

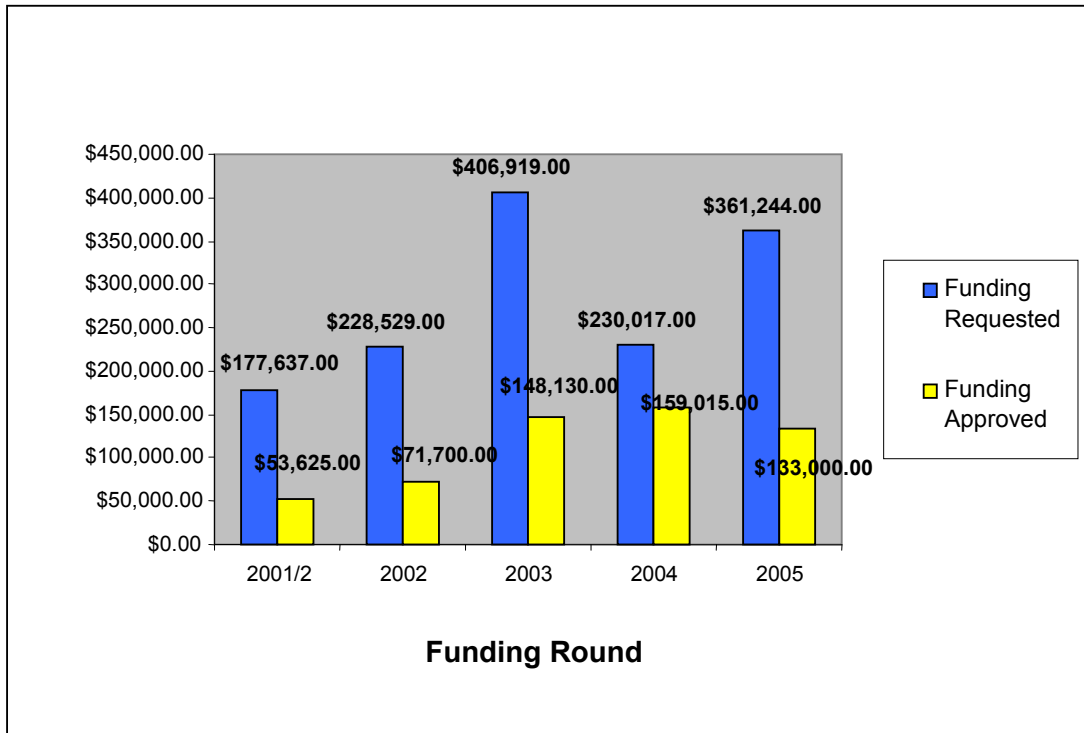


Out of the 44 language planning projects in the evaluation sample, 10 projects received the funding they requested (fully funded); 34 projects received less than they requested (partially funded) (Figure 5). Projects were generally fully funded if the amount requested was within the recommended funding levels approved by Te Rōpū Tautoko. Partial funding of projects could have been for a variety of reasons, including:

- The amount requested exceeded the recommended funding levels;
- The budget requested was assessed as being excessive for the project proposed; and/or
- A decision was made to make only a partial funding contribution to a project.

The level of funding that Mā Te Reo has provided for individual language planning projects has ranged from between \$3,000 to \$60,000. The type of language planning activities range from holding consultation hui through to the development of a draft/final language plan, as well as specific activities and resources related to the implementation of a language plan (see Appendix E for an overview).

Figure 6. Funding requested by providers vs. the level of investment by Mā Te Reo



7 FINDINGS – INTERVIEW QUESTIONS

A series of interview questions was posed to providers in the evaluation sample in order to fill information gaps; ascertain providers' views on the effectiveness of their language planning projects; and gain information on what worked well and what had not worked well in terms of their language planning projects. This section provides an overview of the findings.

7.1 Why Language Planning?

One of the many questions posed to providers in the evaluation sample was about the rationale underpinning the development of their language planning project. In responding to this question all the providers made reference to the need and/or desire to regenerate the Māori language and tikanga of their iwi/hapū/whānau/community.

Comments from providers included the following:

“Our marae was virtually abandoned during the 1970s, as whānau began to move away from our tribal rōhe into urban areas. We have now been in the throws of implementing strategies to build up the capacity of our marae. We want te reo Māori to be a central part of redeveloping the marae. My generation particularly have been pursuing the reo, and have a common goal of wanting our children to have te reo as their first language.”

“The rationale for the language planning project arose out of our identified lack of usage in terms of te reo (on the marae), as well as our depleting numbers of kaumātua and kuia.”

“The rationale for developing our whānau language plans was that for Māori language to survive it must be alive in our homes and be used by families as a normal means of communication. Also that families need support in order to meet this challenge in a sustainable way.”

7.2 Core group

The Core Group is the group of people who were most closely involved with the Language Planning initiative. Providers were asked a series of questions about this group.

7.2.1 How many people?

Providers were asked how many people were in the Core Group responsible for the development of their language plan. The majority of providers who responded to this question (23/29) had between two and five people in their Core Group. The remaining providers had up to 20 members in their Core Group.

7.2.2 Who were they?

Providers were asked to describe the Core Group that took responsibility for the development of their language plan. Twenty-eight respondents answered this question. Respondents answered in two ways. The first was in terms of who they were; that is, positions/iwi members. Eleven responses were people focused:

- Iwi members
- Kaumātua
- Teachers
- Parents
- Whānau

The second type of response was in terms of skills. Seventeen responses were skill focused:

- Language speakers
- Community knowledge
- Consultation-facilitation
- General strategic advice/planning
- Language planning
- Information gathering
- Report writing
- Teaching skills
- Kapa haka
- Archival knowledge
- Health
- Administration
- IT specialist
- Community leaders
- Reo advocates

7.2.3 What did the core group know about language planning before this project commenced?

Twenty-four of the 32 respondents had some or a lot of knowledge about language planning. Those that did not have language planning skills often had other planning skills and were able to apply these.

7.2.4 What does the core group know about language planning now?

Respondents' comments about the Core Group highlighted a number of points that stood out for them as a result of having been involved in the language planning process. For those who had previous language planning experience there was little change. Others who had had less experience made the following comments about what they had learned during their project:

- Could see the big picture
- Process makes it seem achievable
- Affirmation of what they were doing
- Consistency
- Reo planning is about everything Māori, not just reo
- Milestones and goals are important
- Big job – it takes a lot of work
- Now know how much work there is
- Easier if you have people to work with
- Know core ingredients of language planning
- Can see potential of planning
- Need to do it themselves
- Plans need to be useable, accessible and effective
- Promotes clarity
- Can now take control
- Need for planning realised

7.2.5 How did the core group find out about language planning?

Sources of information about language planning included: Whare Wānanga, Universities, Mā Te Reo/Te Taura Whiri i te Reo Māori resources, skilled people outside of core group, consultants, overseas literature, internal knowledge and skills.

7.3 Language Ability

Providers were asked whether their language plans were based on a measurement of current language ability - in other words, whether they measured Māori language proficiency to provide a benchmark against which to assess future progress. If so, they were asked to describe the process used to measure language ability.

Thirty-four providers responded to this question. Twenty-four providers reported that their language planning projects were based on a measurement of current language ability. The majority of these providers had developed self-assessment surveys and/or questionnaires themselves and asked members of their target group to complete them in order to assess language ability. Below are examples of how some providers measured the current language ability of their target/constituent group.

One provider had utilised proficiency scales to develop surveys.

“We used a proficiency scale that was developed and transferred it into a survey conducted with whānau members. We wanted to be able to use the survey as a basis for individuals to see the growth of their reo over time.”

