He Reo Ora

Māori-language revitalisation
activities and resources in
homes and communities

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Te Mātāwai

TE WĀHANGA
HE WHĀNAU MĀTAU HE WHĀNAU ORA
NZCER

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Nicola Bright, Elliot Lawes, Basil Keane, and Sheridan McKinley

He mihi
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Executive summary

Te Mātāwai contracted NZCER to undertake the He Reo Ora project. The aim of the He Reo Ora project has been to collect information which would create a current evidence base of Māori-language revitalisation efforts happening at both national and regional levels. This information would be critical to inform future language-revitalisation planning in regions, and to create a freely available searchable dataset of Māori-language revitalisation activities and resources.

He Reo Ora—a bilingual online survey

A bilingual online survey named He Reo Ora was the primary means used to collect information about Māori-language revitalisation activities that happened in 2016 or 2017 including wānanga reo, meet-ups for coffee and kōrero, festivals, waiata, and kaupapa-based activities. It was also used to collect information about Māori-language resources produced between January 2012 and December 2017 including online, print or e-publications, stickers, posters, sound recordings, audiovisual or computer files. It includes resources in te reo Māori that focus on helping people to learn the language as well as resources about te reo Māori revitalisation. By the end of May 2018 He Reo Ora contained:

498 unique entries that describe reo Māori revitalisation activities
that occurred in 2016 and 2017

579 unique entries that describe Māori-language resources
produced from 2012 to 2017.

The funding environment

In addition, Te Mātāwai wanted to understand the funding environment for te reo Māori revitalisation through examining where key organisations were focusing their support for te reo Māori revitalisation. We therefore asked seven national organisations that had a clear role in supporting te reo Māori revitalisation to provide financial information about their funding for relevant activities and resources from 2012 to 2017.

Key messages

The key messages about the nature of the Māori-language revitalisation activities and resources reported through the He Reo Ora survey are those we identified as being particularly relevant for people involved in language revitalisation and language planning.

ACTIVITIES

The most common Māori-language revitalisation activities focus on improving people's ability to use te reo Māori kanohi ki te kanohi.

The primary focus of most activities is te reo Māori. Activities also focus on supporting reo Māori use in contexts such as the home, waiata, wānanga, and performing arts.

Many activities focus on Māori-language revitalisation goals aimed at improving peoples' ability to use te reo Māori, increasing active use of the reo and extending knowledge of words, karakia, and so forth.

Most activities are intended for youth and adults.

Around two-thirds of activities are intended for whānau.

Around a third of activities are intended for intermediate speakers and/or beginner learners of te reo Māori.

Just over a quarter of activities occur entirely or mostly through the medium of te reo Māori.

Most activities involve instances of immersion.

Some large-scale activities are occurring which involve thousands of people.

Most activities receive funding from organisations.

RESOURCES

Print publications are the most commonly produced resources.

Most resources are intended to be used anywhere.

Many resources focus on the Māori-language revitalisation goal to increase active use of te reo Māori.

More than half of resources are for primary school-aged children and parents and caregivers.

Most resources are intended for whānau.

Many resources are intended for beginner learners and intermediate speakers of te reo Māori.

Resource production relies on funding from organisations.

This report provides a snapshot, based on the data collected, about te reo Māori revitalisation activities and Māori-language resources at national and regional levels, and the wider funding environment for te reo Māori revitalisation.

He kupu whakataki
Introduction

Whānau, hapori, hapū, and iwi have been working to revitalise te reo Māori for decades (Waitangi Tribunal, 1986, 2012), and in recent years there have been notable increases in public and financial support for te reo Māori revitalisation. Examples of such public support: are increased use of te reo Māori in mainstream broadcasting (Blundell, 2018); the use of bilingual signage in major shopping centres (Radio New Zealand, 2018); and the adoption of te reo Māori policies by city councils (Devlin, 2018). Māori language funds such as Mā te Reo (Te Taura Whiri i te Reo Māori, 2017) and now Te Mātāuru (Te Mātāwai, 2018b) continue to give the reo a boost in homes and communities. Although it seems that a lot has been going on to support te reo Māori, information about exactly what activities are happening and what resources have been produced has been largely anecdotal.

A stocktake of te reo Māori revitalisation activities and an inventory of resources

In 2017 Te Mātāwai contracted Te Wāhanga NZCER to conduct a combined stocktake of te reo Māori revitalisation activities and an inventory of Māori-language resources supporting language in homes and communities, which is the first time this has been done. The aim of the project was to collect information to create a current evidence base of Māori-language revitalisation efforts happening at both national and regional levels, to inform future language revitalisation planning in regions, and to create a searchable dataset of Māori-language revitalisation activities and resources.

The first section of the report presents a snapshot of recent activities and resources from throughout Aotearoa aimed at revitalising te reo Māori. The following section provides short reports about Māori-language revitalisation activities in 2016 and 2017 and resources produced between 2012 and 2017, associated with seven clusters: Te Tai Tokerau, Tainui, Mātaatua, Te Arawa, Te Tai Rāwhiti, Te Tai Hau-ā-uru, and Te Waipounamu. The final section concerns the current funding environment for te reo Māori revitalisation, and presents information from seven organisations that have an important role in supporting te reo Māori revitalisation.

Te huarahi rangahau
Research approach

The aims of the He Reo Ora research project were to create an evidence base about recent Māori-language revitalisation activities and Māori-language resources to inform future regional language-revitalisation planning, and to create a tool that anyone could use to find out about Māori-language revitalisation activities and resources in their region. Note that the term *Māori-language resources* includes revitalisation resources as well as language acquisition resources.

Kaupapa Māori approach

The Te Wāhanga–NZCER team took a kaupapa Māori methodological approach to conducting a stocktake of Māori-language revitalisation activities and an inventory of resources in homes and communities. The project was led by Māori researchers, and there was a clear focus throughout the project that the work would be done primarily for the benefit of Māori. Analysis and reporting of the data was strength-based, and is intended to support future planning for language revitalisation and transformation in homes and communities.

As part of our kaupapa Māori approach, we connected with people through *whanaungatanga*, where Te Wāhanga and Te Mātāwai utilised relationships and connections to promote the survey and engage individuals, groups, and organisations in the survey process. Relationships were essential to the success of this project.

The kaupapa of mana tiaki, mana Māori, mana motuhake and mana tangata which Te Mātāwai have adopted as research principles (Te Mātāwai, 2017) helped shape our approach.

Mana Tiaki guided us as Māori undertaking research with and for the benefit of Māori, which included an ethics process where we debated and mitigated any potential risks we could see for contributors to the He Reo Ora survey. An ethics application for the project was approved by the NZCER ethics committee in January 2018.

The information collected through He Reo Ora has been freely and generously shared by contributors. In return, the dataset that has been created because of He Reo Ora will be shared by Te Mātāwai at no cost to users.

The nature and focus of this project also meant that it was essential that both te reo Māori and English be used throughout. This included having bilingual survey questions in He Reo Ora, and ensuring that contributors were able to make entries in Māori or English. In the promotions for the project, bilingual speakers fronted the project on social media and press releases. Social media posts were in te reo Māori and English. Bilingual speakers contacted individuals or organisations by phone or face-to-face to promote the survey.

Mana Māori reminded us of the importance of acknowledging and enhancing mana tangata, mana whānau, mana hapū, and mana iwi at every stage of the research. All entries to He Reo Ora from individuals or organisations were valued whether the activity or resource was intended for one or for a thousand people, or whether the contributor was a participant, organiser, or funder. Contributors were also able to identify hapū and iwi associated with activities and resources where appropriate. Data was collected, analysed, and reported on in a way that upholds the mana of those who provided or were otherwise related to the information.

Mana Motuhake guided the production of resources (a report and dataset) that include information at both national and cluster level. These resources are intended to support whānau, hapori, hapū, iwi, and pae motuhake to facilitate the revitalisation and normalisation of te reo Māori for current and future generations.

Data collection

The stocktake of Māori-language revitalisation activities and inventory of Māori-language revitalisation resources was conducted as a combined exercise. We chose this approach because it seemed likely that the same organisations[1] and individuals would have information about both activities and resources. This approach was intended to avoid duplication of effort, and to make the best use of resources.

Data for the project was collected via the He Reo Ora online bilingual survey, through a search of relevant literature, and through interviews and data requests to key organisations with roles in supporting te reo Māori revitalisation. The online bilingual survey could be accessed and shared by people regardless of where they were located, while interviews created dialogues with organisations that provided significant funds for Māori-language revitalisation.

He Reo Ora online bilingual survey

The bilingual online survey He Reo Ora was created to collect information about Māori-language revitalisation activities and resources. Within the survey, data is ordered by classifications relating to Māori-language revitalisation activities and resources in homes and communities.

To inform our choice of categories we reviewed the Māori Language Vitality Indicators by Te Taura Whiri i te Reo Māori (Te Taura Whiri i te Reo Māori, 2015), and questionnaires for other large-scale Māori-language surveys such as Te Ahu o te Reo (Hutchings, Higgins, Bright, Keane, Olsen-Reeder, & Hunia, 2017) and Te Kupenga. Te Mātāwai staff and some board members were closely involved in refining the classifications in order to ensure that the data collected would be useful to Te Mātāwai and other users.

NZCER staff trialled the English version of the survey in December 2017, and some of the Te Mātāwai board members and staff trialled the bilingual version of the survey in January 2018. He Reo Ora was launched on 27 February 2018.

The survey was targeted at individuals and organisations involved as organisers, participants, or funders of Māori-language revitalisation activities and resources. However, the method of promoting the survey via social media meant that the survey would go to where ever people chose to share it. Although the survey might go beyond the original target audiences, the team were clear that any information contributors shared would be valued.

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1 The the term *organisation* includes national entities and all other types of organisations, groups, and hapori/communities.

Promotion of He Reo Ora

Data collection and promotion of the He Reo Ora survey were closely linked. One of the challenges for the project was to connect with people and organisations with knowledge about Māori-language revitalisation activities and resources in homes and communities. Therefore NZCER and Te Mātāwai promoted the project through a comprehensive communications programme designed to connect with people in multiple ways.

The first phase of the communications campaign ran for 3 weeks from the launch of He Reo Ora on 27 February 2018. The second phase ran for 5 weeks from mid-April to 20 May 2018. Media releases about He Reo Ora were sent to 45 recipients including organisations and individuals at the start of each phase. Stories and links to He Reo Ora were also included in NZCER's Term 1 newsletter and on its LinkedIn page. Te Mātāwai regularly promoted the link on its social media and in its newsletters.

The communications campaign included use of networks to contact people kanohi ki te kanohi and by phone, email correspondence, a project webpage, and a social media campaign.

Networks

Good relationships were paramount to the success of this project. Te Wāhanga—NZCER drew on personal networks to promote the He Reo Ora survey which included contacting people kanohi ki te kanohi and by phone. Te Mātāwai and the pae motuhake for each kāhui / cluster also promoted He Reo Ora through their networks.

Email correspondence

Information about He Reo Ora, including a link to the survey, was emailed to more than 200 organisations. The list of organisations included: 88 rūnanga, 10 Ministry of Education offices, 10 Te Puni Kōkiri offices, 70 local councils, four museums, Te Taura Whiri i te Reo Māori, Te Māngai Pāho, Māori Television Service, the Department of Internal Affairs, Ministry for Culture and Heritage, Toi Aotearoa, Toitū Kaupapa Māori Mātauranga, New Zealand Digital library, NZ on Air, The Lion Foundation, JR McKenzie Trust, Kiwa Digital Ltd, Te Whare o Rongomaurikura, the International Centre for Language Revitalisation, Department of Conservation, Ministry of Environment, and Office of Treaty Settlements.

Project webpage

A webpage about the project was set up on the NZCER website where people could go to for more information, including a link to the Te Mātāwai website. The webpage included videos of Te Mātāwai board members and pae motuhake members talking about and promoting He Reo Ora in te reo Māori and English.

Social-media campaign

The survey was promoted via a social-media campaign that included Facebook and Twitter, inviting individuals and groups to both share the link to the survey and enter their data. The social-media campaign was supported with video and images in te reo Māori and English. Te Mātāwai provided videos of the chief executive and two board members inviting people to contribute information to He Reo Ora.

NZCER:

-    tweeted 24 times, an average of three tweets per week that the campaign was active

-    posted to Facebook 28 times, an average of over five posts per week during the time the campaign was active. Three of the posts were boosted on Facebook to people whose interests included "Māori" (Facebook's categories).

The tweets and posts with video out-performed those that were text only or text and static image. The status updates and posts with images reached up to 8,000 people.

To further promote the survey and show our appreciation of people sharing the link to He Reo Ora we gave away an iPad in the first phase of the communications, and four lots of $500 petrol vouchers in the second phase.

Literature search

NZCER staff conducted a comprehensive literature search focused primarily on Māori-language revitalisation resources. It included a search of iwi websites, other Māori organisation's websites, publishers' websites, local council and library websites, media networks, the National Library database, Google Play, tertiary education institutions websites, and Facebook pages. An additional 57 websites were located through the He Reo Whānau database. These resources were added to He Reo Ora and appear in the dataset.

Interviews with key organisations involved in te reo Māori revitalisation

The process of contacting national organisations with a role in Māori-language revitalisation to request financial information took place in stages. Firstly, the Tumu Whakarae of Te Mātāwai sent a letter to the chief executives of each organisation and to the members of the Senior Officials Group for the Maihi Karauna introducing NZCER and the planned research.

Te Wāhanga–NZCER then followed up with a letter to the same chief executives and senior officials group to arrange a meeting and request regional breakdowns of their funding for Māori-language revitalisation activities over the past 2 years and resources over the past 5 years.

Te Wāhanga staff then met the representatives of the organisations. We knew that a risk here was that the organisations might have complicated funding systems and would require time to organise their data. Although all organisations were willing to assist, in some cases they were not in a position to provide the requested information, or were planning to do so in future as part of their role in the Maihi Karauna.

Dataset

The data collected through He Reo Ora and the literature search has been used to create a dataset of Māori-language revitalisation activities and resources. The data has been cleaned and coded and any duplication of entries has been addressed. The dataset can be searched, sorted, and manipulated in its current Excel format. It can also be transferred into other dataset formats.

A 'data dictionary' with descriptions of terminology and explanations for key terms has also been created. Instructions on how to add to the dataset over time have been developed to support future use of the dataset.

Ngā kaupapa me ngā rauemi whakarauora i te reo Māori
Māori–language revitalisation activities and resources

This section of the report presents a snapshot of recent activities and resources from throughout Aotearoa aimed at revitalising te reo Māori.

The Māori-language revitalisation activities include activities such as wānanga reo, meet-ups for coffee and kōrero, festivals, waiata, and kaupapa-based activities that happened in 2016 or 2017.

The Māori-language resources include online, print or e-publications, stickers, posters, sound recordings, audiovisual or computer files produced between January 2012 and December 2017. They include resources in te reo Māori, focused on helping people to learn the language as well as resources about te reo Māori revitalisation.

The data was collected through the bilingual online survey He Reo Ora over the course of 10 weeks in early 2018. Contributors to He Reo Ora filled in the survey on behalf of themselves, their whānau, groups or communities they were involved with, or on behalf of organisations. The types of organisations included were: private training establishments, companies, the Māori Land Court, schools, early childhood education centres, District Health Boards, whānau trusts, charitable trusts, tertiary institutions, libraries, regional and city councils, iwi entities, marae committees, and production companies.

By the end of May 2018 He Reo Ora contained:

498 unique entries that describe reo Māori revitalisation activities that occurred in 2016 and 2017.

579 unique entries that describe Māori-language resources produced from 2012 to 2017.

Although He Reo Ora was shared through a comprehensive communications campaign, participation in the survey was voluntary, so we cannot say that the data represents all the activities or resources from the specified period. However, the data does provide useful insights into the current state of Māori-language revitalisation nationally and regionally. The data should be particularly useful for individuals or groups planning their next steps in revitalising te reo Māori in their own communities.

Ngā kaupapa
Activities

Of the 498 recorded activities that occurred in 2016 and 2017, 106 occurred nationally, in all seven clusters: Te Tai Tokerau, Tainui, Mātaatua, Te Arawa, Te Tai Rāwhiti, Te Tai Hau-ā-uru, and Te Waipounamu. Of the remaining 392, a total of 277 were associated with between one and six clusters and 115 had no information about cluster association.

It is important to note that for many of the questions asked about activities through He Reo Ora contributors could associate activities with more than one classification. For example, an activity could be associated with both Tainui and Te Arawa.

Counts indicated by number (*n*) and percentages are given where appropriate. Percentages give an indication of how often a classification was used, but do not necessarily add to 100 if the survey question permitted multiple classifications.

Most of the percentages in this section are based on a total of 498 activities. It is clearly signalled where this is not the case.

What type of activities are occurring?

> **Key message**
>
> The most common Māori–language revitalisation activities focus on improving people's ability to use te reo Māori kanohi ki te kanohi

The three most common types of activities were Māori-language classes, wānanga, and reo Māori social groups. All tend to focus on face-to-face interaction to improve peoples' ability in te reo Māori and increase their active use of the language.

The data in Tables 1 to 3 show that Māori-language classes are the most common revitalisation activity at a national level and at cluster level. Table 1 includes all activities and Table 2 includes the 106 activities that occurred nationally—in all clusters. In both tables contributors could classify activities by more than one type. The data in the tables reflect these multiple classifications, but the overall number of activities remains the same.

Table 3 includes the 277 activities associated with one to six (but not all) clusters. These activities could be associated with multiple clusters, and each activity could have multiple types.