One provider was funded to conduct research into the state of the reo within their iwi. Information collated from iwi members provided a snapshot of what the current language ability was.

One provider reported that a number of surveys had been developed by an external group and undertaken over a number of years by iwi members. These surveys indicated that their iwi had low proficiency levels and a lack of native speakers.

The remaining ten providers reported that their language planning projects were not based on a measurement of current language ability and/or they had not developed any processes to do so.

7.4 Māori Language Development

Providers were asked whether they believed the process of developing their language plan had made any immediate contribution towards the Māori language development of their target group. Thirty-four providers responded to this question.

Twenty-four of these providers felt that there had been an increase in proficiency levels and/or usage of reo Māori spoken.

Those who developed and implemented language plans made comments that there was a general increase in the use of te reo on the marae.

Others reported that the language planning process had increased the awareness of language planning and the health/state of te reo Māori, but it was difficult to measure whether there were any immediate increases in proficiency levels or use of te reo Māori.

7.5 Monitoring Progress

Those who were funded to develop Māori language plans were asked if their plan included a process for monitoring progress. Thirty-four providers responded to this question, but there was a mixed response overall. The majority of these providers acknowledged that a process for monitoring was important, but for various reasons they did not currently have processes in place to enable monitoring. For example, providers reported that: monitoring was outside the scope of their Mā Te Reo funded project; they had not organised a team and/or individuals to monitor the progress of individuals/whānau; there was no pūtea to have such a mechanism.

“Mā Te Reo funding enabled this project to set us up to fuel our language plan. Issues have cropped up such as sustaining the level of activities that are part of the language plan. At this stage, we need on-going coordination and commitment. Monitoring is not possible.”

Processes reported by providers as having been developed to monitor progress of participants were generally informal. It seemed as though it was left up to individual whānau to take responsibility of monitoring their own progress, and this would be discussed at the wider informal meetings that took place.

One provider was funded to develop a language planning resource specifically for whānau. This resource would be utilised as a tool to monitor their own progress against the plan they developed.

7.6 Complementary Linkages

In relation to complementary linkages, two questions were posed:

- Is/will your language plan be linked to your organisation’s other planning documents, and overall development strategy? If so, please describe.
- Please describe whether your language plan is/will be linked to other language planning initiatives?

7.6.1 Linkages to organisations

Twenty-two of the 34 providers that responded to this question reported that their language plan linked in some form to other planning documents and/or overall development strategy of their organisation. For example, one provider stated that the strategic plan for their marae had whānau language planning as one of its key objectives. Other ‘linkages’ included:

- The language plan linking to the strategic direction of the iwi
- The overall vision of a language plan in line with the overall vision of an organisation
- A language planning resource part of an overall iwi strategic plan

7.6.2 Linkages to language planning initiatives

Providers were asked whether their language plan was linked to other language planning initiatives. The majority of the respondents confirmed that their language planning projects did not link to existing language planning initiatives. Some providers did signal, however, that they would link their language planning project to wider initiatives if they were made aware of any. A reluctance to participate in wider language planning initiatives was in part due to not being able to connect with the 'right' people who were driving these initiatives.

Eleven of the 34 providers reported that some linkages had been made to either:

- Wider hapū/iwi language plans
- The Māori Language Strategy
- Haukāinga initiatives
- Organisations/groups that actively support and promote reo Māori initiatives

7.7 Barriers to Language Planning

Providers were asked to identify what barriers (if any) they had experienced when undertaking their language planning project/s. Six general themes were identified from participant responses (also see Appendix F). This section describes these themes, starting with the most, to the least common theme.

7.7.1 Time

Issues around time were the most common barriers faced by those undertaking language planning projects and/or activities. Time was described by providers as a barrier in the following ways.

Time was a barrier in terms of how long it took to undertake these projects and/or activities. Providers reported that the timeframes they had negotiated for contract deliverables in their Mā Te Reo funding agreements had turned out to be unrealistic. The language planning projects took longer than had originally been anticipated in comparison to milestone completion dates. This meant that milestones were often overdue.

“Everything takes time - engaging with people and whānau takes time. Consultation can be a very timely process.”

Language planning was found to be time consuming. It was not a tangible object that could be picked up and worked on and then put back down again afterwards. Those who undertook language planning projects underestimated the time, effort and work involved.

“The time and resourcing available to implement a language planning kaupapa places a huge strain on those driving the kaupapa with whānau individually, in order to help them in achieving their language aspirations and knowledge of mātauranga Māori in general.”

Some working group members felt under pressure to carry a high workload, in order to drive the language planning project.

“Time is a big issue – most of our people, including tutors are busy people, in full-time work and it’s hard to keep moving things along.”

For some projects, those involved in the working group of the language plan reported that this work was done over and above their regular paid employment. The majority of the time this work was completed on a voluntary/unpaid basis.

7.7.2 Consultation

Some providers described the difficulties with the consultation process as a barrier to language planning. Coordinating whānau to attend and participate in consultation hui was time consuming, and difficult when there was a low turnout at these meetings. People were sometimes unable to attend consultation hui because of other commitments and priorities.

“The extent of consultation required within the community was a huge commitment for the participants to ensure that there is wide community ownership and participation in the plan.”

Consultation was made difficult when kaupapa outside of language planning were raised at language planning hui.

“It was hard to keep other kaupapa separate from our language planning consultation hui; some people had other agendas where they raised other kaupapa that detracted from why we had come together in the first place.”

Geographical distance was identified as a barrier to the language planning consultation process. This related in particular to the consultation phase of planning. Within certain rōhe the geographical spread of the different groups that needed to be consulted made this consultation both difficult and time consuming.

“The geographic distance between each other down here and to the main centres is a barrier. It makes it harder to get from one place to another and meet as a group.”

People also found it difficult to attend wānanga or consultation if they were being held on the marae and members of the target group lived outside of the rōhe.

7.7.3 Motivation/apathy

Working group members found it hard to keep people focused and motivated throughout the language planning process. At times, providers reported a lack of motivation from whānau and a lack of drive from the community overall.

“We struggled with trying to keep whānau motivated.”

Apathy was raised as a barrier to language planning. This was in relation to both a lack of interest in language planning, and a lack of concern for te reo Māori amongst certain groups.

“The major barrier we have faced is the general levels of apathy within our communities. We bumped into problems such as lack of passion, and too much complacency.”

At times, those involved in language planning found it difficult to get people on board – especially when people did not necessarily see te reo Māori as a priority.

“The language status amongst some of our people was the greatest barrier.”

Providers reported that at times there was complacency in terms of community responsibility toward the language planning kaupapa. One made the following comment in relation to the importance of community responsibility:

“To restore te reo Māori to a state of health within our hapū, requires the hapū collectively to own it and drive it. Realistically, this means individual whānau doing their little bit to achieve the overall goal.”

7.7.4 Pūtea

The lack of/or insufficient pūtea to support the language planning projects was identified by providers as a barrier to language planning. This included lack of/or insufficient funds to:

- Enable specialised components of the project to take place such as research and data collection, and
- Employ people with specialised skills or expertise.

“Lack of pūtea meant that we could not employ people to facilitate our hui and manage the project effectively.”

Providers also linked this lack of funds to the partial funding they had been granted by Mā Te Reo.

7.7.5 Resources

Providers identified the lack of, and access, to reo Māori resources to assist and support language learning and to a lesser degree language planning resources as a barrier to language planning.

“Not being able to access key resources or information has been a real hindrance.”

“We have found that there is a low to limited level of published, easily accessible material using our own iwi dialect.”

The lack of expert ‘people’ as a resource was also highlighted as a barrier. For example, securing reo Māori tutors or people with related skills was difficult.

“We found it hard to get reo Māori tutors for our kaupapa when there was a general lack of these skills in our rōhe.”

7.7.6 Politics

At times providers found that there were internal politics that acted as a barrier during the consultation and development process. This slowed down progress during consultation and made it more difficult to move forward in a more positive direction. Other iwi issues sometimes arose which made it hard to stick to the kaupapa of language planning if another take needed to be prioritised.

7.7.7 Whakamā

Whakamā was identified as a barrier during consultation and language planning related activities. It applied especially to groups that had low proficiency levels, and lacked confidence to speak reo Māori.

Providers commented that sometimes there was a general lack of confidence amongst their groups for reasons such as reo Māori proficiency and the prioritising of reo Māori in their daily lives.

“We find that the issue of ‘whakamā’ is a big hindrance. For example, many of our older aunts and uncles found it difficult during wānanga because they don’t speak Māori and have never spoken in formal Māori gatherings.”

7.8 Facilitators to Language Planning

Providers were asked to identify what facilitators they experienced when undertaking their language planning project/s. There were eight general themes identified from providers' responses (also see Appendix G). This section describes these themes, starting with the most common, through to the least common theme.

7.8.1 Working group

The main facilitator identified by providers was having members within the working group who could contribute a broad range of skills, capacity and expertise to the language planning project.

“My own personal research background, as well as those from the core group helped enormously in the development of our language plan.”

The working group members' enthusiasm for the kaupapa, in addition to their skills, was reported to be a big facilitator as this enthusiasm permeated the target group's mahi.

“Things that helped were the identification of people who had a good understanding of their community; language planning and those with a passion for reo Māori and its development. We needed people who could work at the grass roots level, and work with grass roots people.”

One provider described what they thought was the main facilitator of their language planning project:

“The group of people that took part in the development and administration of the project who were committed to keeping the project going.”

Proactive leadership from members of the working group was also important.

“You needed a good team...ours was small, but worked well...we knew our strengths and were key advocates for the kaupapa.”

Knowing what the target group wanted and gaining enthusiasm from them were seen as facilitators to language planning. When engaging with whānau, having working group members that were familiar with the community helped immensely. Building up relationships with the community made consultation throughout the language planning process easier.

7.8.2 Assistance from Mā Te Reo and/or other agencies

Six providers identified Mā Te Reo/Te Taura Whiri i te Reo Māori and Te Puni Kōkiri as facilitators of their language planning project for the following reasons:

- Support and advice from the Mā Te Reo administration team to assist in the development of a draft language plan;
- The provision of funding to support projects;
- The provision of information on language planning from Te Taura Whiri i te Reo Māori and other agencies like Te Puni Kōkiri; and
- Accessing existing language planning information.

7.8.3 Support networks

Providers reported that being able to rely on different support networks aided language planning. This included building whakawhanaungatanga amongst those involved, and having support from the wider community during the language planning process.

“Gaining support from different avenues such as marae committees, te reo teachers, native speakers, kaumātua, kuia support, IT tools, communication skills, administrative skills are all contributing factors in developing a good language plan.”

The availability of kaumātua and kuia to disseminate knowledge was noted by providers as a particularly important facilitator of language planning.

7.8.4 Complementary linkages

Providers had found that linking language planning to other kaupapa that were happening within the community facilitated participants' appreciation of the importance of regenerating the reo.

“...linking [language planning] with other kaupapa is important. For example, we developed and presented a CD-Rom, so the whānau had a visible, tangible resource they could see, that encapsulated what the kaupapa was about.”

Being able to link up with people who have knowledge and expertise in language planning was seen as facilitating the language planning process. For example, one provider commented on the benefits of utilising a consultant to help write up the language plan:

“Having a consultant with the skills to write the plan was a huge help. Not having to worry about writing the plan provided the momentum to maintain focus, and an easier process when presenting the plan and getting feedback to incorporate back into the plan.”

7.8.5 Working in collaboration

When people worked together, it was easier to achieve goals related to the language planning project. Language planning projects ran smoothly with lots of whānau support as well.

“Whānau, hapū, iwi and Māori are committed to increasing te reo me ōna tikanga Māori. We therefore must work together collaboratively to utilise existing resources more effectively in order to raise our proficiency levels.”

“The energy within the whānau to undertake various activities was positive. The kaumātua were also really interested in participating as much as possible.”

“The general willingness of people to participate was also a great help, there has definitely been a growing momentum of people wanting to learn te reo.”

7.8.6 Passion for reo Māori

Having the desire to drive a language planning project because of a passion for reo Māori and Māori language regeneration was seen as a facilitator of language planning.

“The ability to pull together people who are language practitioners, e.g. teachers/reo advocates, was really helpful and they assisted in facilitating the consultation. We needed speakers of the language involved from the start. When you involve those practitioners, they will often involve their taura and communities, also because they have the passion and commitment to te reo you can pull them in over a period of time, because they want to see the reo survive and flourish.”

7.8.7 Facilitation

Good facilitation during consultation meetings, for example, was seen as a positive component to language planning. This was also highlighted from survey responses as a way of getting community involvement in a language planning process.

7.8.8 Resources

Having resources to support initiatives during the implementation phase of a language plan was seen as a facilitator.

8 FINDINGS – SURVEY QUESTIONS

Three survey questions were sent to providers in the evaluation sample in order to gauge providers' overall view of language planning development. These questions were:

- What are three important things about developing a language plan that you would tell a group that is just starting out on a language planning process?
- What are three effective ways of getting community involvement in a language planning process?
- What needs to be included in a community based language plan?

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

8.1 Important things to tell a group starting out on a language planning process

Three key themes emerged from the advice providers had for a group just starting out on a language planning process: goal setting, selecting a working party¹⁷, and consultation. The consultation theme, in turn, contained two sub themes: target group¹⁸, and external people. These themes were interrelated in terms of the processes needed when developing a language plan, as well as how imperative the mechanics of involving and engaging with specific groups are.

8.1.1 Goal setting

It is important to set realistic goals, an overall vision and specific outcomes that are all pertinent to the target group of the language plan. One provider made the following comment in relation to the setting of goals and intended language outcomes:

“It is important to set goals that are relevant to the group whether they be a whānau, hapū, marae or kōhanga reo whānau... the question that needs to be posed when deciding on goals is what language outcomes do we want for our group?”

One component of goal setting is finding out what the target group wants to achieve. Providers reflected that it is good to provide examples or ideas of the types of goals that a group could aspire to, but at the same time ensure that the goals decided upon for the plan are those of the target group. These goals need to be measurable, achievable and manageable.

“Start at a place that is realistic for the group, and set goals that are achievable. It is tempting to write a plan that looks good on paper but has too high an

¹⁷ A 'working party' is defined as a group of people that drive a language planning project.

¹⁸ A 'target group' is defined as the group benefiting from a language plan.

expectation for your target group. Setting achievable goals is vital to build confidence within the group to move them along the continuum of language learning. Sometimes it is as simple as recognising that it is the small steps that are being achieved that are important.”

When developing a language plan, everyone involved needs to have a good understanding of what the intended outcomes are, and be aware of what the overall aim of the language plan is throughout the whole process.

“Always keep your vision, goals and objectives in mind during the whole process of development. It is important to always have in your mind the purpose for which your plan is being developed.”

8.1.2 Selecting a ‘working’ group

Providers stressed the importance of setting up a ‘working’ or ‘core’ group that is able to commit its time to driving the language plan. The working group’s tasks included: research, developing communication strategies, and facilitating consultation hui. It was also expected that the working group would have the capacity and motivation to support reo Māori initiatives carried out by the target group. Commitment to an initiative such as language planning was also seen as an essential quality. According to one provider, working group members needed to be, “...totally committed to the kaupapa for the long haul.”