TABLE 1
ALL ACTIVITIES

TYPE OF ACTIVITY	ACTIVITIES ASSOCIATED WITH ACTIVITY TYPES	
	n	*%*
Māori-language class	276	55
Wānanga	98	20
Reo Māori social group	66	13
Māori-language-planning session	52	10
Festival or event	44	9
Competition	28	6
Online reo Māori social group	26	5
Religious occasion	11	2
Concert	9	2

Of the 498 activities, 374 were classified as a single type of activity, and 124 were given multiple classifications. Figure 1 describes the overlap between the five most commonly reported activities. It shows the extent to which activities were offered alone, or in conjunction with others.

The most common activity, Māori-language classes, were classified as standalone activities 219 times; 16 Māori-language classes had a dual focus as wānanga, and four had a dual focus as Māori language planning sessions. In two activities a Māori-language class was offered with all four of the other activities (the shape in the centre where all five ellipses overlap). The other numbers give how often each of the other possible overlaps of two to four activities occurred—or didn't, for example, there were no cases where a reo Māori social group was also classified as an event.

FIGURE 1
OVERLAP BETWEEN THE FIVE MOST COMMON ACTIVITIES
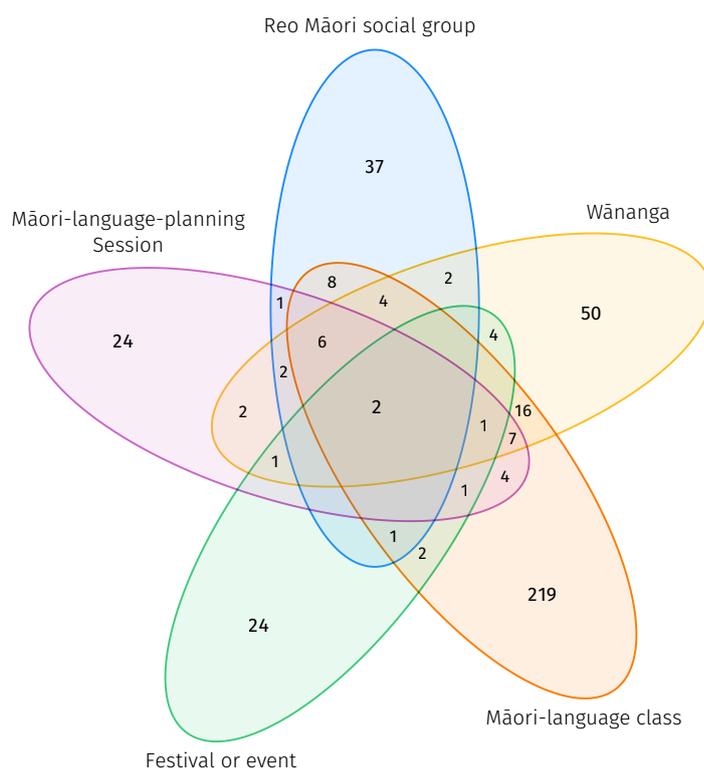
TABLE 2
ACTIVITIES THAT OCCURRED NATIONALLY

TYPE OF ACTIVITY	ACTIVITIES ASSOCIATED WITH ACTIVITY TYPES	
	n	*%*
Māori-language class	71	65
Wānanga	14	13
Reo Māori social group	16	12
Māori-language-planning session	10	9
Online reo Māori social group	9	8
Festival or event	6	6
Competition	3	3
Concert	2	2
Religious occasion	1	1

TABLE 3
ACTIVITIES ASSOCIATED SPECIFICALLY WITH PARTICULAR CLUSTERS

TYPE OF ACTIVITY	TE TAI TOKERAU	TAINUI	MĀTAATUA	TE ARAWA	TE TAI RĀWHITI	TE TAI HAU-Ā-URU	TE WAIPOUNAMU
	n	*n*	*n*	*n*	*n*	*n*	*n*
Māori-language class	48	24	23	25	41	34	50
Wānanga	18	19	13	15	11	21	19
Reo Māori social group	16	6	8	9	0	13	8
Māori-language-planning session	9	10	7	9	6	13	6
Online reo Māori social group	4	2	2	4	2	3	2
Festival or event	9	6	9	9	5	9	2
Competition	3	3	4	3	5	5	5
Religious occasion	1	0	4	4	0	1	0
Concert	2	0	1	0	1	3	1

What is the main focus of activities?

Key message

The primary focus of most activities is te reo Māori. Activities also focus on supporting reo Māori use in contexts such as the home, waiata, wānanga, and performing arts.

Most (83%) of all of the reported activities had a primary focus on te reo Māori. Te reo Māori was also being revitalised through use in places and in contexts such as the home, waiata, wānanga, performing arts (e.g., kapa haka), contributing to the corpus, and physical activities (e.g., hīkoi). Note that activities could have multiple focuses.

TABLE 4
MAIN FOCUS OF ACTIVITIES

FOCUS	ACTIVITIES ASSOCIATED WITH FOCUS	
	n	%
Te reo Māori	415	83
Using te reo Māori at home	77	16
Waiata	72	15
Wānanga, e.g., for whakapapa, history	62	12
Performing arts, e.g., kapa haka	57	11
Contributing to the corpus, e.g., collecting information about words, dialect	27	5
Other physical activities, e.g., hīkoi to wāhi tapu	23	5
Environment, e.g., recycling	12	2
Sport, e.g., rugby, ki o rāhi	10	2
Mau rākau	10	2

Of the 498 activities, 361 had a single focus. In 315 cases this focus was on te reo Māori. Figure 2 describes the overlap between the five main focus areas of activities: te reo Māori, using te reo Māori at home, waiata, wānanga and performing arts. It shows the extent to which activities had a single primary focus, or more than one focus.

FIGURE 2
OVERLAP BETWEEN THE FIVE MOST COMMON PRIMARY FOCUSES OF ACTIVITIES
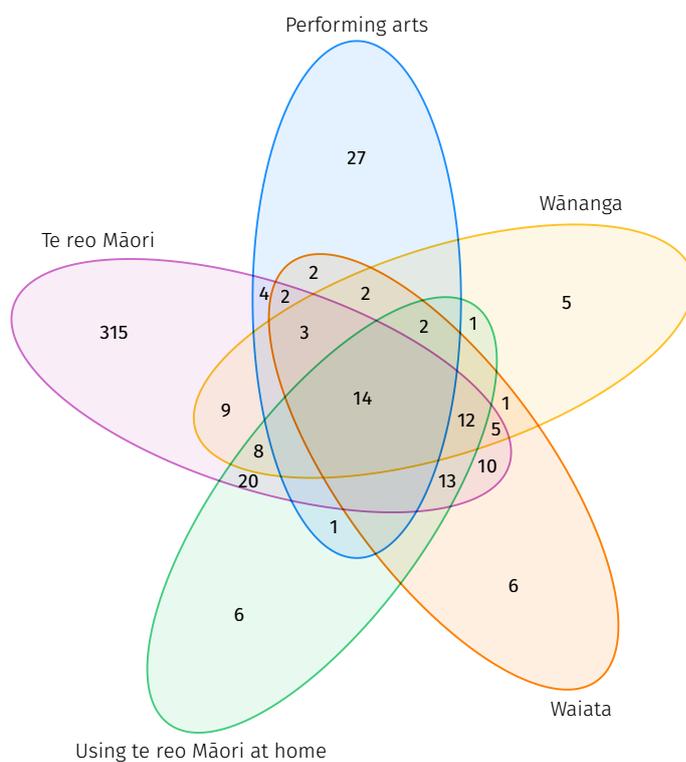
What are the main Māori–language revitalisation goals for activities?

Key message

Many activities focus on Māori–language revitalisation goals aimed at improving peoples' ability to use te reo Māori, increasing active use of the reo and extending knowledge of words and karakia and so forth.

Activities were mostly likely to contribute to helping people learn and use te reo Māori, and to extend people's knowledge of words, karakia, waiata, and phrases. Note that activities could contribute to multiple Māori-language revitalisation goals.

TABLE 5
FOCUS ON MĀORI-LANGUAGE REVITALISATION

MĀORI-LANGUAGE REVITALISATION GOALS	ACTIVITIES ASSOCIATED WITH GOALS	
	n	%
To improve peoples' ability to use te reo Māori (Acquisition)	364	73
Increase active use of te reo Māori (Speaking or writing—active use)	358	72
To extend knowledge of words, karakia, waiata, phrases (Corpus)	339	68
To increase exposure to te reo Māori (Listening, reading—passive use)	273	55
To raise the mana of te reo Māori (Status)	222	45
To increase awareness about Māori-language revitalisation and the importance of language planning, i.e., restore vitality to the language (Critical awareness)	121	24

Most activities had a focus on two or more Māori-language revitalisation goals. More than half the activities contributed to most if not all of the Māori-language revitalisation goals. Only 34 activities focused on a single Māori-language revitalisation goal.

The Māori-language revitalisation goal of acquisition overlaps nearly all of the goals. Because of this, the diagram below does not include the acquisition goal. For example, the 11 activities shown with a sole focus on increasing active use of te reo Māori, in reality also have a focus on acquisition. The extent to which all five goals were selected is shown by the central overlap of 72 activities. Another interesting example is the 81 activities with a dual focus on corpus and active use.

FIGURE 3
OVERLAP BETWEEN THE MĀORI-LANGUAGE REVITALISATION FOCUSES OF ACTIVITIES

Active use

11

Passive use

Critical awareness

3

6

4

11

3 2

32

56

49

1

4

3

5

72

18

2

10

4

2

1

10

5

81

11

1

41

5

Corpus

Status
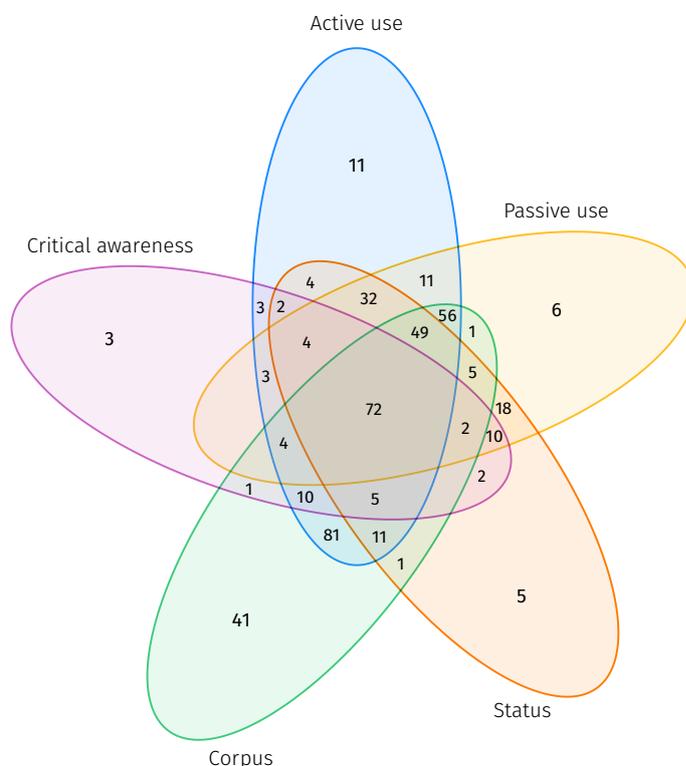
Who are activities for?

Key message

Most activities are intended for youth and adults

Many of the activities are intended for more than one particular group of participants. For example, although 78% of activities were intended for adults up to the age of 65, the same activity could also be for parents and caregivers, whānau, and iwi. The groupings below are therefore inclusive.

Groups activities were developed for

Of the 462 entries about activities that included information about who the activity was intended for, three quarters (75%) were described as being for anyone, 24% for Māori only and 1% for non-Māori only.

Groups of interest

Approximately three-quarters of activities were intended for adults up to the age of 65, and almost two-thirds (64%) were intended for youth up to the age of 25.

A third of activities were intended for parents and caregivers, and 15% were intended for children and toddlers. Combining the activity type and participant data shows that parents and caregivers featured in the top intended audiences for online reo social groups and concerts. Children and toddlers were in the top intended audiences for concerts.

Almost a third (30%) of activities were intended for kaumātua.

TABLE 6
GROUPS OF INTEREST FOR WHOM ACTIVITIES WERE INTENDED

GROUPS OF INTEREST	ASSOCIATED ACTIVITIES	
	n	%
Adults in general (up to 65 years old)	386	78
Adults in general (up to 45 years old)	359	72
Youth (up to 25 years old)	319	64
Parents / caregivers	165	33
Kaumātua	148	30
Secondary school-aged children	102	21
Primary school-aged children	78	16
Children / toddlers	76	15

Across all the groups of interest, only 95 activities were intended for a single group of interest.

Figure 4 shows activities with a focus on younger people and their parents and caregivers. Looking at the activities for parents and caregivers, 66 were intended for parents and caregivers only. Fifty of the activities were for children and toddlers, primary school- and secondary school-aged children, and parents and caregivers. There was relatively little overlap between activities intended for children not yet in school, and those intended for school children.

FIGURE 4
OVERLAP BETWEEN ACTIVITIES FOR YOUNGER GROUPS AND PARENTS/ CAREGIVERS
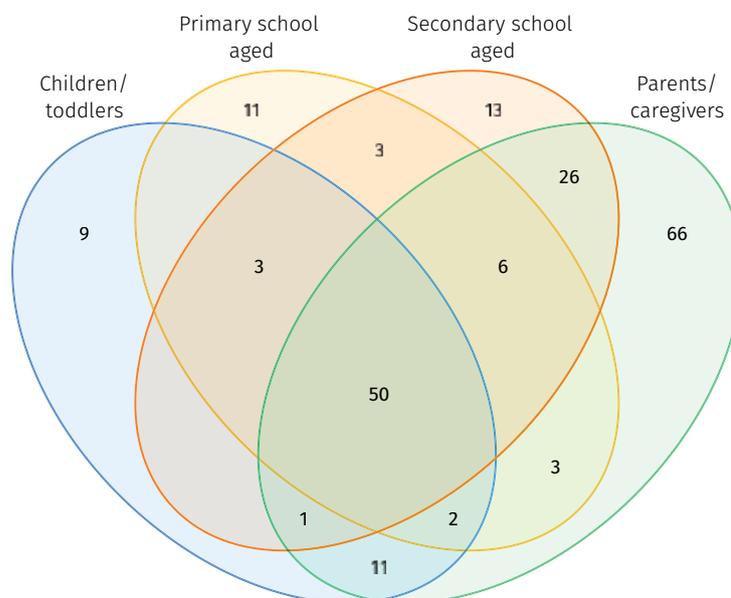
Figure 5 shows activities with a focus on adults. There is a large overlap across the adult groups, 127 of the activities were intended for everyone from youth through to kaumātua. Relatively few of the activities were aimed exclusively at one group.

FIGURE 5
OVERLAP BETWEEN ACTIVITIES FOR GROUPS OF ADULTS
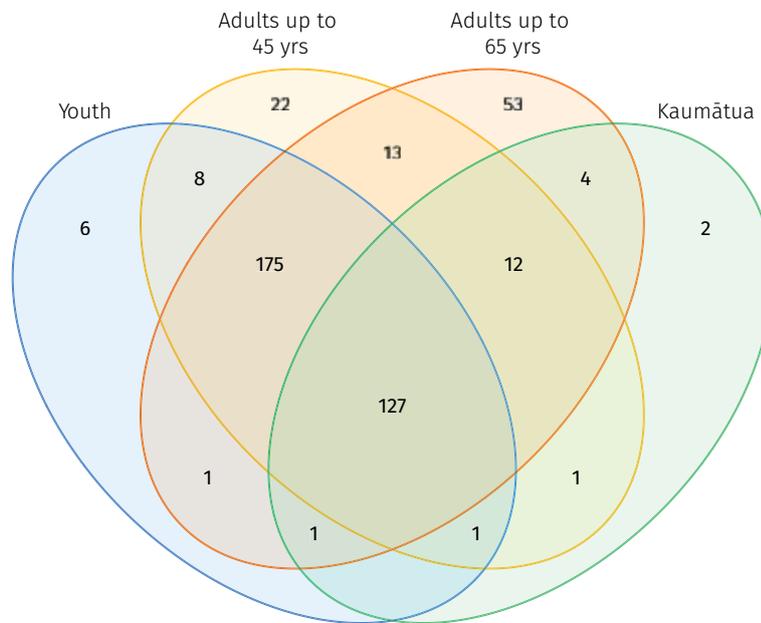
> **Key message**
> Around two-thirds of activities are intended for whānau

Communities

Overall, looking at the communities for whom activities were intended, 61% were intended for whānau, 33% for iwi, and 30% for the local community. Approximately 27% of activities were intended for marae, and 26% for hapū. Only 7% were intended for kaupapa-based communities. Table 8 provides more details about the multiple groups that activities were intended for by type. For example, 83% of language classes were intended for adults up to the age of 65 years, 71% were intended for whānau, and 47% of classes were intended for intermediate speakers of te reo Māori.

TABLE 7
TYPES OF ACTIVITIES WITH TOP INTENDED AUDIENCES

TYPE OF ACTIVITY	GROUP OF INTEREST		COMMUNITY		GROUP OF REO MĀORI SPEAKERS	
		%		%		%
Māori-language class	Adults (up to 65yrs)	83	Whānau	71	Intermediate	47
	Adults (up to 45yrs)	77	Local community	36	Beginners	43
	Youth (up to 25yrs)	70	Marae	32	Confident	22
Reo Māori social group	Adults (up to 65yrs)	67	Whānau	46	All speakers	56
	Adults (up to 45yrs)	53	Local community	35	Intermediate	38
	Parents & caregivers	42	Hapū	24	Beginner	35
			Iwi	24	Confident	33
Wānanga	Adults (up to 65yrs)	76	Iwi	59	Intermediate	47
	Adults (up to 45yrs)	67	Whānau	56	Confident	42
	Youth (up to 25yrs)	60	Hapū	40	Beginners	41
					All speakers	37
Māori-language-planning session	Adults (up to 45yrs)	77	Whānau	79	All speakers	39
	Adults (up to 65yrs)	69	Marae	39	Just starting	33
	Youth (up to 25yrs)	62	Hapū	39	Beginners	29
			Iwi	39	Intermediate	29
Online reo Māori social group	Adults (up to 45yrs)	65	Whānau	65	Just starting	46
	Adults (up to 65yrs)	62	Hapū	35	Beginners	42
	Parents & caregivers	62	Marae	31	All speakers	42
					Confident	31
Festival or event	Adults (up to 45yrs)	66	Whānau	52	All speakers	73
	Youth (up to 25yrs)	61	Iwi	36	Beginners	25
	Adults (up to 65yrs)	61	Marae	34	Just starting	18
Competition	Adults (up to 65yrs)	79	Iwi	61	All speakers	32
	Adults (up to 45yrs)	75	Whānau	21	Confident	11
	Youth (up to 25yrs)	64			Beginners	7
Concert	Parents & caregivers	78	Local community	67	All speakers	67
	Children & toddlers	67	Whānau	56	Just starting	44
	Adults (up to 65yrs)	56	Marae	22	Beginners	44
			Hapū	22	Intermediate	33
			iwi	22		
Religious occasion	Adults (up to 45yrs)	73	Whānau	64	All speakers	46
	Youth (up to 25yrs)	64	Hapū	64	Just starting	46
	Adults (up to 65yrs)	55	Marae	46	Beginners	46
			Iwi	46	Intermediate	36

Te reo Māori speakers

Key message

Around a third of activities are intended for intermediate speakers and/or beginner learners of te reo Māori

Most activities were intended for intermediate speakers and beginner learners. Fewer were intended for fluent and first-language speakers.

TABLE 8

ACTIVITIES ASSOCIATED WITH GROUPS OF REO MĀORI SPEAKERS

GROUPS OF REO MĀORI SPEAKERS	NUMBER AND PERCENTAGE OF ACTIVITIES ASSOCIATED WITH GROUPS OF REO MĀORI SPEAKERS	
	n	%
Speakers at all levels	139	28
People just starting to learn about te reo Māori (who know only a few words or phrases)	96	19
Beginner learners (who know simple/basic things in Māori)	173	35
Intermediate speakers (who can talk about some things in Māori)	184	37
Confident speakers (who can talk about many things in Māori)	108	22
Fluent speakers (who can talk about almost anything in Māori)	56	11
First-language speakers (who grew up speaking te reo Māori)	40	8

Some activities were targeted at people with a particular level of proficiency in te reo Māori.
The figure below shows the overlaps in activities for all groups of reo Māori speakers except for
"speakers at all levels". It shows that 68 activities were intended for intermediate speakers only and
57 for beginner learners only.

FIGURE 6
OVERLAP BETWEEN ACTIVITIES INTENDED FOR GROUPS OF REO MĀORI SPEAKERS
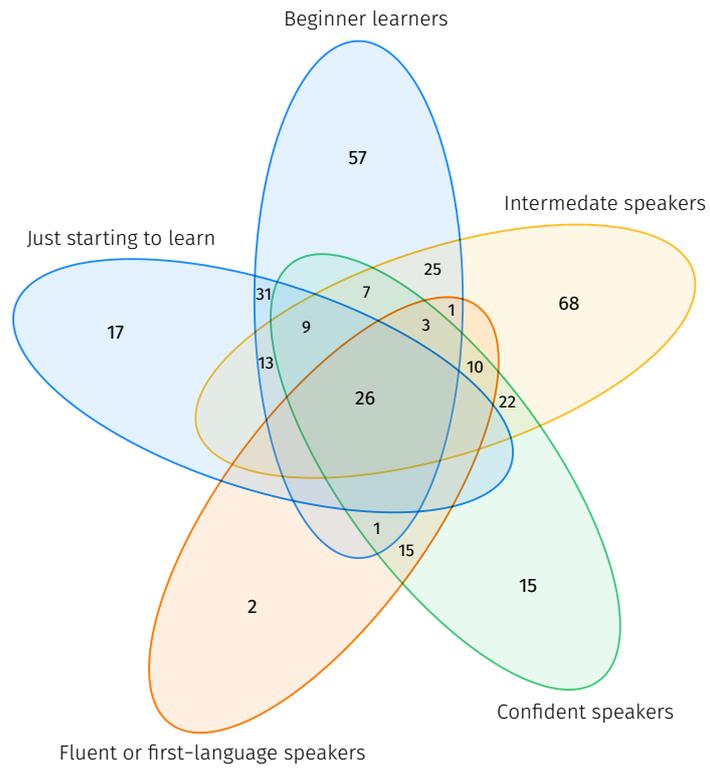
Amount of te reo Māori used during activities

Contributors indicated how much te reo Māori was being used in an activity for a total of 215 activities. Of these, 57 activities occurred in immersion environments where te reo Māori was the only language used. Te reo Māori was mostly used in 74 activities, and for about half the time in 61 activities. Only 23 activities were mostly in English.

FIGURE 7
AMOUNT OF TE REO MĀORI USED IN ACTIVITIES
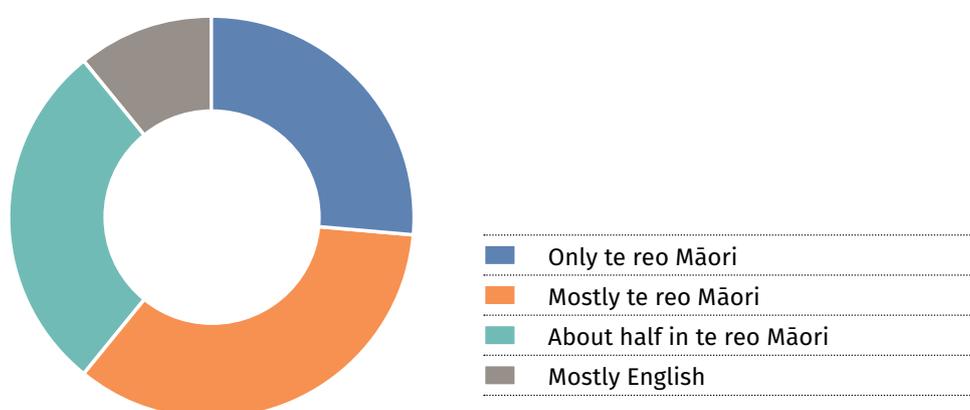
- Only te reo Māori
- Mostly te reo Māori
- About half in te reo Māori
- Mostly English

Instances of immersion

Contributors replied to the question asking whether there were times or instances when people had to only speak te reo Māori during activities for a total of 302 activities. Of these, 257 activities involved instances of immersion where only te reo Māori was spoken. These instances could be for part or all of the activity.

Interesting facts about the most common types of activities

Key message

Some large-scale activities activities are occurring that involve thousands of people

Participants

Contributors were asked how many people participated in activities. Of the 498 reported activities, 240 included information about the number of participants. Of these, half involved 20 participants or more. Additionally:

16 activities were reported as involving
more than 1,000 participants

19 activities reported between
200 and 1,000 participants.

Māori-language classes

Of the 112 entries about Māori-language classes with information about numbers of participants, half involved 10 or more participants. Typical reported Māori-language classes involved between 10 and 99 participants, with each participant involved for between an estimated 12 and 104 hours per year. Contributors were asked roughly how much it cost to run the activity. Of the 49 entries with information about the running costs of Māori-language classes, 17 noted that it cost $1,000 or less to run the class. At the other end of the scale, 16 classes cost more than $10,000 to run. The cost of Māori-language classes ranged from less than $100, to more than $3,000,000.

Wānanga

Of the 78 entries about wānanga with information about numbers of participants, half involved 40 participants or more. Typical reported wānanga involved between 20 and 150 participants, with each participant involved for between an estimated 7 and 84 hours per year. Of the 44 entries with information about running costs of wānanga, 25 noted that the running costs were $20,000 or less. At the other end of the scale, 12 wānanga cost more than $50,000 to run. The cost of wānanga ranged from $100 to more than $3,000,000.

Reo Māori social groups

Of the 66 entries about reo Māori social groups with information about numbers of participants, close to two-thirds involved up to 30 participants. Typical reported reo Māori social groups involved between 6 and 40 participants, with each participant involved for between an estimated 12 and 104 hours per year. Contributors were asked roughly how much it cost to run the activity. Of the 35 entries with information about running costs, 28 cost $5,000 or less to run. At the other end of the scale, 3 reo Māori social groups cost more than $20,000 to run. The cost of reo Māori social groups ranged from less than $100, to up to $250,000.

Māori-language-planning sessions

Of the 35 entries about Māori-language-planning sessions with information about numbers of participants, half involved 30 participants or more. Typical reported Māori-language-planning sessions involved between 20 and 150 participants, with each participant involved for between an estimated 12 and 89 hours per year. Contributors were asked roughly how much it cost to run the activity. Of the 21 entries about running costs, 10 cost $5,000 or less to run. At the other end of the scale, 8 Māori-language-planning sessions cost more than $20,000 to run. The cost of Māori-language-planning sessions ranged from less than $100, to up to $1,000,000.

How are activities funded?

Key message
Most activities rely on funding from organisations.

Organisations have had an important role in supporting Māori-language revitalisation through funding of activities. Contributors provided information about funding for 380 activities. Of these, 78% were funded solely by organisations, 13% by organisations and participants, and 10% by participants alone.
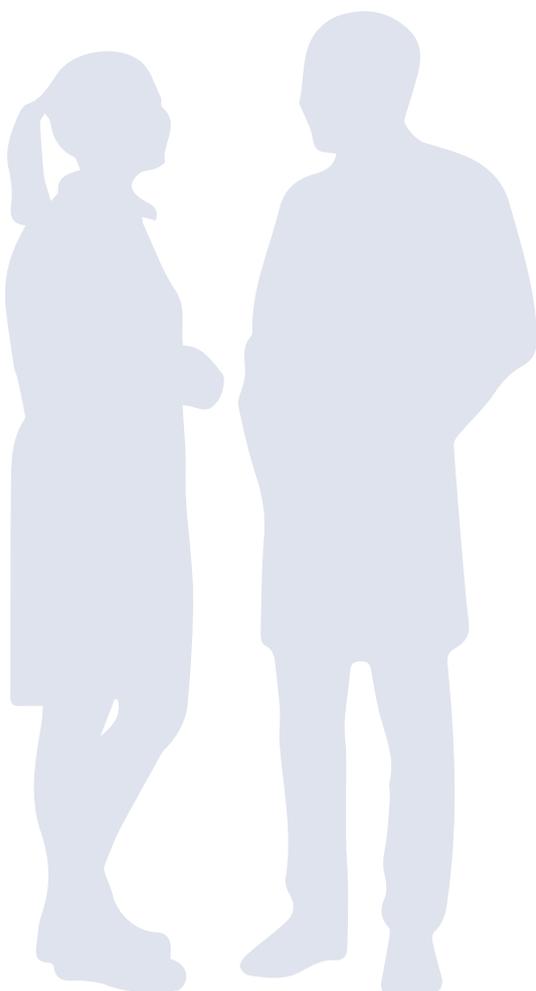
Ngā rauemi
Resources

Of 579 recorded resources produced from 2012 through to 2017, 425 were intended to be used in all seven clusters. Of the remaining 154, a total of 133 were associated with between one and six clusters and 21 had no information about cluster association. Most of the percentages in this section are based on a total of 579 activities. It is clearly signalled where this is not the case.

Key message

Print publications are the most commonly produced resources

What types of resources are produced?

The most commonly produced types of resources were print publications such as books, journals and magazines, and online content and media including blogs, social media apps, and websites. Note that each resource listed is a unique resource with a single "type" description.

TABLE 9
TYPES OF RESOURCES

TYPE OF RESOURCE	n	%
Print publication (book, journal/magazine)	237	41
Online content & media (blogs, social media, apps, websites or webpages/portal)	146	25
Ephemera–Pamphlet, card, sticker etc.	55	10
Periodical	40	7
e-publication–ebook, online magazine/journal	33	6
TV programmes on demand	25	4
Phone app	17	3
Audio sound recording (podcasts, MP3, CD)	14	2
Audio visual (DVD, video files)	3	1
Computer files	3	1
Game / puzzle	2	0
Other	2	0
NA responses	2	0
Total	**579**	**100**

In which clusters are resources used?

Most resources (76%) were intended to be used anywhere, in any of the clusters. Other resources reported were associated with one and up to six other clusters.

TABLE 10

RESOURCES ASSOCIATED WITH CLUSTERS

RESOURCE CLUSTER	RESOURCES ASSOCIATED WITH CLUSTERS	
	n	%
All	425	73
Te Tai Tokerau	20	4
Tainui	25	4
Mātaatua	7	1
Te Arawa	8	1
Te Tai Rāwhiti	14	2
Te Tai Hau-ā-uru	20	4
Te Waipounamu	39	7

What are the main Māori–language revitalisation goals for resources?

Most resources were developed to increase active use of te reo Māori. Note that resources could contribute to multiple Māori-language revitalisation goals

TABLE 11
FOCUS ON MĀORI-LANGUAGE REVITALISATION GOALS

MĀORI-LANGUAGE REVITALISATION GOALS	ACTIVITIES ASSOCIATED WITH GOALS	
	n	%
Increase active use of te reo Māori (Speaking or writing—active use)	419	72
To increase exposure to te reo Māori (Listening, reading—passive use)	317	55
To extend knowledge of words, karakia, waiata, phrases (Corpus)	299	52
To improve peoples' ability to use te reo Māori (Acquisition)	238	41
To increase awareness about Māori-language revitalisation and the importance of language planning, i.e., restore vitality to the language (Critical awareness)	156	27
To raise the mana of te reo Māori (Status)	100	17

Most (85%) of the resources contributed to two or more Māori-language revitalisation goals.

The Māori-language revitalisation goal of acquisition overlaps nearly all of the goals. Because of this, the figure below does not include the acquisition goal. For example, the 46 resources shown with a sole focus on corpus in reality also have a focus on acquisition. The extent to which all five goals were selected is shown by the central overlap of 26 activities. Another interesting example is the 111 resources with a dual focus on corpus and active use.

FIGURE 8
OVERLAP BETWEEN MĀORI-LANGUAGE REVITALISATION FOCUSES OF RESOURCES
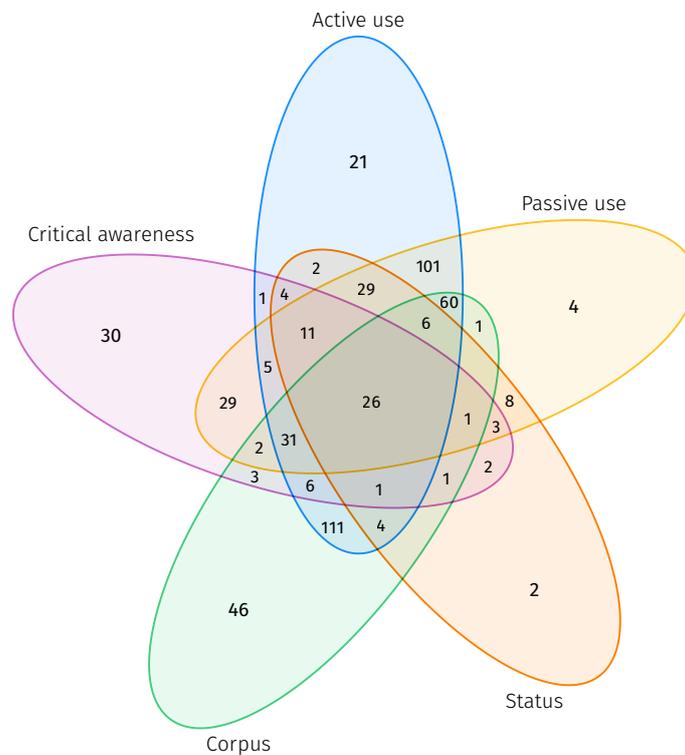
Who are resources for?

Many of the resources were intended for more than one particular group. Contributors could indicate all groups that resources were intended for. For example, although 55% of resources were intended for primary school-aged children, the same resource could also be for whānau and beginner learners. The groupings below are therefore inclusive.

Groups of interest

Key message

More than half the resources were for primary school–aged children and parents and caregivers

More than half of the resources were intended for primary school-aged children and parents and caregivers. Parents and caregivers were most likely to be in the top three intended audiences for print publications and ephemera such as pamphlets, cards, and stickers. Primary school-aged children were most likely to be in the top three intended audiences for print publications, ephemera such as pamphlets, cards, and stickers, and e-publications such as e-books.

TABLE 12
GROUPS FOR WHOM THE RESOURCE WAS INTENDED

GROUPS OF INTEREST	RESOURCES	
	n	%
Primary school-aged children	315	54
Parents / caregivers	305	53
Adults in general (up to 45 years old)	237	41
Adults in general (up to 65 years old)	233	40
Children / toddlers	228	39
Youth (up to 25 years old)	188	33
Secondary school-aged children	146	25
Kaumātua	67	12

Figure 9 shows resources intended for younger people and their parents and caregivers. The figure shows that 50 resources were intended for secondary school children alone, and 21 resources were for children and toddlers, primary school and secondary school-aged children, and parents and caregivers.