Providers advised that the type of people needed in the working group were those with the appropriate skills and qualities necessary to drive the language plan in an efficient and professional manner. For example, this group should be familiar with the processes to be followed when undertaking language planning, and what resources were available to ‘tap’ into when necessary.

“Make sure the planners and doers have the skills and qualities to drive the plan efficiently and professionally.”

Members of the working group also needed to have existing, or to be able to establish, good relationships with the target group, and it was perceived as advantageous to be part of the target group. Providers advised that these relationship qualities will facilitate good communication between both the working and target groups.

“...communicate, communicate, communicate - when we talk together we can work out what is real and what can be turned into actions, we can discover and decide where we want to plant our poles and our steps, we can agree on our vision, our aims, our objectives, etc, etc...”

Providers appeared to have a high expectation of the working group of a language plan. Responsibilities ranged from sustaining motivation to relationship building. Amongst all of these expectations, one provider felt the main task of the working group was to:

“...bring the language planning project to ‘life’ and drive the different stages of development and implementation.”

8.1.3 Consultation

Levels of engagement or consultation with the target group, external stakeholders, and people with specialist skills, was seen by providers as an essential step when starting out on a language planning process. The following feedback from providers provides insight into the levels of involvement that are necessary when working with the target group and external groups throughout a language planning process.

8.1.4 Target group

In order to keep focus and motivation in terms of the language plan, providers felt that the target group needs to be involved from the onset of the developmental stage. This ensures the group’s commitment to the kaupapa and provides positive reinforcement of the importance of their involvement to drive the language plan.

“Be inclusive, as involvement stirs excitement; excitement stimulates interest; and interest incites passion and triggers motivation.”

An important step in language planning is assessing the language needs of the target group in order to be able to set goals and, at the same time, assessing the commitment of the people to these goals and the overall vision of the language plan. For example, consult the target group and find out what their dreams and aspirations are in relation to te reo Māori; investigate how much of a priority speaking te reo Māori is with the target group. In order to get ‘buy in’ from the target group, those driving the language plan need to include these people as much as possible and;

“Make sure the group feel like they own the language plan and are part of the process by making sure they are involved, consulted, and are regularly informed as much as possible. They are more likely to buy into the kaupapa if they feel it’s theirs.”

Having realistic expectations and being aware of different language needs were considered important to keep in mind when engaging with the target group. Knowing the capabilities of the target group enables people to plan together towards strategising ways of supporting a range of proficiency levels.

Ownership of the language plan needed to stem directly from the target group and a level of responsibility should be placed on their shoulders. For example, a provider commented:

“...ensure that the community is aware that the project belongs to them and they are responsible for implementing it and that the people who are preparing it are responsible simply for preparing the plan, not for implementing it.”

8.1.5 External skill base

Providers advised that there need to be different levels of engagement and/or consultation with external groups or individuals. Identifying language advocates and kaumātua as a means of possible reo Māori development, advice, assistance, guidance and support is important to consider.

“Identify and meet with these people who can assist in the planning process.”

Finding complementary linkages with those who are already undertaking language planning initiatives makes those involved aware of what is happening within the community.

“Involve other stakeholders who are already initiating language plans and seek partnerships where there are synergies.”

When engaging or consulting with ‘outside’ groups or individuals, it was deemed important to know who the ‘reo’ groups and people are that already operate and function in the area where building an effective language plan is wanted. Community groups, organisations and programmes such as: “Kōhanga Reo, Kura Kaupapa Māori, Kura Whakapakari Reo, Te Ātaarangi, Te Ara Reo, ‘ngā reo pakeke o te kainga’ and members of marae paepae”, were offered as essential starting points.

Despite the importance of involving external people, one provider advised: “If external people are used, ensure that whānau are aware of how these people are involved and how they can take on board the skills they provide.”

Identifying key people across the broad community to be part of the consultation process, including practitioners, reo language advocates, and consultants was recognised as an important step in planning.

“Involving practitioners, people that actively advocate, drive and deliver reo Māori initiatives, basically involving people you know are keen language advocates.while we stress the need to have kaumātua involved, engaging with people that have an understanding of the importance of language strategies is also the key to moving forward.”

By involving external groups of people when developing a language plan the working group will benefit from their specific skill sets and expertise. It is also an opportunity to express ideas around language planning and ascertain advice and possible involvement. Engaging with specialists or consultants that have knowledge in what the working group is doing, and what they want to achieve at the end of the language planning process, can assist with ensuring that the working group is on the right track.

“Engage with active members within your community who are already involved with language regeneration.

8.2 Effective ways of getting community involvement in a language planning process

Providers suggested a range of ways in which to facilitate community involvement in a language planning process. Among the various responses received, three main themes emerged. These themes were leadership; kanohi ki te kanohi (face to face) contact; and relationships. All themes are interrelated as they look at the fostering and management of relationships and networks, leadership by key stakeholders and members of the working group driving the language plan, and the significance of kanohi ki te kanohi contact when collating data and maintaining 'buy in' from the necessary groups/individuals.

8.2.1 Leadership

In order to effectively develop a language plan, providers reported that there need to be different strands of 'informed' leadership within the groups involved.

"Be selective about who you ask to support you with and help lead the plan. If possible, get someone with a solid reputation who has good connections in the community and that these connections are different from (and therefore complement) yours."

Providers felt that the members of the working group and key community leaders should consistently advocate the kaupapa with the target group to maintain their motivation, understanding and focus during the language planning process.

"People tend to be far more responsive to someone who shows they are passionate about what they are doing, and they will want to be part of the process because of the excitement created by that passion."

Those driving the development of the language plan are 'models' for the plan and should lead by example. Having a history of initiating and being involved in reo Māori projects and activities was also seen as a bonus. In relation to leadership a provider stated:

"Be a model for the plan...walk the talk, be an example for your whānau, no matter where you are starting from. Be patient, and avoid any negative power plays, e.g. I can kōrero and you can't etc, and recognise the difficulties others may have..."

Providers had also found that community involvement was enhanced by empowering the target group of the language plan and allowing them to take on leadership roles.

"Leadership needs to go the community and not expect community to go to it."

Utilising key people or leaders within the community for which the language plan is being developed makes a huge difference to the level of participation by the target

group. One provider felt that having these types of people involved in the language planning process would increase community involvement.

“The way to a community’s heart is through the people who are seen to be ‘leaders’ of their communities. By bringing them on board and giving them a pro-active role in the language planning process, this will enhance the opportunity for the wider community to become involved as well.”

8.2.2 Kanohi ki te kanohi

A major theme identified in terms of getting community involvement in a language planning process was the ‘power’ of kanohi ki te kanohi or face-to-face contact with the target group, as well as with any external groups. It was deemed as the best form of communicating the target group.

“It is vital to go out into the community and meet with people kanohi ki te kanohi if you want them on board for your language planning project.”

Kanohi ki te kanohi contact was seen as important when meeting with people, collating data, and getting attendance at consultation hui. According to providers the most effective way in which to get ‘buy in’ from the community was to physically get out into the community and discuss the issues of language planning with people.

“The only way to get community involvement is being active in the community itself.”

Providers reported on the effectiveness of promoting language planning. In particular, providers looked at kanohi ki te kanohi or word of mouth communication against other mediums of promotion.

“Kanohi ki te kanohi invitations to hui are the best form of making contact with whānau in order for them to actually attend.”

For example, one provider had advertised a language planning consultation hui via the radio and local newspaper as a means of communicating to the community. After the meeting had ended, the provider asked participants how they found out about the meeting in the first place. Only one person turned up as a result of hearing it on the radio. The remaining people came because they had been informed by word of mouth and had spoken to people involved in the development of the language plan.

“Ways of communication is an important factor to consider. Not everyone can be contacted using the one method. We used different avenues such as e-mail, advertising in newsletters and newspapers as ways to make contact with people. Face to face contact was by far the best avenue.”

One provider highlighted the benefits of meeting with people, face to face, and the reciprocal knowledge that could be gained from going out into the community:

“Haere ki te kōrero, kanohi ki te kanohi, ki ngā pukōrero o tō kainga, ngā pouako o ngā kura, o ngā wānanga, o ngā kōhanga reo.”

8.2.3 Relationships

Building good relationships with the target group and external stakeholders was identified as an essential part of getting community involvement in a language planning process.

“Work with your community. It is important to build trust and form a relationship with your community. By building up a good reputation through forming relationships, this will increase the chances of getting buy in from your community.”

As part of the consultation process, providers advised that displays of manaakitanga and whakawhanaungatanga are integral to ensure that tikanga Māori protocols are maintained.

“Ensure that the participants of the consultation hui feel good and are well cared for.”

Allowing the community to make contributions towards a language planning strategy was seen as providing a pathway for a positive consultation process. By involving external stakeholders and community members in the consultation process, providers reported that these people will feel as though they have some control of how the language plan will be in the end.

“It is important to get community buy-in right throughout the process. For example, do not leave community sign off until the plan is already formed - identifying key stakeholder groups and key community people and engaging with them, involving them in the planning group having the desire for a language plan come from the grass roots i.e., the community needs to see the need and relevance of a plan – rather than it be an idea that you need them to buy into.”

Providers advised that part of building a good relationship with a target group is being able to facilitate a positive environment throughout the developmental process. This will lead to participants feeling more comfortable to actively participate in the consultation process.

“Being positive helps immensely. By displaying a positive attitude towards everyone’s ideas, comments, thoughts and input into the process is important. By having a positive response to someone’s idea improves the opportunities for involvement. People want to be a part of something that is positive because they can see the benefits it will bring.”

8.2.4 Good facilitation

Providers had found that one of the keys to keeping the interest and focus of those involved when holding consultation hui is to have good facilitators.

“Use accomplished facilitators that can draw out and appeal to all participants in any hui or wānanga relating to the language planning process.”

Providers who reported having a good consultation process highlighted their use of facilitators who had effective strategies and/or processes for inclusion. They reported that this had seemed to work really well in terms of involving the target group.

“For us, we had great facilitators.....we used the PATH facilitation process for the action plan which was both very inclusive, and worked great at our hui.”

Calling upon community networks to identify facilitators for consultation hui was suggested by providers as a possible strategy.

“A good place to start is to use community networks to identify those that are leading and working on te reo Māori initiatives within communities. Call these people in as facilitators for language planning hui, brainstorm what it is you want to get out of the hui, how it will be presented and facilitated. These people are also likely to bring their students or communities with them.”

Having facilitators that were either proficient in reo Māori, or at least currently committed to learning te reo Māori was an important factor to consider when deciding who could facilitate the consultation hui.

“The facilitators need to be bi-lingual so as to capture all relevant feedback; this is also important to give the process credibility. People expect those leading an initiative as such to be either competent speakers or at very least learning te reo Māori; this is important to reflect the value of te reo Māori.”

An added bonus was if groups were able to secure people who have experience in facilitating meetings.

“Facilitators as such are very accommodating in that they want to support the development and collaboration of te reo initiatives; this means also that they are prepared to be pulled in over a period of time to make it happen.”

8.3 What needs to be included in a community based language plan?

The final survey question asked providers what three things need to be included in a community based language plan. Recurring themes from previous survey responses emerged. The most common theme identified by providers was the need to have a clear vision, goals and objectives to work towards when developing a language plan. Two other popular themes were the emphasis placed on conducting research; and

the benefits of utilising input and feedback from the target group of a language plan, and incorporating this into the content of the plan itself.

8.3.1 Vision/goals/objectives

The key things that need to feature in language plans are the following:

- overall clear vision
- realistic goals
- achievable outcomes

The overall vision, goals and outcomes need to be clear and concise and reflect how achievable each component of the language plan is.

“Make sure there are clear steps that show how your targets are achievable.”

The overall vision and goals of the language plan need to reflect the needs of the target group. Providers commented that without an agreed vision, mission statement and objectives, language plans will remain a good idea that will not get off the ground.

“Have a clear vision developed within your community.”

The language plan itself needs to be flexible so that it is easy to make adjustments as necessary.

“There needs to be flexibility with a process in place to assess or monitor progress and intended outcomes. This way, you can adjust and improve the plan as it is being implemented. It should act as a guideline to reach goals but have the space to change when necessary.”

Finding out what reo Māori regeneration activities are taking place within the target group’s community was seen as a good starting place when considering what the goals of the language plan are.

“Develop realistic and inclusive goals that build upon the current successful initiatives within the community.”

8.3.2 Research

Providers advised that conducting a literature review on language planning and providing evidence on the state of te reo Māori provide both information and raise awareness amongst those involved in a language planning process. Therefore, background information provides a platform for discussion during consultation about what language planning is, the process of language planning and why language planning is important.

“Identify the current state of play, and why is a plan needed in the first place.”

Building up a community profile or picture of the health and state of reo Māori among the target group will identify the difference between where the group is at present and where the group wants to be in the future.¹⁹ The following quotes provide examples of the types of suggestions made to build up a community profile:

“Identify the group – know who you’re doing it for, the impact history has had on language, a snapshot of the strength of language in the community.”

“Gather empirical evidence on health of te reo for region.”

“Take into consideration different methodologies for the different learning styles.”

“Conduct an analysis of the ethnicity of the community and their age.”

“Find out what the current reo ability is of the group and where they want to end up in terms of te reo.”

8.3.3 Input from target group

Providers reported that getting input and feedback for the content of the language plan is an important step in the language planning process. Finding out what the reo Māori inspirations are of the target group, and ways in which they intend on striving to meet the overall vision and goals of the language plan were highlighted by providers as necessary steps in the planning process.

“The biggest thing that needs to be included is ‘the community’ itself, in that they feel that they have “ownership” of the plan so then they will want it to work.”

Allowing the target group to participate in the decision making process about the steps involved in addressing their reo Māori development was deemed as essential.

“It is essential that the opportunity for the majority to participate in building the day to day use of te reo is conveyed to the people in our community for whom this work is created.”

Providers also noted that appropriate tikanga and kawa needed to be considered when dealing with a community or target group, and that there was a need to promote and reinforce their own idioms, kiwaha, mita, history and whakapapa.

¹⁹ Te Taura Whiri i te Reo Māori (2006) *Planning for Māori Language Regeneration Guidelines*, p.8, unpublished publication.

9 FINDINGS – KEY INFORMANT FOCUS GROUP

This section reports on the key points made by the focus group. The majority of the points raised were about what facilitates a good and effective language plan. The last point made in this section deals with some of the barriers to language planning that the focus group identified.

9.1 Raising awareness

The need to raise awareness about language planning was highlighted. It was seen as important that assumptions are not made about people's understanding of planning, language planning, terminology, etc. It was also suggested that 'Mā Te Reo' source additional funding for a road show to raise awareness of language planning. This might also be a vehicle for bringing language planning 'mentors' (see below) into communities.

9.2 Process

The process of language planning was identified as important as it is about the group doing the planning and discussing where they want to go so that everyone has the same understanding. The plan is therefore a focus or medium for discussion. For example, it was pointed out that couples often do not explicitly discuss their own 'in-house' language plan and their language goals for their children and whānau.