FIGURE 9

OVERLAP BETWEEN RESOURCES FOR YOUNGER GROUPS AND PARENTS/CAREGIVERS
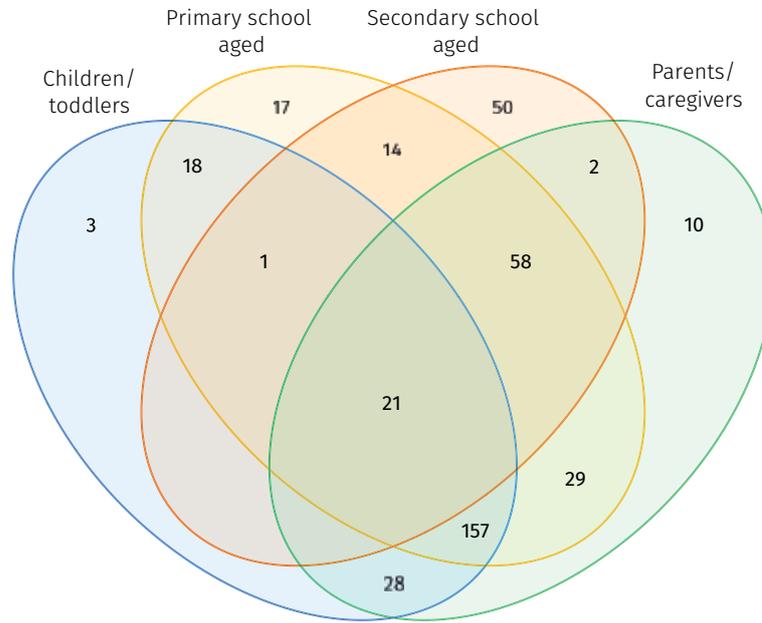
Figure 10 shows resources with a focus on adults. There is a large overlap of 131 resources that were intended for youth and adults below the age of 65 years old. Few resources were aimed exclusively at one group.

FIGURE 10

OVERLAP BETWEEN RESOURCES FOR GROUPS OF ADULTS
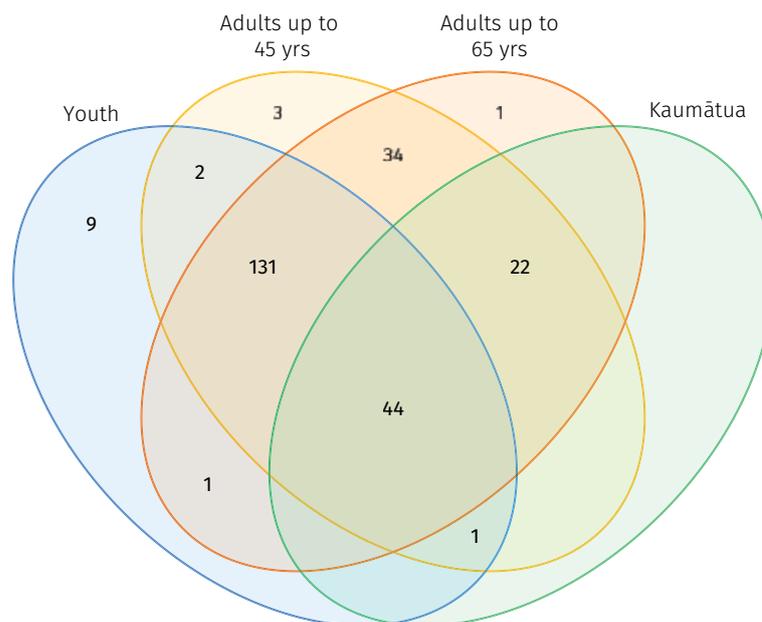
Groups resources were developed for

Of the 519 entries about resources that included information about who the resource was developed for, 84% of resources were described as being for anyone, and 16% for Māori only. Only two resources were developed for non-Māori only.

Key message

Most resources are intended for whānau

Communities

Looking at the types of communities resources were intended for, 80% were intended for whānau, 14% for iwi and 5% for hapū, and 4% for marae. Only 4% were intended for the local community and 1% for kaupapa-based communities.

Te reo Māori speakers

Key message

Many resources are intended for beginner learners and intermediate speakers of te reo Māori

Many resources were intended for beginner learners and intermediate speakers. Fewer were intended for "all speakers" and first-language speakers.

TABLE 13
RESOURCES ASSOCIATED WITH GROUPS OF REO MĀORI SPEAKERS

GROUPS OF REO MĀORI SPEAKERS	RESOURCES ASSOCIATED WITH GROUPS OF REO MĀORI SPEAKERS	
	n	%
Beginner learners (who know simple/basic things in Māori)	238	41
Intermediate speakers (who can talk about some things in Māori)	220	38
Confident speakers (who can talk about many things in Māori)	154	27
People just starting to learn about te reo Māori (who know only a few words or phrases)	140	24
Fluent speakers (who can talk about almost anything in Māori)	139	24
Speakers at all levels	109	19
First-language speakers (who grew up speaking te reo Māori)	98	17

Some resources were targeted at people with a particular level of proficiency in te reo Māori. The figure below shows the overlaps in activities for all groups of reo Māori speakers except for "speakers at all levels". It shows that 79 resources were intended for beginner learners only. Interestingly, 103 resources were intended for either intermediate, confident, fluent and/or first-language speakers.

FIGURE 11
OVERLAP BETWEEN RESOURCES INTENDED FOR GROUPS OF REO MĀORI SPEAKERS
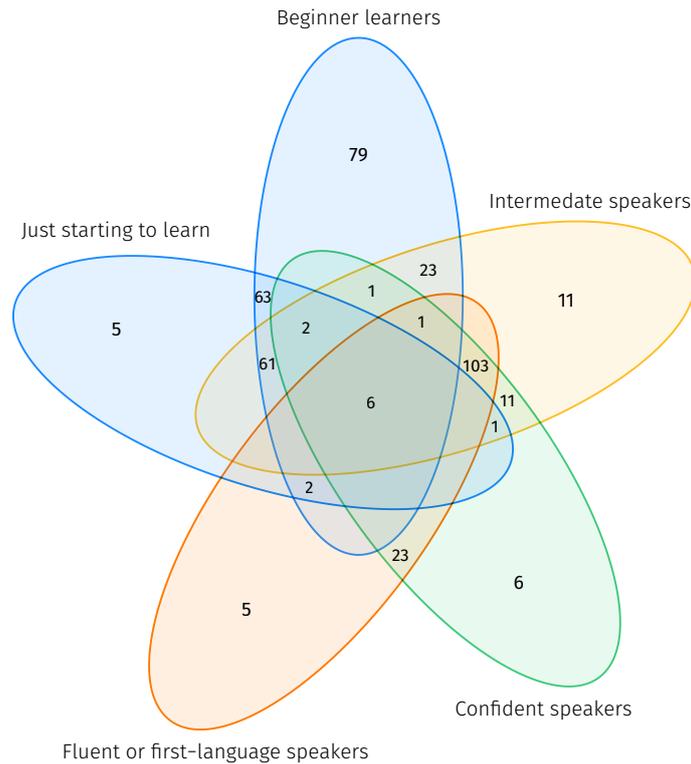
Interesting facts about the most common types of resources

Print publication (book, journal/magazine): The cost of print publications ranged from less than $100, to up to $250,000. Half of the print publications cost an estimated $15,000 or less to produce.

Online content & media: The cost of online content and media resources ranged from less than $100, to up to $1,000,000. Half of the online content and media resources cost an estimated $9,000 or less to produce.

Ephemera: The cost of ephemera ranged from $100 or more, to up to $50,000. Half of the ephemera resources cost an estimated $750 or less to produce.

How are resources funded?

Key message

Resource production relies on funding from organisations

Organisations have had an essential role in supporting Māori-language revitalisation through funding of resources. Contributors provided information about funding for 504 resources. Of these, 99% were funded solely by organisations.

Ngā pūrongo ā–kāhui
Cluster reports

The following section provides short reports about Māori-language revitalisation activities associated with seven clusters: Te Tai Tokerau, Tainui, Mātaatua, Te Arawa, Te Tai Rāwhiti, Te Tai Hau-ā-uru, and Te Waipounamu in 2016 and 2017. These are snapshots that include activities reported for the clusters, and the main focus of activities overall. They also show which Māori-language revitalisation goals the activities in each cluster contributed to, and the intended participants.

Note that an activity might have been described as an activity or a group of activities. For example an activity could be a Māori-language class or it could be a Māori-language class and a wānanga.

Only the number and type of resources are reported by cluster here. The majority of resources were intended to be used in every cluster and are described in more detail earlier in this report.
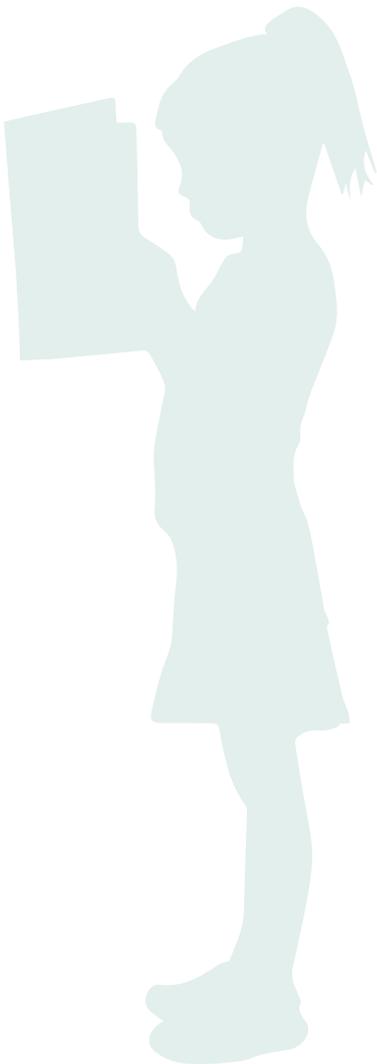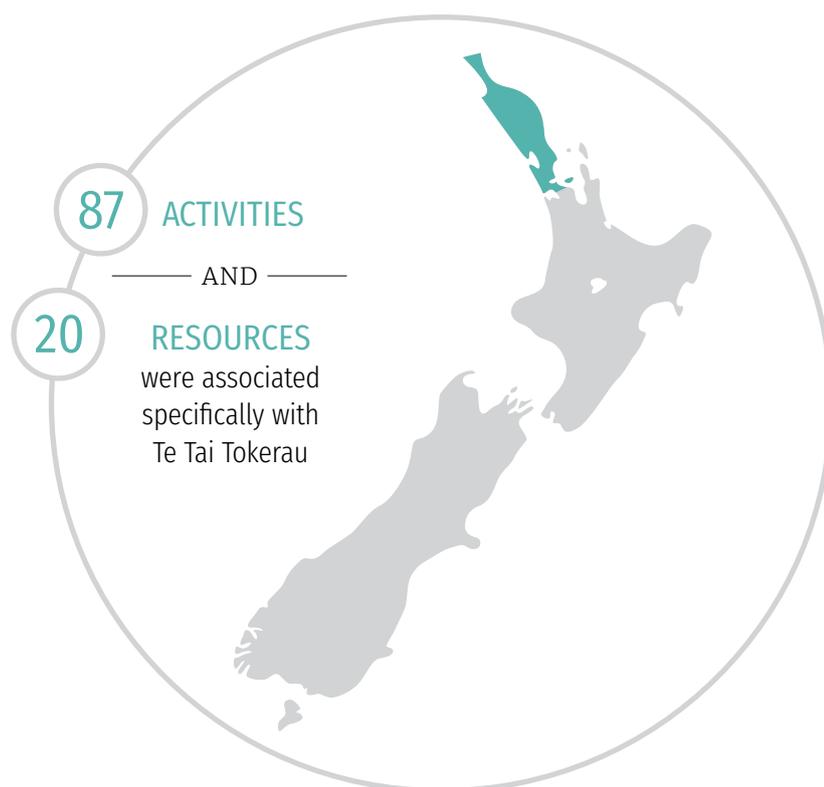
87 ACTIVITIES

— AND —

20 RESOURCES
were associated
specifically with
Te Tai Tokerau

Te Tai Tokerau

Te Aupōuri, Ngāti Kahu, Ngāti Hine, Ngāti Kuri, Ngāpuhi, Ngāpuhi ki
Whaingaroa–Ngāti Kahu ki Whaingaroa, Te Rarawa, Ngāi Takoto,
Ngāti Wai, Ngāti Whātua, Te Kawerau ā Maki, Te Uri-o-Hau, Ngāti Rehua
(Great Barrier Island), Ngāti Manuhiri, Ngāti Whātua o Kaipara,
Ngāti Whātua o Ōrākei, Te Roroa

Ngā kaupapa
Activities

Contributors classified the 87 unique activities into one or more types. The three most common types of activities associated with Te Tai Tokerau were Māori-language classes, wānanga, and reo Māori social groups.

TABLE 14
ALL ACTIVITIES ASSOCIATED WITH TE TAI TOKERAU

TYPE OF ACTIVITY	ASSOCIATED SPECIFICALLY WITH TE TAI TOKERAU[2]	ASSOCIATED WITH EVERY CLUSTER INCLUDING TE TAI TOKERAU	ALL ACTIVITIES ASSOCIATED WITH TE TAI TOKERAU
	n	*n*	*N*
Māori-language classes	48	71	119
Wānanga	18	14	32
Reo Māori social groups	16	13	29
Māori-language-planning session	9	10	19
Festival or event	9	6	15
A reo Māori social group (online)	4	9	13
Competition	3	3	6
Concert	2	2	4
Religious occasion	1	2	3

Note that the numbers in Table 14 do not add to 87 because activities could be classified into one or *more* types and therefore counted in one or *more* rows.

Te aronga nui o ngā kaupapa
Main focus of activities

Of all reported activities associated specifically with Te Tai Tokerau, 82% had a primary focus on te reo Māori. Te reo Māori was being revitalised through use in contexts such as the home, wānanga, waiata, performing arts (e.g., kapa haka), contributing to the corpus (e.g., extending knowledge about words, dialect), and physical activities (e.g., hīkoi). To a lesser extent it was also being revitalised through contexts such as the environment (e.g., kaitiakitanga, recycling) mau rākau, and sport. Note that activities could have more than one focus.

Te aronga ki te whakarauora i te reo Māori
Māori-language revitalisation focus

Many of the activities reported in Te Tai Tokerau were intended to help people learn te reo Māori and extend knowledge of, for example words, karakia, waiata, and phrases. Note that activities could contribute to multiple Māori-language revitalisation goals.

---

2 Activities associated with Te Tai Tokerau could also be associated with some but not all other clusters.

TABLE 15
MAIN MĀORI-LANGUAGE REVITALISATION GOALS OF ACTIVITIES

MĀORI LANGUAGE REVITALISATION GOAL	ACTIVITIES ASSOCIATED SPECIFICALLY WITH TE TAI TOKERAU	
	n	%
To improve peoples' ability to use te reo Māori (Acquisition)	67	77
To extend knowledge of words, karakia, waiata, phrases (Corpus)	61	70
Increase active use of te reo Māori (Speaking or writing—active use)	49	56
To raise the mana of te reo Māori (Status)	46	53
To increase exposure to te reo Māori (Listening, reading—passive use)	44	51
To increase awareness about Māori-language revitalisation and the importance of language planning, i.e., restore vitality to the language (Critical awareness)	22	25

Contributors supplied information about "whether there were times when only te reo Māori was used during an activity" for a total of the 57 activities. Of these, 50 activities involved full-immersion situations.

Te hunga whai wāhi atu
Participants

Many activities were intended for more than one particular group of participants.

- Around three-quarters of the activities associated specifically with Te Tai Tokerau were intended for adults up to the age of 65.

- 32% of activities were intended for parents and caregivers and 10% for children and toddlers.

- More than half (55%) of activities were intended for whānau.

Activities in Te Tai Tokerau tended to focus on speakers at all levels, beginner learners, and intermediate speakers. A smaller number of activities focused on fluent and first-language speakers.

Ngā rauemi
Resources

TABLE 16
TYPES OF RESOURCES ASSOCIATED WITH TE TAI TOKERAU

RESOURCES	RESOURCES ASSOCIATED SPECIFICALLY WITH TE TAI TOKERAU	
	n	%
Online content	9	45
Ephemera	3	15
Periodical	3	15
Computer files	2	10
Other	1	5
Print publication	1	5
e-publication	1	5

Note that each resource listed is unique with a single "type" description.
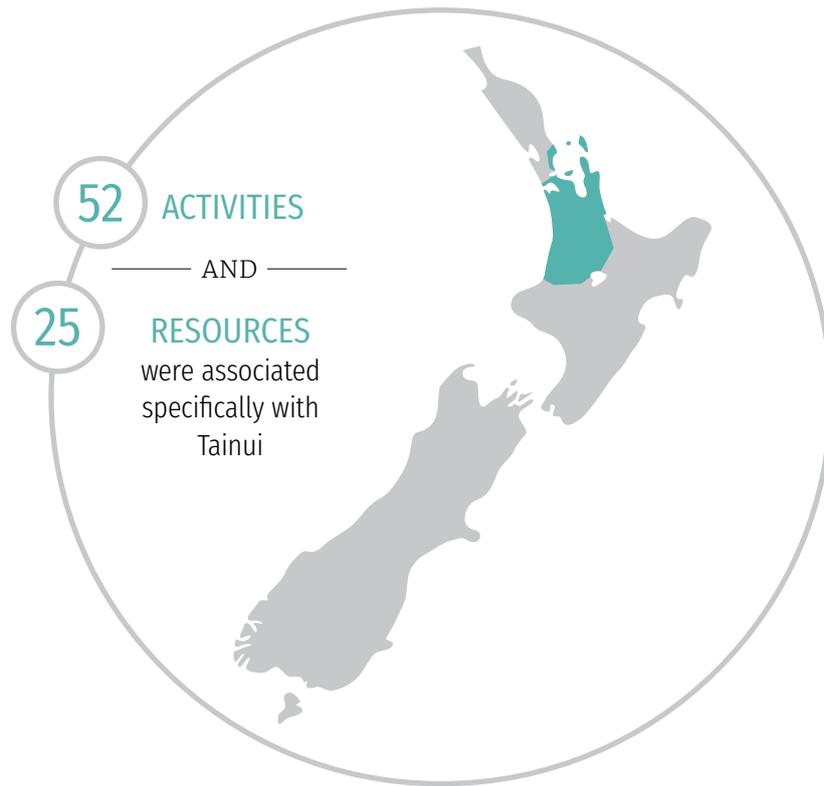
52 ACTIVITIES

— AND —

25 RESOURCES
were associated
specifically with
Tainui

Tainui

Te Ākitai Waiohua, Ngāti Tamaoho, Ngāti Hako, Ngāti Hei, Ngāti Maru (Hauraki), Ngāti Paoa, Patukirikiri, Ngāti Porou ki Harataunga ki Mataora, Ngāti Pūkenga ki Waiau, Ngāti Rāhiri Tumutumu, Ngāi Tai (Hauraki), Ngāti Tamaterā, Ngāti Tara Tokanui, Ngāti Hineuru, Ngāti Te Ata, Ngāti Whanaunga, Ngāti Haua (Waikato), Ngāti Maniapoto, Ngāti Raukawa (Waikato), Pouākani, Ngāti Koroki Kahukura, Waikato

Ngā kaupapa
Activities

Contributors classified the 52 unique activities into one or more types. The three most common activities associated with Tainui were Māori-language classes, wānanga, and Māori-language-planning sessions.

TABLE 17
ALL ACTIVITIES ASSOCIATED WITH TAINUI

TYPE OF ACTIVITY	ASSOCIATED SEPCIFICALLY WITH TAINUI[3]	ASSOCIATED WITH EVERY CLUSTER INCLUDING TAINUI	ALL ACTIVITIES ASSOCIATED WITH TAINUI
	n	*n*	*N*
Māori-language classes	24	71	95
Wānanga	19	14	33
Māori-language-planning sessions	10	10	20
A reo Māori social group	6	13	19
Festival or event	6	6	12
Competition	3	3	6
A reo Māori social group (online)	2	9	11
Concert	0	2	2
Religious occasion	0	2	2

Note that the numbers in Table 17 do not add to 52 because activities could be classified into one or more types and therefore counted in one or more rows.

Te aronga nui o ngā kaupapa
Main focus of activities

Most (87%) of all of the reported activities associated specifically with Tainui had a primary focus on te reo Māori. Te reo Māori was being revitalised through use in contexts such as wānanga, waiata, and the home. To a lesser extent it was also being revitalised through performing arts (e.g., kapa haka), physical activities (e.g., hīkoi), or contributing to the corpus (e.g., extending knowledge about words, dialect), mau rākau, the environment (e.g., kaitiakitanga, recycling) and sport. Note that activities could have more than one focus.

Te aronga ki te whakarauora i te reo Māori
Māori-language revitalisation focus

Most activities reported in Tainui were intended to help people actively use te reo Māori, learn te reo Māori, and contribute to the corpus. Note that activities could contribute to multiple Māori-language revitalisation goals.

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3 Activities associated with Tainui could also be associated with some but not all other clusters.

TABLE 18
MAIN MĀORI-LANGUAGE REVITALISATION GOALS OF ACTIVITIES

MĀORI LANGUAGE REVITALISATION GOAL	ACTIVITIES ASSOCIATED SPECIFICALLY WITH TAINUI	
	n	*%*
Increase active use of te reo Māori (Speaking or writing—active use)	38	73
To improve peoples' ability to use te reo Māori (Acquisition)	35	67
To extend knowledge of words, karakia, waiata, phrases (Corpus)	31	60
To raise the mana of te reo Māori (Status)	33	64
To increase exposure to te reo Māori (Listening, reading—passive use)	32	62
To increase awareness about Māori-language revitalisation and theimportance of language planning, i.e., restore vitality to the language (Critical awareness)	19	37

Contributors supplied information about "whether there were times when only te reo Māori was used during an activity" for a total of the 39 activities. Of these, 33 activities involved full-immersion situations.

Te hunga whai wāhi atu
Participants

Many activities were intended for more than one particular group of participants.

- Around three-quarters of the activities associated specifically with Tainui were intended for adults up to the age of 45.
- 52% of activities were intended for kaumātua.
- 48% of activities were intended for parents and caregivers, and 23% for children and toddlers.
- Almost two-thirds (52%) of activities were intended for whānau.

Activities in Tainui tended to focus on beginner learners, confident speakers, and intermediate speakers. A smaller number of activities focused on fluent speakers, people just starting to learn about te reo Māori, and first-language speakers.

Ngā rauemi
Resources

TABLE 19
TYPES OF RESOURCES ASSOCIATED WITH TAINUI

RESOURCES	RESOURCES ASSOCIATED SPECIFICALLY WITH TAINUI	
	n	*%*
e-publication	12	48
Periodical	6	24
Print publication	4	16
Sound recording	2	8
Online content	1	4

Note that each resource listed is unique with a single "type" description.
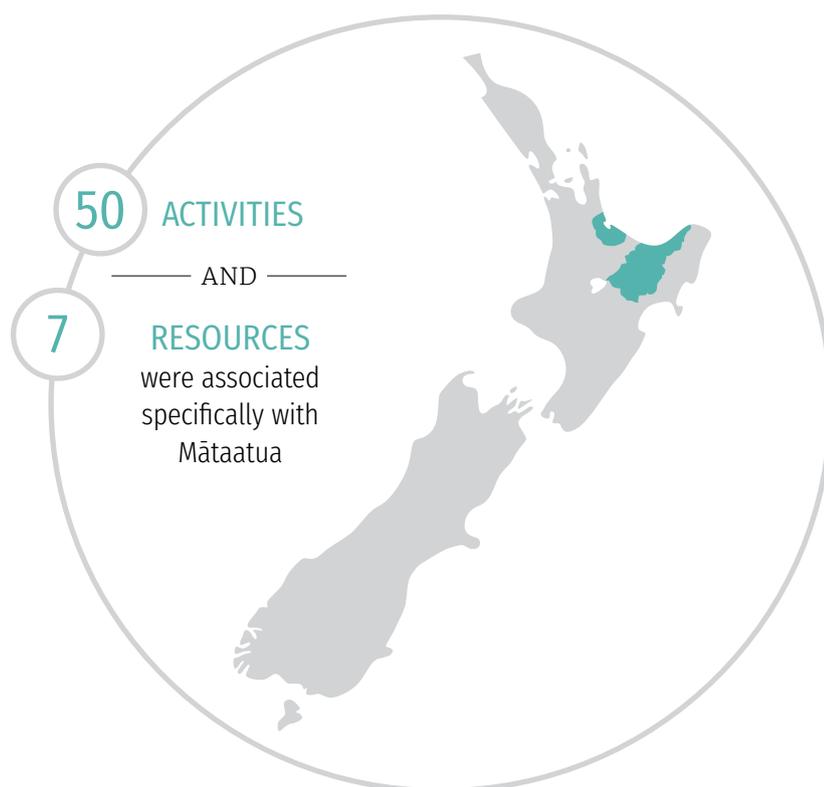
50 ACTIVITIES

AND

7 RESOURCES
were associated
specifically with
Mātaatua

Mātaatua

Ngāti Pūkenga, Ngāi Te Rangi, Ngāti Ranginui, Ngāti Awa, Ngāti Manawa,
Ngāi Tai (Bay of Plenty), Tūhoe, Whakatōhea, Te Whānau-a-Apanui,
Ngāti Ruapani ki Waikaremoana, Ngāti Whare

Ngā kaupapa
Activities

Contributors classified the 50 unique activities into one or more types. The three most common activities associated with Mātaatua were Māori-language classes, wānanga, and reo Māori social groups.

TABLE 20
ALL ACTIVITIES ASSOCIATED WITH MĀTAATUA

TYPE OF ACTIVITY	ASSOCIATED SEPCIFICALLY WITH MĀTAATUA[4]	ASSOCIATED WITH EVERY CLUSTER INCLUDING MĀTAATUA	ALL ACTIVITIES ASSOCIATED WITH MĀTAATUA
	n	*n*	*N*
Māori-language classes	23	71	94
Wānanga	13	14	27
Festival or event	9	6	15
A reo Māori social group	8	13	21
Māori-language-planning session	7	10	17
Competition	4	3	7
Religious occasion	4	2	6
A reo Māori social group (online)	2	9	11
Concert	1	2	3

Note that the numbers in Table 20 do not add to 50 because activities could be classified into one or more types and therefore counted in one or more rows.

Te aronga nui o ngā kaupapa
Main focus of activities

Most of the reported activities associated specifically with Mātaatua (85%) had a primary focus on te reo Māori. Te reo Māori was being revitalised through use in contexts such as wānanga, waiata and performing arts (e.g., kapa haka). To a lesser extent it was also being revitalised through using te reo Māori at home, physical activities (e.g., hīkoi), contributing to the corpus (e.g., extending knowledge about words, dialect), mau rākau, sport and the environment (e.g., kaitiakitanga, recycling). Note that activities could have more than one focus.

Te aronga ki te whakarauora i te reo Māori
Māori–language revitalisation focus

Most activities reported in Mātaatua were intended to help people actively use te reo Māori and learn te reo Māori. Note that activities could contribute to multiple Māori-language revitalisation goals.

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4 Activities associated with Mātaatua could also be associated with some but not all other clusters.

TABLE 21
MAIN MĀORI-LANGUAGE REVITALISATION GOALS OF ACTIVITIES

MĀORI LANGUAGE REVITALISATION GOAL	ACTIVITIES ASSOCIATED SPECIFICALLY WITH MĀTAATUA	
	n	*%*
Increase active use of te reo Māori (Speaking or writing—active use)	39	78
To improve peoples' ability to use te reo Māori (Acquisition)	36	72
To increase exposure to te reo Māori (Listening, reading—passive use)	36	72
To extend knowledge of words, karakia, waiata, phrases (Corpus)	49	70
To raise the mana of te reo Māori (Status)	33	47
To increase awareness about Māori-language revitalisation and the importance of language planning, i.e., restore vitality to the language (Critical awareness)	24	34

Contributors supplied information about "whether there were times when only te reo Māori was used during an activity" for a total of the 32 activities. Of these, 28 activities involved full-immersion situations.

Te hunga whai wāhi atu
Participants

Many activities were intended for more than one particular group of participants.

- Most (86%) of the activities associated specifically with Mātaatua were intended for adults up to the age of 65.

- 54% of activities were intended for parents and caregivers, and 26% for children and toddlers.

- Nearly two-thirds (60%) of activities were intended for whānau.

Activities in Mātaatua tended to focus on speakers at all levels, beginner learners, intermediate speakers, confident speakers, and people just starting to learn about te reo Māori. A smaller number of activities focused on fluent and first-language speakers.

Ngā rauemi
Resources

TABLE 22
TYPES OF RESOURCES ASSOCIATED WITH MĀTAATUA

RESOURCES	RESOURCES ASSOCIATED SPECIFICALLY WITH MĀTAATUA	
	n	*%*
Print publication	3	43
Online content	2	29
Periodical	1	14
Not specified	1	14

Note that each resource listed is unique with a single "type" description.
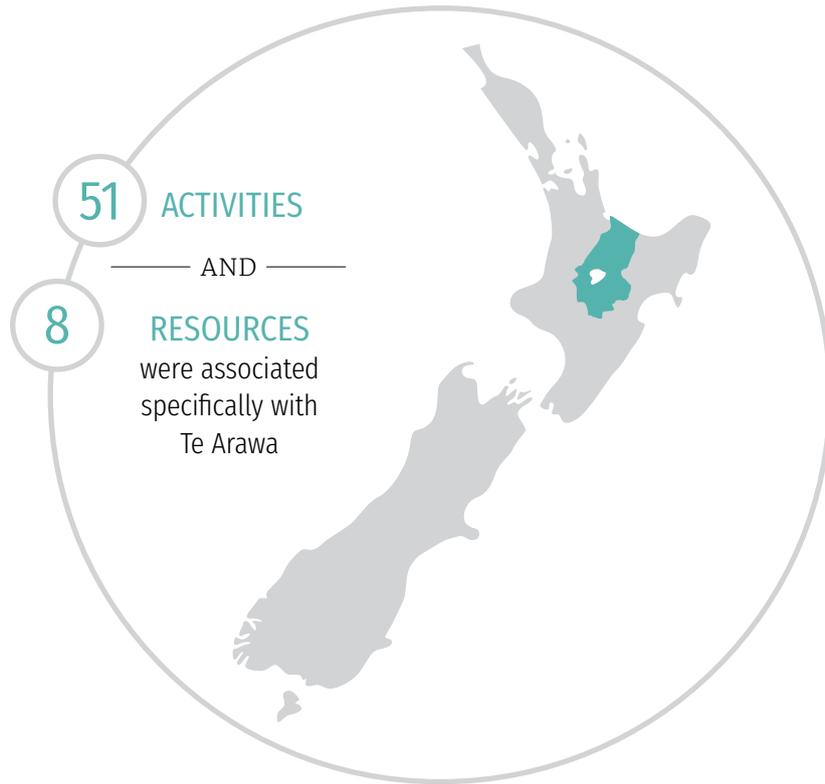
51 ACTIVITIES

AND

8 RESOURCES
were associated
specifically with
Te Arawa

Te Arawa

Ngāti Pikiao (Te Arawa), Ngāti Rangiteaorere (Te Arawa), Ngāti Rangitihi
(Te Arawa), Ngāti Rangiwewehi (Te Arawa), Tapuika (Te Arawa),
Tarāwhai (Te Arawa), Tūhourangi (Te Arawa), Uenuku-Kōpako
(Te Arawa), Waitaha (Te Arawa), Ngāti Whakaue (Te Arawa),
Ngāti Tūwharetoa, Ngāti Mākino (Te Arawa), Ngāti Tūwharetoa ki
Kawerau (Bay of Plenty), Ngāti Tūrangitukua, Ngāti Kearoa/Ngāti Tuara,
Ngāti Rongomai, Ngāti Tahu–Ngāti Whaoa (Te Arawa)

Ngā kaupapa
Activities

Contributors classified the 51 unique activities into one or more types. The three most common activities associated with Te Arawa were Māori-language classes, wānanga, and Māori-language-planning sessions.

TABLE 23
ALL ACTIVITIES ASSOCIATED WITH TE ARAWA

TYPE OF ACTIVITY	ASSOCIATED SEPCIFICALLY WITH TE ARAWA[5]	ASSOCIATED WITH EVERY CLUSTER INCLUDING TE ARAWA	ALL ACTIVITIES ASSOCIATED WITH TE ARAWA
	n	*n*	*N*
Māori-language classes	25	71	96
Wānanga	15	14	29
A reo Māori social group	9	13	22
Festival or event	9	6	15
A reo Māori social group (online)	4	9	13
Religious occasion	4	2	6
Competition	3	3	6
Concert	0	2	2

Note that the numbers in Table 23 do not add to 51 because activities could be classified into one or more types and therefore counted in one or more rows.

Te aronga nui o ngā kaupapa
Main focus of activities

Most (80%) of the reported activities associated specifically with Te Arawa had a primary focus on te reo Māori. Te reo Māori was being revitalised through use in contexts such as waiata, wānanga, performing arts (e.g., kapa haka), and the home. To a lesser extent it was also being revitalised through physical activities (e.g., hīkoi), contributing to the corpus (e.g., extending knowledge about words, dialect), mau rākau, the environment (e.g., kaitiakitanga, recycling) and sport. Note that activities could have more than one focus.

Te aronga ki te whakarauora i te reo Māori
Māori-language revitalisation focus

Most activities reported in Te Arawa were intended to help people actively use te reo Māori and learn te reo Māori. Note that activities could contribute to multiple Māori-language revitalisation goals.

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5 Activities associated with Te Arawa could also be associated with some but not all other clusters.

TABLE 24
MAIN MĀORI-LANGUAGE REVITALISATION GOALS OF ACTIVITIES

MĀORI LANGUAGE REVITALISATION GOAL	ACTIVITIES ASSOCIATED SPECIFICALLY WITH TE ARAWA	
	n	%
Increase active use of te reo Māori (Speaking or writing—active use)	41	80
To improve peoples' ability to use te reo Māori (Acquisition)	37	73
To increase exposure to te reo Māori (Listening, reading—passive use)	36	71
To extend knowledge of words, karakia, waiata, phrases (Corpus)	31	61
To raise the mana of te reo Māori (Status)	30	59
To increase awareness about Māori-language revitalisation and the importance of language planning, i.e., restore vitality to the language (Critical awareness)	17	33

Contributors supplied information about "whether there were times when only te reo Māori was used during an activity" for a total of the 33 activities. Of these, 28 activities involved full-immersion situations.

Te hunga whai wāhi atu
Participants

Many activities were intended for more than one particular group of participants.

-   Most (84%) of the activities associated specifically with Te Arawa were intended for adults up to the age of 65, and 53% of activities were intended for kaumātua.

-   55% of activities were intended for parents and caregivers and 26% for children and toddlers.