9.3 Moemoeā

It was suggested that groups should begin with identifying their long-term outcomes or moemoeā and then work backwards from them in order to develop a language plan. This is akin to defining a 'vision'; that is, 'what do you want to be doing in the next 25 years with your reo?' One participant made reference to Fishman's definition of a 'vision'; namely, 'beyond the mundane and rational'. It was also noted that it is often difficult to get a group, especially a large group, to agree on a vision. This is especially so when individuals have their own agendas. However it was important to persist in this endeavour so that the group has 'buy-in' or 'ownership' of the plan that is developed.

9.4 Facilitation

Good facilitation of language planning was needed so that everyone was engaged and participated in the development of a plan. Communication was seen as an essential part of this. It was suggested that Mā Te Reo assemble a list of facilitators and experts (see below) who are available to help communities with language planning.

9.5 Expertise

Language planning expertise (e.g. theoretical, planning, research, monitoring and evaluation experts), external to and/or from within a community, is important in terms of mentoring a group that is planning. At the same time it was important that these 'drivers' of language planning did not get burnt out. One suggestion was that the process of language planning also be used as an opportunity to build the language planning capacity of others so that pressure on the core planning group could be alleviated. This capacity development could also be a long-term outcome within a language plan. As one key informant stated: 'If we are serious about language planning, we need to be serious about training language planners'. Another suggestion was to use the Kōrero Māori website as a source of information for providers. This would involve recruiting language planning experts who could spend time fielding queries about language planning, as well as the development of resource material and templates.

9.6 Implementation

The successful implementation of a language plan was seen to rest on the plan being an integral part of people's lives, rather than a mere add-on. As one key informant stated: "Language planning is a lifestyle". For this reason the people involved in the implementation of the plan should also be the same people who were involved in the development phase. Other facilitators of implementation included: being realistic about aims and goals; being aware of the potential stumbling blocks; managing resources, including finances; and acknowledging the progress that is being made.

9.7 Monitoring

It was felt that seeing the final monitoring report requirements at the start of their contract would assist Mā Te Reo language planning providers in their work. If this happens they will know up-front what their end outcomes should be and how they are expected to report on them within their contract.

9.8 Barriers

Barriers identified to language planning included: the difficulty co-ordinating a group to come together to discuss language planning; the lack of experience in language planning so that groups have no-one to call upon to assist them; apathy towards and lack of motivation about language planning; whakamā; making language planning an add-on to life, rather than an integrated part.

10 OVERALL DISCUSSION

The present evaluation focused on language planning projects funded by Mā Te Reo. The following 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. The limitations of the evaluation methodology and sample are then considered, along with some ideas for future evaluation and research. Finally, some concluding remarks are made.

10.1 Evaluation Aims

10.1.1 Who is planning?

The first aim of the present evaluation was to examine who has been involved in Mā Te Reo funded language planning initiatives.

Forty-four language planning projects have been funded under the language planning funding category over the past five years. In addition to the development of draft and finalised language plans, the funded projects have included the development of language planning resources and activities specific to the implementation of language plans. This is perhaps a wider brief for this funding category than was initially envisaged and may need to be reviewed if the core activity of language planning is to be fully supported.

Even though funding for language planning was being provided to Māori organisations, the primary target audiences for language planning were whānau, iwi and hapū. Te Rōpū Tautoko can therefore be assured that the funding provided by Mā Te Reo is reaching its intended target audiences.

In early funding rounds (2001–2003) the amount of funding provided for language planning projects was inconsistent. This had been corrected in more recent funding rounds by Te Rōpū Tautoko setting benchmarks for language planning funding, and implementing these during rounds four (2004) and five (2005).

10.1.2 Effective planning

The second aim of the present evaluation was to examine what makes an effective community-based Māori language plan.

It was clear from early in the evaluation that the focus of this aim should be on the language planning process, rather than on the outputs of planning (i.e. the plan itself). The key informant focus group stressed that it is the planning process itself that dictates whether or not a language plan will be effective for a community. Providers, in their responses to the survey and interview questions, stressed the importance of community involvement alongside the development of language planning goals. These responses, including the discussion of both facilitators of and

barriers to language planning by providers, have led to the development of the following good practice principles with regard to Māori language planning.

a. Skills and Expertise

Skilled people need to be involved in the language planning process. Often there is a range of skills required so that a team of language planners and the networks needs to be built in order to cover all skill areas (e.g. planning skills, knowledge of reo Māori and tikanga).

b. Goal Setting

It is important to develop a clear vision, goals and objectives to provide the strategic direction of what the group hopes to achieve. The constituent or target group must have significant input to increase buy-in to the language plan.

c. Working Group

The working group is primarily responsible for driving a language plan and/or language planning initiatives. There are four main qualities and/or areas that need to be adhered to by this group of people:

- Commitment to the kaupapa
- Accountability
- Appropriate skills
- Building good relationships

d. Consultation

An effective consultation process is essential to language planning. The consultation process should be robust and well organised. For example, utilising skilled facilitators or respected community leaders to provide direction and engage with participants can add value to the overall success of this process.

Maintaining a kanohi ki te kanohi approach with participants and stakeholders is also advised as an effective method of securing buy-in to a language plan.

10.1.3 Assisting planning

The third aim was to consider how Mā Te Reo might better assist those providers it funds under the language planning category to produce effective language plans. Mā Te Reo can support providers through initiatives at three levels: providers, communities, agencies. Each of these levels is examined in turn.

a. Providers

Suggestions for how providers can be better supported in their language planning endeavours included the provision of resources (e.g. planning advice in booklet form or on the website), and people who could assist with either planning and/or facilitation skills. The latter suggestion could see Te Taura Whiri i te Reo Māori assembling a list of facilitators and experts who are available to help communities with language planning. The key informant focus group suggested the Kōrero Māori website as a possible source of expertise for providers if language planning chat rooms were established.

Māori language planning information is available via the Te Taura Whiri i te Reo Māori website. Māori Language planning publications available to Māori communities are:

- Guidelines for Community Language Profiles published by Te Puni Kōkiri in 2001; and
- A Te Taura Whiri i te Reo Māori publication, A Guide For Iwi And Hapū To The Preparation of Long-Term Māori Language Development Plans in 2001.

Te Taura Whiri i te Reo Māori is currently revising and replacing these two publications with *Planning for Māori Language Regeneration – Guidelines*. This publication will be made available via website. There will soon be little excuse for providers not having an understanding of what language planning is and what it entails. It may therefore be timely for Mā Te Reo to consider the implications of this on the assessment of funding applications; namely, that good grantsmanship involves applicants having engaged in some background reading (and consultation) and that without this applications are not eligible for funding.

Providers also reported that the skills and expertise of the core planning group, when these skills were minimal to begin with, had developed over the course of their planning project. Ways to further enhance the capacity of these people now need to be sought. For example, the establishment of a network of language planners may allow these people to share their skills, knowledge and lessons learned. In many ways, this evaluation report is also an important resource for language planners for the same reason.

One concern arising from the present evaluation is that not many providers were concerned with:

- Linking their plans to other language plans within their rohe and/or iwi, or
- Formally benchmarking language competency within their target group and then monitoring language regeneration as a result of implementing a language plan.