-   Nearly two-thirds (61%) of activities were intended for whānau.

Activities in Te Arawa tended to focus on speakers at all levels, beginner learners, intermediate speakers, confident speakers, and people just starting to learn about te reo Māori. A smaller number of activities focused on fluent and first-language speakers.

Ngā rauemi
Resources

TABLE 25
TYPES OF RESOURCES ASSOCIATED WITH TE ARAWA

RESOURCES	RESOURCES ASSOCIATED SPECIFICALLY WITH TE ARAWA	
	n	%
Online content	3	38
Print publication	3	38
Periodical	1	13
Not specified	1	13

Note that each resource listed is unique with a single "type" description.
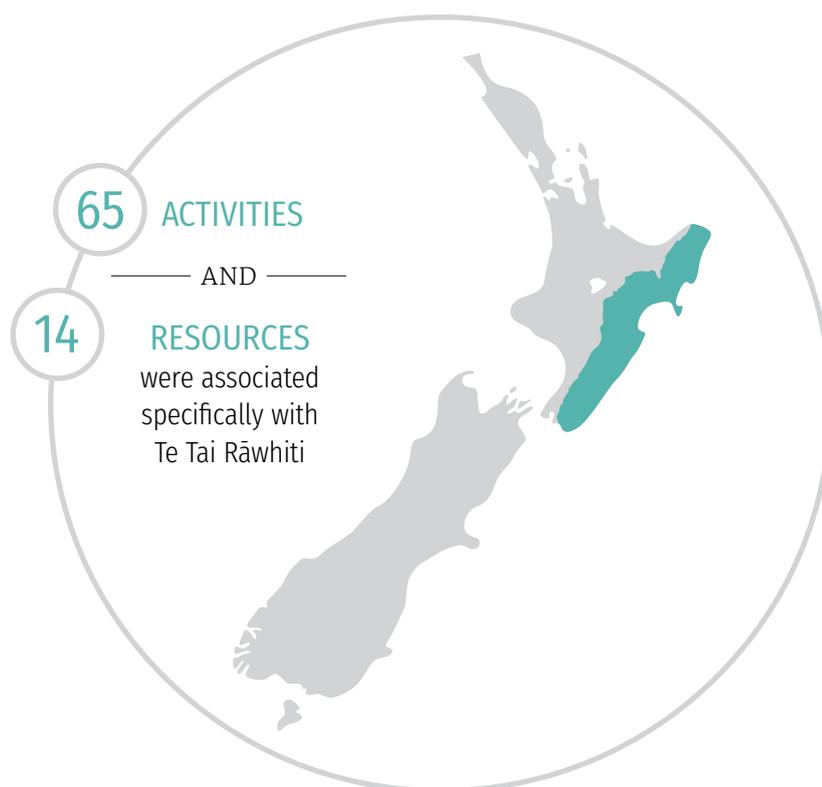
65 ACTIVITIES

— AND —

14 RESOURCES
were associated
specifically with
Te Tai Rāwhiti

Te Tai Rāwhiti

Ngāti Porou, Te Aitanga-a-Māhaki, Rongowhakaata, Ngāi Tāmanuhiri,
Rongomaiwahine, Ngāti Kahungunu, Rangitāne (Dannevirke,
Hawke's Bay, and Wairarapa), Ngāti Pāhauwera, Mana Ahuriri,
Maungaharuru-Tangitū, Heretaunga Tamatea, Ngāti Rākaipaaka

Ngā kaupapa
Activities

Contributors classified the 65 unique activities into one or more types. The three most common activities associated with Te Tai Rāwhiti were Māori-language classes, wānanga, and Māori-language-planning sessions.

TABLE 26
ALL ACTIVITIES ASSOCIATED WITH TE TAI RĀWHITI

TYPE OF ACTIVITY	ASSOCIATED SEPCIFICALLY WITH TE TAI RĀWHITI[6]	ASSOCIATED WITH EVERY CLUSTER INCLUDING TE TAI RĀWHITI	ALL ACTIVITIES ASSOCIATED WITH TE TAI RĀWHITI
	n	*n*	*N*
Māori-language classes	41	71	112
Wānanga	11	14	25
Māori-language-planning sessions	6	10	16
Competition	5	3	8
Festival or event	5	6	11
A reo Māori social group (online)	2	9	11
Concert	1	2	3
A reo Māori social group	0	13	13
Religious occasion	0	2	2

Note that the numbers in Table 26 do not add to 65 because activities could be classified into one or more types and therefore counted in one or more rows.

Te aronga nui o ngā kaupapa
Main focus of activities

Most (86%) of the reported activities associated specifically with Te Tai Rāwhiti had a primary focus on te reo Māori. Te reo Māori was being revitalised through use in contexts such as the home, performing arts (e.g., kapa haka), wānanga, and waiata. To a lesser extent it was also being revitalised through physical activities (e.g., hīkoi), the environment (e.g., kaitiakitanga, recycling), contributing to the corpus (e.g., extending knowledge about words, dialect), sport, and mau rākau.

Note that activities could have more than one focus.

Te aronga ki te whakarauora i te reo Māori
Māori-language revitalisation focus

Most activities reported in Te Tai Rāwhiti were intended to help people use te reo Māori passively and actively, and to learn te reo Māori. Note that activities could contribute to multiple Māori-language revitalisation goals.

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6 Activities associated with Te Tai Rāwhiti could also be associated with some but not all other clusters.

TABLE 27
MAIN MĀORI-LANGUAGE REVITALISATION GOALS OF ACTIVITIES

MĀORI LANGUAGE REVITALISATION GOAL	ACTIVITIES ASSOCIATED SPECIFICALLY WITH TE TAI RĀWHITI	
	n	%
To increase exposure to te reo Māori (Listening, reading—passive use)	52	80
Increase active use of te reo Māori (Speaking or writing—active use)	49	75
To improve peoples' ability to use te reo Māori (Acquisition)	47	72
To extend knowledge of words, karakia, waiata, phrases (Corpus)	45	69
To raise the mana of te reo Māori (Status)	26	40
To increase awareness about Māori-language revitalisation and the importance of language planning, i.e., restore vitality to the language (Critical awareness)	10	15

Contributors supplied information about "whether there were times when only te reo Māori was used during an activity" for a total of the 24 activities. Of these, 22 activities involved full-immersion situations.

Te hunga whai wāhi atu
Participants

Many activities were intended for more than one particular group of participants.

- Most (86%) of the activities associated specifically with Te Tai Rāwhiti were intended for adults up to the age of 65 and 29% of activities were intended for kaumātua.

- 34% of activities were intended for parents and caregivers, and 8% for children and toddlers.

- More than two-thirds (68%) of activities were intended for whānau.

Activities in Te Tai Rāwhiti tended to focus on intermediate speakers, confident speakers, speakers at all levels, and beginner learners. A smaller number of activities focused on people just starting to learn about te reo Māori, fluent speakers, and first-language speakers.

Ngā rauemi
Resources

TABLE 28
TYPES OF RESOURCES ASSOCIATED WITH TE TAI RĀWHITI

RESOURCES	RESOURCES ASSOCIATED SPECIFICALLY WITH TE TAI RĀWHITI	
	n	%
Print publication	4	29
e-publication	3	21
Periodical	3	21
Online content	2	14
Sound recording	2	14

Note that each resource listed is unique with a single "type" description.
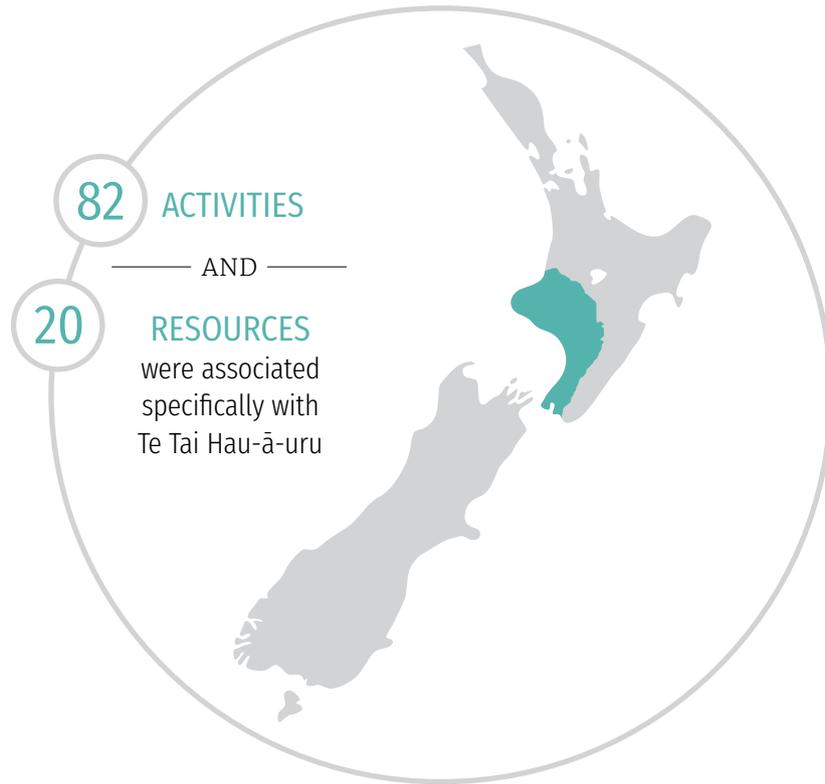
82 ACTIVITIES

—— AND ——

20 RESOURCES
were associated
specifically with
Te Tai Hau-ā-uru

Te Tai Hau-ā-uru

Te Ātiawa (Taranaki), Ngāti Maru (Taranaki), Ngāti Mutunga (Taranaki),
Ngā Rauru, Ngā Ruahine, Ngāti Ruanui, Ngāti Tama (Taranaki),
Taranaki, Ngāti Apa (Rangitīkei), Te Āti Haunui-a–Pāpārangi,
Ngāti Haua (Taumarunui), Ngāti Rangi, Ngāti Hauiti, Te Ātiawa
(Wellington), Muaūpoko, Rangitāne (Manawatū), Ngāti Raukawa
(Horowhenua and Manawatū), Ngāti Toa Rangatira (Wellington),
Te Ātiawa ki Whakarongotai, Ngāti Tama ki Te Upoko o Te Ika
(Wellington), Ngāti Kauwhata

Ngā kaupapa
Activities

Contributors classified the 82 unique activities into one or more types. The three most common activities associated with Te Tai Hau-ā-uru were Māori-language classes, wānanga, and reo Māori social groups.

TABLE 29
ALL ACTIVITIES ASSOCIATED WITH TE TAI HAU-Ā-URU

TYPE OF ACTIVITY	ASSOCIATED SEPCIFICALLY WITH TE TAI HAU-Ā-URU[7]	ASSOCIATED WITH EVERY CLUSTER INCLUDING TE TAI HAU-Ā-URU	ALL ACTIVITIES ASSOCIATED WITH TE TAI HAU-Ā-URU
	n	*n*	*N*
Māori-language classes	34	71	105
Wānanga	21	14	35
Reo Māori social groups	13	13	26
A reo Māori social group	13	10	23
Festival or event	9	6	15
Competition	5	3	8
A reo Māori social group (online)	3	9	12
Concert	3	2	5
Religious occasion	1	2	3

Note that the numbers in Table 29 do not add to 82 because activities could be classified into one or more types and therefore counted in one or more rows.

Te aronga nui o ngā kaupapa
Main focus of activities

Most (82%) of the reported activities associated specifically with Te Tai Hau-ā-uru had a primary focus on te reo Māori. Te reo Māori was being revitalised through use in contexts such waiata, the home, performing arts (e.g., kapa haka), and wānanga. To a lesser extent it was also being revitalised through physical activities (e.g., hīkoi), contributing to the corpus (e.g., extending knowledge about words, dialect), the environment (e.g., kaitiakitanga, recycling), sport, and mau rākau.

Note that activities could have more than one focus.

Te aronga ki te whakarauora i te reo Māori
Māori–language revitalisation focus

Approximately three-quarters of activities reported in Te Tai Hau-ā-uru were intended to help people actively use te reo Māori, learn te reo Māori, and contribute to the corpus. Note that activities could contribute to multiple Māori-language revitalisation goals.

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7 Activities associated with Te Tai Hau-ā-uru could also be associated with some but not all other clusters.

TABLE 30
MAIN MĀORI-LANGUAGE REVITALISATION GOALS OF ACTIVITIES

MĀORI LANGUAGE REVITALISATION GOAL	ACTIVITIES ASSOCIATED SPECIFICALLY WITH TE TAI HAU-Ā-URU	
	n	*%*
Increase active use of te reo Māori (Speaking or writing—active use)	58	71
To increase exposure to te reo Māori (Listening, reading—passive use)	58	71
To improve peoples' ability to use te reo Māori (Acquisition)	55	67
To extend knowledge of words, karakia, waiata, phrases (Corpus)	51	62
To raise the mana of te reo Māori (Status)	49	60
To increase awareness about Māori-language revitalisation and the importance of language planning, i.e., restore vitality to the language (Critical awareness)	19	23

Contributors supplied information about "whether there were times when only te reo Māori was used during an activity" for a total of the 45 activities. Of these, 63 activities involved full-immersion situations.

Te hunga whai wāhi atu
Participants

Many activities were intended for more than one particular group of participants.

- Just under three-quarters (71%) of the activities associated specifically with Te Tai Hau-ā-uru were intended for adults up to the age of 65.
- 37% of activities were intended for parents and caregivers, and 24% for children and toddlers.
- Over half (54%) of activities were intended for whānau.

Activities in Te Tai Hau-ā-uru tended to focus on beginner learners, intermediate speakers, speakers at all levels, confident speakers, and people just starting to learn about te reo Māori. A smaller number of activities focused on fluent speakers and first-language speakers.

Ngā rauemi
Resources

TABLE 31
TYPES OF RESOURCES ASSOCIATED WITH TE TAI HAU-Ā-URU

RESOURCES	RESOURCES ASSOCIATED SPECIFICALLY WITH TE TAI HAU-Ā-URU	
	n	*%*
Online content	9	45
Print publication	3	15
Sound recording	3	15
Ephemera	2	10
Periodical	2	10
Other	1	5

Note that each resource listed is unique with a single "type" description.
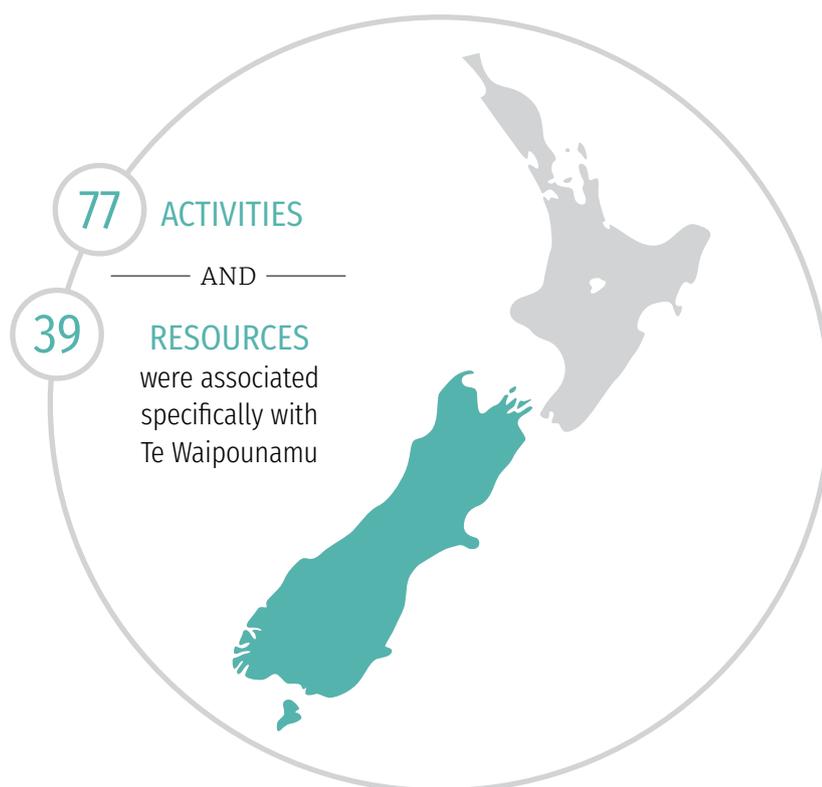
77 ACTIVITIES

AND

39 RESOURCES
were associated
specifically with
Te Waipounamu

Te Waipounamu

Te Ātiawa (South Island), Ngāti Kōata, Ngāti Kuia, Moriori, Ngāti Mutunga (Chatham Islands), Rangitāne (South Island), Ngāti Rārua, Ngāi Tahu/ Kāi Tahu, Ngāti Tama (South Island), Ngāti Toa Rangatira (South Island), Ngāti Apa ki Te Rā Tō.

Ngā kaupapa
Activities

Contributors classified the 77 unique activities into one or more types. The three most common activities associated with Te Waipounamu were Māori-language classes, wānanga, and reo Māori social groups.

TABLE 32
ALL ACTIVITIES ASSOCIATED WITH TE WAIPOUNAMU

TYPE OF ACTIVITY	ASSOCIATED SEPCIFICALLY WITH TE WAIPOUNAMU[8]	ASSOCIATED WITH EVERY CLUSTER INCLUDING TE WAIPOUNAMU	ALL ACTIVITIES ASSOCIATED WITH TE WAIPOUNAMU
	n	*n*	*N*
Māori-language classes	50	71	121
Wānanga	19	14	33
Reo Māori social groups	8	13	21
Māori-language-planning session	6	10	16
Competition	5	3	8
A reo Māori social group (online)	2	9	11
Festival or event	2	6	8
Concert	1	2	3
Religious occasion	0	2	2

Note that the numbers in Table 32 do not add to 77 because activities could be classified into one or more types and therefore counted in one or more rows.

Te aronga nui o ngā kaupapa
Main focus of activities

Nearly all (91%) of the reported activities associated specifically with Te Waipounamu had a primary focus on te reo Māori. Te reo Māori was being revitalised through use in contexts such as the home, waiata, performing arts (e.g., kapa haka), and wānanga. To a lesser extent it was also being revitalised through, physical activities (e.g., hīkoi), contributing to the corpus (e.g., extending knowledge about words, dialect), sport, the environment (e.g., kaitiakitanga, recycling) and mau rākau.

Note that activities could have more than one focus.

Te aronga ki te whakarauora i te reo Māori
Māori-language revitalisation focus

Most activities reported in Te Waipounamu were intended to help people actively use te reo Māori, learn te reo Māori, and contribute to the corpus. Note that activities could contribute to multiple Māori-language revitalisation goals.

8 Activities associated with Te Waipounamu could also be associated with some but not all other clusters.

TABLE 33
MAIN MĀORI-LANGUAGE REVITALISATION GOALS OF ACTIVITIES

MĀORI LANGUAGE REVITALISATION GOAL	ACTIVITIES ASSOCIATED SPECIFICALLY WITH TE WAIPOUNAMU	
	n	*%*
Increase active use of te reo Māori (Speaking or writing—active use)	66	86
To improve peoples' ability to use te reo Māori (Acquisition)	65	84
To extend knowledge of words, karakia, waiata, phrases (Corpus)	63	82
To increase exposure to te reo Māori (Listening, reading—passive use)	41	53
To raise the mana of te reo Māori (Status)	31	40
To increase awareness about Māori-language revitalisation and the importance of language planning, i.e., restore vitality to the language (Critical awareness)	21	27

Contributors supplied information about "whether there were times when only te reo Māori was used during an activity" for a total of the 54 activities. Of these, 47 activities involved full-immersion situations.

Te hunga whai wāhi atu
Participants

Many activities were intended for more than one particular group of participants.

- Most (92%) of activities associated specifically with Te Waipounamu were intended for adults up to the age of 65.
- 23% of activities were intended for kaumātua.
- 30% of activities were intended for parents and caregivers and 8% for children and toddlers.
- Nearly two-thirds (64%) of activities were intended for whānau.

Activities in Te Waipounamu tended to focus on intermediate speakers and beginner learners. A smaller number of activities focused on people just starting to learn about te reo Māori, confident speakers, fluent speakers, and first-language speakers.

Ngā rauemi
Resources

TABLE 34
TYPES OF RESOURCES ASSOCIATED WITH TE WAIPOUNAMU

RESOURCES	RESOURCES ASSOCIATED SPECIFICALLY WITH TE WAIPOUNAMU	
	n	*%*
Online content	28	72
Periodical	5	13
e-publication	4	10
Print publication	1	3
Ephemera	1	3

Note that each resource listed is unique with a single "type" description.

Te pūtea mō te whakarauora i te reo Māori
Funding for te reo Māori revitalisation

/// \\\ /// \\\ /// \\\

One of the aims of the project was to gain a better understanding of the funding environment for supporting te reo Māori, in order to inform future investment plans at a regional level. To this end NZCER met with, then collated information from, seven organisations which have an important role in supporting te reo Māori revitalisation (Te Puni Kōkiri, 2014). Our aim was to find out what contributions these organisations had made to te reo Māori revitalisation in recent years that focused on iwi, hapū, and whānau, and at the community level. These are currently the priorities of the Maihi Māori (Te Puni Kōkiri, 2018c). The organisations were:

- Te Tāhuhu o te Mātauranga / Ministry of Education

- Te Taura Whiri i te Reo Māori / Māori Language Commission

- Te Puni Kōkiri / Ministry of Māori Development

- Te Māngai Pāho

- Whakaata Māori / Māori Television Service

- Manatū Taonga / Ministry for Culture and Heritage (New Zealand Arts Council Toi Aotearoa (Creative New Zealand), Te Matatini Society, New Zealand Music Commission, New Zealand Film Commission, NZ on Air, Broadcasting Standards Authority)

- Te Tari Taiwhenua / Department of Internal Affairs (National Library).

Each organisation was asked to provide information about how it funded te reo Māori revitalisation activities and resources that targeted homes and communities from 2012 through to 2017. The focus was on organisations' funding of external activities and resources, not on internal capability building. The following section provides funding information from organisations at a national level and, where possible, at a regional level.

Te Tāhuhu o te Mātauranga
Ministry of Education

Te reo Māori revitalisation intent

Ka Hikitia – Accelerating Success 2013-2017 (Ka Hikitia) sets out the education sector's direction for improving outcomes for and with Māori students and their parents and whānau. *Tau Mai Te Reo* is the Ministry of Education's strategy to build on the Māori-language focus area of Ka Hikitia. According to *Tau Mai Te Reo*, the "Ministry of Education and education sector agencies play a critical role in supporting Māori language acquisition and revitalisation in early learning, primary, secondary and tertiary education sectors." (Ministry of Education, 2013, p. 4).

Current work

Most of the Ministry of Education's targeted Māori-language revitalisation programmes and initiatives currently fall within the areas of:

- Māori-language immersion funding
- Māori immersion teaching allowance
- curriculum and resources (Te Ahu Ngārahu)
- professional learning and development
- property and network
- scholarships (M. Mullane-Ronaki, personal communication, May 17, 2018).

Most of the Ministry of Education's targeted Māori-language revitalisation programmes and initiatives currently fall within two funding categories—operational funding and component funding.

Operational funding is made up of capital improvements/development, staffing, Māori language immersion funding (ECE and schooling sectors only), transport, and general operational business as usual costs. This funding is provided to support Māori language in education including Māori-medium facilities and bilingual and immersion units and classes.

Component funding refers to all funding for programmes and initiatives that provide or seek improved outcomes for the learners and overall provision of Māori language in education. Examples of this type of funding include Māori-language curriculum and resources (e.g., Te Ahu Ngārahu), scholarships and study awards, equity funding (ECE and tertiary sectors only), strengthening Māori-medium pathways (e.g., Te Rāngai Kāhui Ako ā-Iwi) and professional learning and development.

The Ministry of Education last carried out a stocktake of all Māori language in education expenditure from Vote Education and Vote Tertiary Education between 01 July 2010 and 30 June 2011 (M. Mullane-Ronaki, personal communication, May 17, 2018). The purpose was to determine the level of investment in Māori language in education, and to inform the development of *Tau Mai Te Reo* and the investment framework.

Monitoring and evaluation

The Ministry of Education does undertake monitoring and evaluation of Māori language in education activities at a programme level. However, comprehensive system-level information is not currently available. The Ministry is undertaking work to understand the current state of Māori language in education. This will inform the priorities for the refreshed Tau Mai Te Reo in 2019. (M. Mullane-Ronaki, personal communication, May 17, 2018).

Looking forward

The Ministry plans to undertake a Māori education (including Māori language) stocktake for the 2016/17 financial year. The purpose of the stocktake will be to provide a comprehensive system overview of the current investment in Māori education and Māori-language education activities across all education sectors. The stocktake will inform the Ministry's contribution to the Maihi Karauna, and the implementation planning for *Tau Mai Te Reo* (M. Mullane-Ronaki, personal communication, May 17, 2018).

Te Taura Whiri i te Reo Māori
Māori Language Commission

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Te reo Māori revitalisation intent

Te Taura Whiri i te Reo Māori¬—the Māori Language Commission—exists to support the revitalisation of te reo Māori. It was established through the Māori Language Act 1987 to promote the use of Māori "as a living language and as an ordinary means of communication". Its focus has been on normalising the use of te reo Māori throughout Aotearoa (F. Kale, personal communication, April 10, 2018).

Current work

Te Taura Whiri i te Reo Māori has funded a number of activities to support whānau, hapū, iwi, and community-driven initiatives to revitalise the language.

- The Mā te Reo fund supports individuals, whānau, hapū, iwi, and organisations to run Māori-language activities or make resources to promote te reo Māori in their own areas.
- He Kāinga Kōrerorero funding supports in-home language mentoring through the Te Ataarangi organisation.
- Te Kura Whānau Reo funds the active in-home support provided by Te Ataarangi for Māori-speaking families to maintain and expand their use of te reo Māori.
- The Community Based Language Initiatives (CBLI) fund supports iwi and Māori organisations to carry out strategic projects, including scoping exercises, research and evaluation, and special and innovative projects (Te Taura Whiri i te Reo Māori, 2016).

Te Taura Whiri i te Reo Māori also provides small scale sponsorship to kura reo, Ngā Manu Kōrero National Competition, Matariki events, and the National Secondary School Kapa Haka Competition (F. Kale, personal communication, April 10, 2018).

Funding

The following table shows the funding allocated through Mā te Reo, Kāinga Kōrerorero and Community Based Language Initiatives (CBLI) at a national level over the last 5 years. The table includes a regional breakdown of funding for the year 2014-15. Information for other years was not readily available, as resources were not available to go back and do the search on previous years (T. Harris, personal communication, July 5, 2018).

TABLE 35
TE TAURA WHIRI I TE REO MĀORI FUNDING OF RESOURCES AND ACTIVITIES

FUNDING AT NATIONAL LEVEL	2012–13	2013–14	2014–15	2015–16	2016–17
ACTIVITIES	$	$	$	$	$
Mā te Reo	1,800,000	1,859,425	2,682,665	2,250,000	6,580,214
He Kāinga Kōrerorero	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
Community Based Language Initiatives (CBLI)	–	684,707	836,040	836,040	806,043

REGIONAL BREAKDOWN OF FUNDING	2014–15
REGIONAL COMMUNITY FUNDING INVESTMENT[1]	$
Te Tai Tokerau[2]	956,615
Tainui	711,582
Mātaatua and Te Arawa[3]	807,034
Te Tai Rāwhiti[4]	814,332
Te Tai Hau-ā-uru[5]	1,569,913
Te Waipounamu	549,244
	5,408,720

1 Regional figures were not readily available apart from 2014-15
2 Data for Te Tai Tokerau and Tāmaki Makaurau regions of Te Taura Whiri i te Reo Māori were combined for Te Tai Tokerau.
3 Data from the Waiariki (including Te Moana o Toi) region of Te Taura Whiri i te Reo Māori was used for Mātaatua and Te Arawa. Waiariki extends across both Mātaatua and Te Arawa regions of Te Mātāwai.
4 Data from Ikaroa-Rāwhiti region of Te Taura Whiri i te Reo Māori was used for Te Tai Rāwhiti.
5 Data from Te Tai Hau-a-uru and Te Whanganui-a-Tara regions of Te Taura Whiri i te Reo Māori were combined for Te Tai Hau-ā-uru.

Sources: Te Taura Whiri i te Reo Māori (2013, p. 41; 2014, pp. 100–101; 2015, pp. 50–51; 2016, pp. 19–20; 2017, p. 6)

Monitoring and evaluation
Te Taura Whiri i te Reo Māori has a 4 year Statement of Intent and an annual Statement of Performance Expectations that details projected budgets and performance measures. From time to time Te Taura Whiri i te Reo Māori also commissions evaluations of programmes, for example the evaluation of He Kura Whakarauora in 2016-2017 (Te Taura Whiri i te Reo Māori, 2017, p. 2).

Looking forward

With the advent of the Maihi Karauna, the focus of Te Taura Whiri i te Reo Māori has shifted from an iwi, community, and regional focus to a wider national focus (Te Taura Whiri i te Reo Māori, 2017, p. 5). The role for administering the community funds listed above will be assumed by Te Mātāwai under the Maihi Māori (Te Taura Whiri i te Reo Māori, 2017, p. 5).

Te Puni Kōkiri
Ministry of Māori Development

Te Puni Kōkiri
MINISTRY OF MĀORI DEVELOPMENT

Te reo Māori revitalisation intent

The aim of the Māori Development Fund is to enable Māori to improve the "quality of life for themselves, their whānau, and their communities" (Te Puni Kōkiri, 2017, p. 26). The underlying approach of the fund "affirms that Māori have the capability, initiative and aspiration to make choices for themselves that support their cultural identity and increase wellbeing" (Te Puni Kōkiri, 2017, p. 26).

Current work

The Māori Development Fund (formerly the Māori Potential Fund) has been operating for 9 years and is used, among other things, to promote and support Māori language and cultural activities. For example, to support:

-   the use and quality of te reo Māori within whānau and communities to implement Kura Whakarauora, through tailored language strategies
-   Ngā Manu Kōrero, and regional Māori language strategies and programmes
-   kapa haka events such as Te Matatini
-   Matariki celebrations and Waitangi Day commemorations (Te Puni Kōkiri, 2017, p. 27).

Funding

The following table shows the funding allocated through the Māori Development Fund for 2012–2013, 2014–2015, and 2016–2017. Te Puni Kōkiri provided funding information about "te reo-type initiatives" within the Māori Development Fund by Te Puni Kōkiri region for the 2016–2017 financial year.[9]

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9 While the funding for one year has been identified, Te Puni Kōkiri note that these activities are fairly typical.

TABLE 36
TE PUNI KŌKIRI FUNDING OF RESOURCES AND ACTIVITIES

FUNDING AT NATIONAL LEVEL	2012–13	2013–14	2014–15	2015–16	2016–17
	$	$	$	$	$
Māori Potential Fund	13.2m	12m	14m	15.70m	15.9m

REGIONAL BREAKDOWN OF FUNDING	2016–17
	$
Te Tai Tokerau	317,928
Tainui	4,000
Mātaatua	15,000
Te Arawa	–
Te Tai Rāwhiti	6,650
Te Tai Hau-ā-uru	55,000
Te Waipounamu	30,500

Sources: Te Puni Kōkiri (2013, p. 91; 2015, p. 10; 2017, p. 26)

Monitoring and evaluation

One of the outcomes described in the Strategic Intentions document of Te Puni Kōkiri concerns strengthening Māori cultural wealth. The document states that Te Puni Kōkiri will know they are making progress towards the outcome 'when the number of proficient and fluent te reo Māori speakers is increasing and we see increases in whānau, hapū, iwi and Māori cultural development' (Te Puni Kōkiri, 2018b).

Some performance measures Te Puni Kōkiri has used to measure progress towards the aims of the Māori Development Fund to promote and support Māori language and cultural activities have included: stakeholder satisfaction surveys, the percentage of initiatives funded that achieve their contracted deliverables and their contracted timeframes, and provision of quarterly advice to the Minister of Māori Development within agreed timeframes (Te Puni Kōkiri, 2015, p. 47; 2017, pp. 45-47).

Looking forward

From the 2018 financial year the Māori Development Fund wil ask kaitono about their commitment to te reo and tikanga.

A new co-investment initiative of Te Puni Kōkiri and the Department of Internal Affairs called Oranga Marae has been established in 2018. Te Puni Kōkiri funding for this comes out of the Māori Development Fund. Oranga Marae supports the following outcomes:

- marae are safe and healthy, contributing to the wellbeing of iwi, hapū, and whānau
- people are engaged on the marae and an increasing number of events and activities are held to ensure the transmission of mātauranga Māori
- marae increasingly contribute to the revitalisation of te reo and tikanga Māori
- whānau work together to develop the marae (Te Puni Kōkiri, 2018a).

The third outcome in particular focuses on the revitalisation of te reo and tikanga Māori.

In addition, Te Puni Kōkiri are currently liaising with Te Mātāwai to identify areas of common interest.

Te Māngai Pāho

Te reo Māori revitalisation intent

The role of Te Māngai Pāho is to promote Māori language and culture. In 2016/17 it funded $54.9 million worth of Māori language and cultural programmes, programme makers, broadcasters, music producers, and the archiving of programmes and content. It has funding contracts with Māori Television, TVNZ, independent television, media, and music production companies, the iwi radio network, radio industry service providers and Ngā Taonga Sound and Vision (Ngā Taonga Sound and Vision, 2018).

Current work

Te Māngai Pāho focuses on exposing whānau, hapū, iwi, Māori communities, and all New Zealanders to quality te reo Māori and tikanga Māori programmes in their own homes. Their investments are a catalyst for changing how people think, feel and behave. They also help ensure there is a thriving ecosystem of broadcasters, independent production community, musicians and other stakeholders bringing Māori language and culture to a wide audience (Te Māngai Pāho, 2017a, p. 13).

Te Māngai Pāho has two strategies for their investment in programmes, content, and other activities. The first concerns investment in initiatives that promote right-shifting and that develop te reo Māori and tikanga Māori. The second is about investment in programmes that give voice to a Māori perspective (Te Māngai Pāho, 2017a, p. 13). All Te Māngai Pāho funded initiatives are aimed at one or more of three target audiences: Fluent, Second Language, and Receptive speakers (Te Māngai Pāho, 2017a, p. 42).

Funding

The following table shows the funding allocated to television programming, apps and platforms, music providers, and radio programmes made over the last 5 years. The table also includes a regional breakdown of funding for iwi station and outside broadcasts with a regional focus for the past 5 years.