Effectively these two issues will lead to an uncoordinated approach to language regeneration that will have little or no ability to assess whether or not any progress is being made. Having said this, it needs to be acknowledged that those providers that

are linking, benchmarking and monitoring appear to be doing a very good job. It may now be timely to learn from these providers and use this information to assist other providers to build their own capacity in this area.

b. Communities

The participant and focus group responses suggest that there is some confusion within communities about what language planning is and that this confusion highlights the need to raise awareness about language planning. It was evident that Te Taura Whiri i te Reo Māori needs to work more closely with Māori communities in order to raise critical awareness of:

- Māori language regeneration issues;
- The health of te reo Māori in Aotearoa; and
- The role of Māori language planning.

Building critical awareness of these issues is one way of dealing with apathy within Māori communities. The key informant focus group suggested that Mā Te Reo source additional funding for a road show to raise awareness of language planning. This road show could also be a vehicle for bringing language planning mentors into communities.

Providers also reported on the value of research for informing their own planning as they could then share their understanding of the state of the Māori language and the importance of planning with their target community. It may be useful to look further into what providers have learned and what they, in turn, are sharing, in order to gain an understanding of the level of information that connects with, and makes sense to, Māori communities.

Outcomes from language planning reported by providers included increased language proficiency, and increased use of reo Māori on the marae. Language planning, as a process, can therefore be an intervention within communities for the regeneration of reo Māori. It may be important to consider ways of building on these developments by supporting the implementation of a language plan in whatever ways a community needs (e.g. resources, expertise, etc.)

Te Taura Whiri i te Reo Māori may also need to consider:

- the ways in which language planning can be promoted, and
- building on existing Māori Language Planning resources to be disseminated into Māori communities.

c. Agencies

Interview responses from participants reflected a lack of coordination amongst language planning initiatives at regional and national levels. Providers also reported difficulty with linking into the wider language planning initiatives and connecting with key people involved in those initiatives.

Te Taura Whiri i te Reo Māori, Te Puni Kōkiri and the Ministry of Education have key roles and responsibilities under the Māori Language Strategy to support local level Māori language regeneration initiatives. A way of fulfilling this obligation might be for these agencies to begin thinking about ways of supporting the coordination of language planning initiatives at a regional and national level.

10.2 Evaluation Methodology

This evaluation worked with a small database of providers and developed language plans. Of the database of 39 providers that was established from information held by Te Taura Whiri i te Reo Māori, 35 were able to review and add to the information about themselves and any language plans and/or resources that had been developed. Although this sample was small, the evaluation has produced valuable insights into Māori language planning that have not been available until now. This information will assist Te Taura Whiri i te Reo Māori and other agencies better support language planning. It will also provide a good resource for planners and their target communities.

10.3 Future Evaluation and Research

It will be timely in the next three to five years to evaluate the implementation of Māori language plans: have target communities followed language plans and, if so, for what outcomes? Providers have shown in the present evaluation that they are generally not committed to evaluating Māori language outcomes. As described above, provider motivation and capacity to do this need to be built so that Māori language gains as a result of the implementation of planned activities can be assessed by target communities themselves. This would allow communities to assess, reflect and plan for further language development and thus become akin to 'learning organisations'. The external evaluation of planning implementation would therefore work alongside these communities to examine barriers to, and facilitators of, language regeneration outcomes.

10.4 Conclusion

The present evaluation of language planning has shown that language planning, as a process, has the potential to be powerful intervention within a community. Not only can it set the scene for the implementation of activities and projects to regenerate reo Māori, it also raises the profile of reo Māori, increases the skills of planners, and motivates participants to use reo Māori. Feedback from providers and experts has highlighted good practices in planning that increase the opportunities for these outcomes. The challenge for Mā Te Reo and Te Taura Whiri i te Reo Māori is to

continue to walk alongside planners and communities, offering resources and assistance to facilitate their work, and the support and encouragement they need to fulfil their visions for reo Māori. Moreover, the challenge for the public sector is to properly implement an effective language strategy within which the issue of language planning can be addressed.

11 GLOSSARY OF TERMS

Hapū – **Section of large tribe, clan, secondary tribe**

Haukāinga – **Place of abode**

Hui - **Congregate, or come together**

Iwi – **Nation, people**

Kāinga - **Place of abode**

Kanohi ki te kanohi – **Whakaanga, kite kōiwi / face to face**

Kōhanga Reo – **Language Nest, Māori total-immersion preschool unit**

Kaumātua – **Old woman, or man**

Kaupapa - **Plan, scheme, proposal**

Kuia – **Matriarch**

Kupu – **Anything said, saying, word**

Kura – **School**

Kura Kaupapa Māori – **Māori Total Immersion School**

Kura Whakapakari Reo - **Total Immersion Language School**

Mahi – **Work**

Marae – **Enclosed space in front of a house, courtyard, village common**

Moemoeā - **Outcomes**

Paepae – **(for tangata whenua speakers) Seating place**

Pakeke – **Grown up, adult**

Pouako – **Teacher**

Poukōrero - **Orator**

Pūtea - **Funding**

Reo Māori – **Māori Language**

Rohe – **Boundary**

Take – **Cause, reason**

Tauira – **Teacher, skilled person**

Taura Here – **Link (often used to describe a connection between iwi groups)**

Te Ara Reo – **The Learning Pathway**

Te Ātaarangi - **Method of learning and teaching the Māori language by using cuisenaire rods to aid learning.**

Whakaaro – **Point of view**

Whakamā – **Ashamed**

Whakawhanaungatanga - **Interrelationships**

Whare wānanga - **University**

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13 APPENDICES

Appendix A. Māori Language Strategy Goals

Five overarching goals of the Māori Language Strategy:

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.

Appendix B. Initial e-mail sent to provider sample

Tēnā koutou katoa,

Ngā mihi nui ki a koutou me te maumahara anō hoki ki ō tātou tini mate e hingahinga mai nei, e hingahinga atu nā. Ngā mihi anō ki a koutou te hunga e manawanui ana ki tēnei kaupapa hei oranga mō tō tātou reo rangatira.

Nā reira e hika mā, e whai mā ka haere ēnei kupu whakamihi ki ā koutou katoa.

Te Taura Whiri i te Reo Māori is currently undertaking its second annual Mā Te Reo evaluation project, with the overall aim of investigating the funding of the development of community based Māori language plans by Mā Te Reo.

The first evaluation project, conducted over 2004/05, focused on Mā Te Reo funded resources. The level of involvement and generous contribution made by Mā Te Reo providers funded to develop reo Māori resources contributed significantly to the success of that project. More information about that project is available in the July and October 2005 editions of the Mā Te Reo e-pānui which can be accessed from the Mā Te Reo website (www.ma-tereo.co.nz)

The decision to focus on language planning for this second project was made because language planning, including at the community level, is viewed as a critical step towards language regeneration. In addition, with language planning projects from five funding rounds now either completed or underway, it is important that Mā Te Reo evaluate this activity.

The goals of the newly proposed evaluation are:

1. To conduct an analysis of who has been involved in community Māori language planning funded by Mā Te Reo and the plans that have been produced.
2. To understand what makes an effective community based Māori language plan.
3. To consider how Mā Te Reo might better assist those providers it funds under the language planning category to produce effective language plans.

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.

The evaluation will focus on completed and/or 'live' Mā Te Reo projects funded under the language planning funding category. In particular, we will look at the processes undertaken by Mā Te Reo providers to develop their language plans, what the completed language plans look like, and how the language plans have been, or are being implemented.

We are contacting you and/or your organisation to inform you that this evaluation is

happening. Here are the ways in which you can be involved:

We will be inviting selected providers to be interviewed in order to bridge information gaps, and build on existing data gathered about individual providers, their projects and communities. The interviews will be via the phone or through an arranged meeting. We may send out survey questions to be completed.

Please bear in mind that any information supplied will be confidential and will have no repercussions in terms of future funding opportunities.

We hope that one of the outcomes from the evaluation exercise will be the development of assessment criteria which future Mā Te Reo providers will be able to use when developing their own community language plans.

We anticipate that this evaluation project will be completed at the end of June 2006.

If you have any questions relating to the evaluation project, please contact Nerissa Aramakutu on either 0800 MĀ TE REO (0800 628 373), (04) 4716728 or nerissa@tetaurawhiri.govt.nz

Your co-operation will be appreciated and will contribute to the success of the research.

Nāku i runga i aku mihi ki a koe.

nā Haami Piripi

Tumuaki

Te Taura Whiri i te Reo Māori / Mā Te Reo

Appendix C. Multiple projects funded under the language planning funding category

Type of group	No. of projects funded	Funding round	ID Number	Stage funded
Māori Organisation	2	Round Four (2004)	1672	Development of language plan (Whānau 1)
		Round Five (2005)	2063	Development of language plan (Whānau 2)
Māori Organisation	2	Round Three (2003)	1078	(a) Review of implemented language plans (b) Development of whānau language planning resource
		Round Four (2004)	1592	Language planning activities
Iwi/Hapū Organisation	2	Round Three (2003)	1057	Employment of language planning facilitator (implementation phase of language strategy)
		Round Four (2004)	1652	Development of language planning resource

Appendix D. List of database categories

Demographic Information	Process Information	Outcome Information
Project ID number	Mandating of plan	Measurement of language ability
Round funded	Development of plan/resources used	Links to planning documents/other development strategies
Contact Person/ Project Coordinator	Rationale for project	Māori Language development of target group
Organisation	Project description	No's contributed to consultation process
Status of project	Actual project timeframe	Core group
E-mail Address	Stage of project?	Previous knowledge on language planning
Region	Key goals of plan	Knowledge of language planning (post project)
Total amount of funding requested	Timeframe of plan	How the core group found out about language planning
Total amount funded for project	Community consultation	Endorsement of plan
Constituent Group	What proficiency level/s does the resource/s target?	Facilitators
Stage of project funded	Contract deliverables of project	Barriers
Contracted Outputs	Target population	Organisational capacity/development
	Contract milestones	General comments
	Budget	

Appendix E. Data on the constituent group; stage funded and outputs of language planning projects in the evaluation sample

ID	Constituent Group	Stage Funded	Outputs
24	Whānau	Research Consultation Hui	Development strategy document
57	Iwi	Development of language plan	Iwi language plan
763	Hapū	Consultation	Report on strategies identified at consultation hui
674	Individual / Organisation	Development of language plan	Overall organisation language plan and 1 x copy of an individual language plan
669	Hapū/Iwi	Consultation Development of language plan	Hapū/iwi language plan
849	Individual/ Whānau	Consultation Development of language plan	Whānau language plan
850	Iwi	Survey Research	Report of findings from survey on health of the Māori language of an iwi
857	Iwi	Consultation Development of language plan	Iwi language plan
895	Whānau	Consultation Data Collation Evaluation	Evaluation report on outcomes for the development of the whānau language plan
1161	Whānau	Consultation Development of draft language plan	Draft language plan
1166	Whānau	Development of draft language plan	Draft language plan
1244	Whānau	Development of language plan / Implementation of language plan	Whānau language plan Implementation of language plan

1140	Hapū/Whānau	Development of language plan	Draft language plan Final language plan
1151	Hapū	Consultation Development of language plan	Draft language plan Final language plan
1078	Whānau	Review of implemented language plans Development of whānau language planning resource	Family language planning booklet
936	Whānau	Development of language plan Evaluation	Final language plan Effectiveness Evaluation Report
880	Hapū / Iwi	Consultation Development of draft language plan	Consultation plan Draft language plan
39	Hapū	Development of language plan	Final language plan
1231	Iwi	Consultation Evaluation/surveys Development of draft language plan	Draft language plan
1057	Iwi	Development of language plan/language planning facilitator	Language Planning Template Evaluation Report
1583	Hapū	Hapū strategic plan	Final language plan (endorsed by hapū)
1720	Iwi	Development of language plan	Draft language plan Final language plan
1652	Iwi	Development of language planning resource	Whānau language planning resource kit
1548	Hapū	Development of language plan	Final language plan
1672	Whānau	Development of language plan	Final language plan
1403	Organisational/ Individual	Development of an overall organisational language plan/ individual plans	Overall organisation language plan and copies of individual language plans
1476	Kura Whānau	Development of language plan	Language Plan
1592	Whānau	Development of resources; activities	

1746	Hapū/iwi	Development of language plan	Revitalisation plan
1992	Taura Here	Development of language plan	Taura Here language plan
2023	Hapū	Implementation of language plan / development of language planning resource	Implementation plan/language planning resource
2063	Whānau	Development of language plan	Final language plan
1923	Whānau	Development of language plan	
1971	Whānau	Development of language plan	Whānau language plan
1955	Taura Here	Development of language plan	Final language plan
1937	Organisation	Development of language plan	Final language plan
1939	Rōhe	Development of language planning resource	Language planning resource
2158	Marae	Development of language plan	Final language plan
2028	Whānau	Development of language plan	Final language plan
1944	Hapū	Development of language plan	Final language plan
1857	Iwi	Development of language plan	Final language plan (endorsed by iwi)
2083	Kapa Haka Rōpū	Development of language plan	Final language plan
2002	Marae/Hapū	Development of language plan	Copies of language plans endorsed by each rōpū / pa
2041	Iwi	Development of language plan	Final language plan

Appendix F. Barriers experienced by providers during their language planning projects

No.	Theme	Rate
1	<u>Time</u> To undertake language planning project over and above paid/regular/primary employment Pressure to contribute significant amounts of time voluntarily to drive language plan Restricted timeframes to complete language planning project (e.g. contractual deliverables) High workloads or 'working group'/ time to do research component Underestimated time and work involved	13
2	<u>Consultation</u> Availability of people to attend consultation hui etc/undertake mahi Difficult consultation Hui'd out Already too many hui to attend Coordinating whānau Difficulty of sticking to the kaupapa Geographical distance and/or dislocation Difficulty in making contact with participants (because of geographical spread)	13
3	<u>Motivation/apathy, lack of 'drive' from community</u> Lack of motivation from whānau Difficulty in keeping people focused Difficulty in keeping people motivated Lack of passion Too much complacency Lack of willingness to commit to the kaupapa Apathy towards the 'status' of te reo; lack of interest	11
4	<u>Pūtea</u> Lack of pūtea to drive the language planning project Level of funding granted	6
5	<u>Resources</u> Lack of/and scarce availability of expertise (e.g. leaders, language planning experts, kaumātua) Lack of/access to resources to support language planning implementation Lack of/access to reo Māori learning resources Availability of resources Difficulty in allocation of resources	6
6	<u>Politics</u> Iwi politics internal politics	3
7	<u>Whakamā</u> To kōrero Māori (especially older generations)	2

Appendix G. Facilitators experienced by providers during their language planning projects

No.	Theme	Rate
1	<u>Working Group</u> Skills expertise (research/strategic planning) Capacity to undertake work Commitment Leadership Enthusiasm Familiarity of target group	17
2	<u>Assistance from Mā Te Reo/other agencies</u> Information Guidance	6
3	<u>Support Networks</u> Whakawhanaungatanga Kaumātua and kuia External skills/expertise	5
4	<u>Complementary Linkages</u> Resources People	5
5	<u>Working in collaboration</u> Whānau support	4
6	<u>Passion for te reo Māori</u> Desire to drive the reo Knowledge of te reo	3
7	<u>Facilitation</u>	2
8	<u>Resources</u>	1