TABLE 37
TE MĀNGAI PĀHO FUNDING OF RESOURCES AND ACTIVITIES

FUNDING AT NATIONAL LEVEL	2012–13		2013–14		2014–15		2015–16		2016–17	
	$	n	$	n	$	n	$	n	$	n
DIRECT FUNDING MĀORI TELEVISION[1]	16,120,000		16,120,000		16,120,000		16,120,000		16,120,000	
TELEVISION PROGRAMMES										
Fluent speakers	10,704,228	10	11,398,314	13	10,915,728	15	10,795,233	19	10,309,052	21
Second language learners	7,319,360	15	6,858,792	10	6,263,358	14	6,493,338	18	5,961,454	9
Receptive audiences	6,401,644	16	6,312,921	16	6,873,440	15	6,276,270	13	6,896,916	16
Innovation initiatives/New Media Digital (initiatives vary but include pilot series, web series, special)	–	–	552,600	10	499,822	5	1,232,000	29	1,280,000	11
MUSIC PROVIDERS										
Tracks or videos	452,000	16	361,000	23	0	0	518,000	125	680,000	155
RADIO										
Iwi station annual broadcast[2]	8,066,100	21	8,066,100	21	10,500,000	21	10,500,000	21	10,500,000	21
NATIONAL RADIO PROGRAMMES										
National Māori Radio News Service Wātea News	1,104,000	1	1,104,000	1	1,104,000	1	1,104,000	1	1,104,000	1
National Midnight to Dawn Radio Programme	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1
OUTSIDE BROADCAST PROGRAMMES										
National[3]	53,000	4	12,000	2	75,000	7	8,500	2	75,000	5
Regional[4]	23,500	5	42,862	9	9,000	2	38,290	11	19,399	4
Māoriland film festival (workshops)	–	–	–	–	–	–	–	–	8,000	1

REGIONAL BREAKDOWN OF FUNDING	2012–13		2013–14		2014–15		2015–16		2016–17	
	$	n	$	n	$	n	$	n	$	n
IWI STATION ANNUAL BROADCAST[5]										
Te Tai Tokerau	1,152,300	3	1,152,300	3	1,500,000	3	1,500,000	3	1,500,000	3
Tainui	1,920,500	5	1,920,500	5	2,500,000	5	2,500,000	5	2,500,000	5
Mātaatua	768,200	2	768,200	2	1,000,000	2	1,000,000	2	1,000,000	2
Te Arawa	768,200	2	768,200	2	1,000,000	2	1,000,000	2	1,000,000	2
Te Tai Rāwhiti	1,152,300	3	1,152,300	3	1,500,000	3	1,500,000	3	1,500,000	3
Te Tai Hau-ā-uru	1,920,500	5	1,920,500	5	2,500,000	5	2,500,000	5	2,500,000	5
Te Waipounamu	384,100	1	384,100	1	500,000	1	500,000	1	500,000	1
OUTSIDE BROADCAST PROGRAMMES										
Te Tai Tokerau	5,500	2	15,000	4	3,000	1	17,432	4	5,000	1
Tainui	–	–	–	–	–	–	–	–	5,958	1
Mātaatua	6,000	1	–	–	–	–	12,640	4	–	–
Te Arawa	–	–	4,000	1	–	–	4,000	1	–	–
Te Tai Rāwhiti	10,000	1	–	–	6,000	1	–	–	2,691	1
Te Tai Hau-ā-uru	2,000	1	13,862	4	–	–	3,218	1	5,750	1
Te Waipounamu	–	–	–	–	–	–	–	–	–	–

1 This is the amount of direct funding Māori Television Service receives. It also receives a significant share of the contestable funding.
2 This is the total funding for the 21 iwi radio stations.
3 This includes the broadcasting of Ngā Manu Kōrero National Competition, the National Secondary Schools Kapa Haka Competition and Te Matatini.
4 This includes Ngā Manu Kōrero Regional Competitions, Regional Secondary Schools Kapa Haka Competitions, and broadcasts of tangihanga for Māori dignitaries.
5 This is a breakdown of national funding for 21 iwi radio stations by region. Sources: Te Māngai Pāho (2013, pp. 21–24; 2014, pp. 23–26; 2015a, pp. 24–27; 2016, pp. 57–62; 2017a, pp. 78–85)

Monitoring and evaluation

Te Māngai Pāho has a set of measures they use to maintain the quantity and quality of Māori language used in the Māori television and Māori radio broadcasting initiatives that it funds (Te Māngai Pāho, 2015b). This includes a Māori language quality framework which is applied cross all funded content.

In addition to purchasing Nielsen television audience ratings, Te Māngai Pāho conducts an annual audience survey to assess feedback from consumers of Māori media content.

In January 2016, all stations were given access to Te Māngai Pāho's language recognition system, Kōkako, which was developed to "hear" Māori language on radio. It is a technology that recognises spoken or sung Māori content and provides data on how much is being broadcast and at what times. The system provides near real time analysis for station managers to monitor their station's broadcasting output. The priorities of Te Māngai Pāho for 2016/17 were to continue to develop and implement initiatives to improve the quality of the radio spend, to implement an increased daily Māori language content of 10.5 hours per day across the iwi radio network, (as measured by Kōkako) and also to migrate key elements of radio funding to their online funding system, Te Pūahatanga (Te Māngai Pāho, 2017b).

Looking forward

Te Māngai Pāho has adopted a "right-shift" approach based on the ZePA model (Higgins, Rewi, & Olsen-Reeder, 2014, pp. 22–31). This is based on the premise that all New Zealanders are on a continuum in regard to attitudes and behaviour towards the Māori language, from Zero (on the left), through Passive, to Active (on the right). Their aim is for the Māori broadcast sector to provide content suitable for its three key target audiences (receptive, second-language learners and fluent) to create an environment where the population is generally moving to the right over time. Through this approach, Te Māngai Pāho seeks to be able to demonstrate a tangible impact on Māori language and Māori cultural outcomes (Te Māngai Pāho, 2015b). They also recognise a need to innovate and to update the Te Māngai Pāho strategy and activity focusing on the quality of te reo and programming (Te Māngai Pāho, 2015b).

Whakaata Māori
Māori Television Service

Te reo Māori revitalisation intent

The Māori Television Service has a Māori-language strategy which places Māori-language revitalisation at the heart of its operations. The principal function of the Māori Television Service is to "contribute to the protection and promotion of te reo Māori me ngā tikanga through the provision, in te reo Māori and English, of a high-quality, cost-effective television service that informs, educates and entertains viewers, and enriches New Zealand's society, culture and heritage" (Māori Television Service, 2017c, p. 13).

Current work

Māori Television Service is embarking on an important strategic shift to support its vision of connecting the world to Te Ao Māori. The strategy is audience-led, with a focus on brand, to ensure audiences are entertained and experience quality te reo Māori content and stories from a Māori perspective. An important element of the strategy is developing innovative partnerships with like-minded organisations.

Monitoring and evaluation

Māori Television Service collaborates with Te Māngai Pāho and Te Taura Whiri i te Reo Māori on quality assurance of its Māori language content. In 2016, the Māori Television Service partnered with Te Māngai Pāho to look at its impact, and that of broadcasting, on Māori-language revitalisation. This exercise resulted in the 2016 Māori Broadcasting Language Impact Evaluation report (Māori Television Service, 2017b, p. 3).

All programmes funded by Te Māngai Pāho include a language quality assurance plan, while external productions must provide evidence of monitoring language for quantity and quality. News and current affairs are reviewed independently for language quality, including pronunciation, vocabulary, grammar, euphony and subtitling. Every month, a selection of content is independently reviewed against the Te Taura Whiri i te Reo Māori quality-indicator framework. An average rating of 4.0 (very good) is currently being achieved (1 = Very poor, 2 = Poor, 3 = Good, 4 = Very good, 5 = Excellent).

Looking forward

Māori Television supports the shared vision of Te Mātāwai and the Crown for te reo Māori kia mauriora te reo. Māori Television Service provides a media platform for te reo Māori to be seen as a living language used in daily life (rere); fit for purpose (tika); and a first and shared language (Māori). This includes focus on: young people, speaking te reo Māori in the home, actions that support intergenerational transmission, and more domains for use of te reo in the community.

As part of the development of Te Whare o Te Reo Mauriora (which includes the Maihi Māori and the Maihi Karauna), Te Mātāwai appoints four of the seven directors to the Māori Television Service.

Manatū Taonga
Ministry for Culture and Heritage

Te reo Māori revitalisation intent

The Ministry for Culture and Heritage does not have a specific fund for te reo Māori or Māori-language revitalisation. Māori-language support is provided mainly through their digital and print publications that showcase te reo Māori content about New Zealand history and culture for the community, including whānau, hapū and iwi.

The Ministry for Culture and Heritage has developed webpages "100 Māori words every New Zealander should know" (Ministry for Culture and Heritage, n.d.a) and "365 useful words and phrases in te reo Māori" (Ministry for Culture and Heritage, n.d.b) to assist people seeking te reo information—meaning of words and phrases, and pronunciation.

The Ministry for Culture and Heritage also provides funding to arts, culture, and heritage organisations that play an important role in supporting te reo Māori revitalisation

Current work

The Ministry for Culture and Heritage has a number of initiatives aimed at making "Māori language, culture and stories visible & available to a wide audience" (L. Searle, personal communication, May 22–23, 2018). This includes online content such as:

- Te Ara Online Encyclopaedia which has entries with significant Māori content in te reo Māori, as well as biographies of Māori people
- NZHistory which has entries with significant te reo Māori content
- Te Taiwhakaea Treaty Settlement Stories which will be bilingual
- 28 Māori Battalion website which is bilingual.

The Ministry for Culture and Heritage also supports the Pukeahu National War Memorial Park which highlights the mana of te reo Māori and tikanga through the ceremonies and other activities held there, provides annual funding for Waitangi Day initiatives, and at times provides grants and awards to projects with a reo Māori and tikanga focus.

Funding

The following table shows the funding allocated to organisations over the last 5 years.

TABLE 38
MINISTRY FOR CULTURE AND HERITAGE FUNDING OF ORGANISATIONS

FUNDING AT NATIONAL LEVEL	2012–13	2013–14	2014–15	2015–16	2016–17
	$	$	$	$	$
Museum of New Zealand Te Papa Tongarewa	29,574,000	29,574,000	29,574,000	29,574,000	29,574,000
Ngā Taonga Sound and Vision	5,020,000	5,020,000	5,020,000	5,020,000	5,020,000
Heritage New Zealand - Pouhere Taonga	12,988,000	12,988,000	12,988,000	12,988,000	12,988,000
Te Matatini Society Incorporated	1,248,000	1,248,000	1,248,000	1,248,000	1,948,000
Arts Council of New Zealand Toi Aotearoa (Creative New Zealand)	15,689,000	15,689,000	15,689,000	15,689,000	15,689,000
Radio New Zealand	1,900,000	1,900,000	1,900,000	1,900,000	1,900,000
New Zealand Film Commission	5,401,000	5,401,000	5,401,000	5,401,000	5,401,000

Sources: Ministry for Culture and Heritage (2013, pp. 80–82; 2014, pp. 74–76; 2015, pp. 92–93; 2016, p. 19; 2017a, pp 88).

Monitoring and evaluation

The Ministry for Culture and Heritage provides monitoring of funded agencies. It measures its own performance against reports produced and ministerial satisfaction. Although it does not have a specific performance measure for Māori-language revitalisation or te reo Māori support, one of the Ministry's output performance indicators is "Supporting Māori cultural aspirations". Te Arataki, the Ministry's strategy to support Māori cultural aspirations, sets out a 4-year plan that takes an intergenerational view and a partnership approach. The Ministry intends to work with Te Mātāwai and the sector agencies on how the arts, culture, and heritage sector contributes to te reo revitalisation once the Maihi Karauna is in place.

The Ministry for Culture and Heritage is responsible for monitoring and supporting 15 Crown agencies that receive funding under Vote Arts, Culture and Heritage. In its 2016/17 annual report the Ministry noted that it funded five agencies that were engaged in co-designed iwi/Māori initiatives. The agencies were the Museum of New Zealand Te Papa Tongarewa, Heritage New Zealand Pouhere Taonga, Te Matatini Society Incorporated, Arts Council of New Zealand Toi Aotearoa (Creative New Zealand) and Ngā Taonga Sound & Vision. Note that Ngā Taonga Sound & Vision also receives funding from Te Māngai Pāho, and Lottery funding administered by the Department of Internal Affairs. In addition, Radio New Zealand has a policy which promotes inclusion of te reo Māori across its programming. Developments for 2018 include: the NZ Film Commission launching its Te Rautaki Māori which includes $2.5 million specifically for te reo film making; and Heritage NZ Pouhere Taonga signing an agreement with Te Taura Whiri to work together to promote and revitalise te reo Māori.

Looking forward

The Ministry for Culture and Heritage will continue to support and fund initiatives with a focus on te reo Māori and Māori culture. For example the project *Tuia—Encounters* 250 and Te Tai Treaty Settlement stories which are currently underway (Ministry for Culture and Heritage, n.d.c).

Te Tari Taiwhenua
Department of
Internal Affairs

Te reo Māori revitalisation intent

The Department of Internal Affairs administers funds of around $300 million per annum across Lottery, Crown and Trust funding. A significant proportion of that funding consists of Lottery Grants. In 2016/17 the total amount of Lottery funding allocated was $238 million. Almost $113 million of this is allocated to statutory bodies. Around $34 million was given to regional allocation committees from Northland to Otago/Southland.

The Department of Internal Affairs manages a range of funds including but not limited to community activities, marae wellbeing, community-led development, health research, environment and heritage, community facilities, leadership and capability building, and earthquake assistance. Potential requests for te reo Māori revitalisation could come through a number of these funds.

Current work

The Department of Internal Affairs receives approximately 10,000 funding applications per annum and distributes around 7,000 grants (V. Lowe, personal communication, June 20, 2018). At our request, the Department of Internal Affairs searched for approved grants that mentioned "revitalisation" in association with "te reo", and "Māori language" for the 2016–2017 financial year. They identified more than 100 grants distributed by Lottery Grants Board and Crown funding committees. A further 300 were identified where te reo was incidental to the main purpose of the grants (V. Lowe, personal communication, June 20, 2018). Therefore, a very small proportion of grants currently go to initiatives with a Māori-language revitalisation or Māori language focus.

Funding

The following table shows the regional breakdown of funding distributed by Lottery Grants Board and Crown funding committees specifically towards te reo Māori language revitalisation resources and activities over the last 3 years.

TABLE 39

DEPARTMENT OF INTERNAL AFFAIRS FUNDING OF LOTTERY COMMITTEES AND STATUTORY BODIES THROUGH NEW ZEALAND LOTTERY GRANTS BOARD

FUNDING AT A NATIONAL LEVEL	2012–13	2013 14	2014–15	2015–16	2016–17
	$	$	$	$	$
LOTTERY COMMUNITY COMMITTEES					
Regional Community Committees	29,960,670	32,657,130	35,029,651	32,947,143	33,935,559
Lottery National Community	15,524,773	16,766,755	13,069,940	11,851,928	12,207,486
Lottery Earthquake Relief Fund (2016/17 only)	–	–	–	–	5,436,416
Lottery Rangitaiki River Stopbank Breach Recovery Fund (2016/17 only)	–	–	–	–	1,000,000
LOTTERY SPECIALIST COMMITTEES					
Community Facilities	14,473,889	15,631,800	15,231,531	13,812,077	14,226,439
Community Sector Research	–	–	535,989	498,189	513,135
(WW1) Environment and Heritage	27,476,100	11,000,048	15,718,380	12,719,515	10,011,100
Health Research	3,547,992	3,831,831	3,733,713	3,385,761	3,487,334
Individuals with Disabilities	4,915,908	5,309,181	5,173,234	4,691,131	4,831,865
Marae Heritage and Facilities	7,665,602	8,278,850	8,066,861	7,315,096	7,534,549
Minister's Discretionary Fund	350,713	378,770	369,071	334,677	344,717
Outdoor Safety	9,216,461	9,953,778	6,906,665	6,772,183	6,975,348
Significant Projects	–	30,000,000	15,000,000	–	22,062,000
STATUTORY BODIES					
Creative New Zealand	30,268,914	34,673,568	29,790,454	30,599,775	40,512,269
New Zealand Film Commission	14,125,494	16,180,998	12,909,196	13,259,903	17,555,316
Ngā Taonga Sound & Vision	–	–	993,015	1,019,993	1,350,409
Sport New Zealand	40,358,551	46,231,424	39,720,605	40,799,701	54,016,446
Allocation to Sport NZ for water safety sector	–	–	2,063,000	2,022,859	–

Sources: New Zealand Lottery Grants Board / Te Puna Tahua (2013, p. 2; 2014, p. 2; 2015, p. 2; 2016, p. 2; 2017, p. 2)

TABLE 40

DEPARTMENT OF INTERNAL AFFAIRS FUNDING TOWARDS TE REO MĀORI LANGUAGE REVITALISATION RESOURCES AND ACTIVITIES

REGIONAL BREAKDOWN OF FUNDING	2014–15		2015–16		2016–17	
	$	n	$	n	$	n
Te Tai Tokerau	–	–	7,824	2	10,500	3
Tainui	19,950	2	130,303	11	354,353	10
Mātaatua	–	–	20,000	1	4,500	2
Te Arawa	–	–	20,000	1	60,000	3
Te Tai Rāwhiti	12,000	1	16,461	3	31,037	5
Te Tai Hau-ā-uru	52,887	3	39,000	3	79,500	5
Te Waipounamu	–	–	19,500	3	49,017	9

Source: V. Lowe, Policy adviser, community operations, Department of Internal Affairs (personal communication, June 20, 2018)

Monitoring and evaluation

The main mechanism the Department of Internal Affairs uses to monitor grants is results reports, and, in addition, milestone reports for larger grants. The Department of Internal Affairs endeavours to keep compliance costs to a minimum for community organisations. Organisations are asked to report on the outcomes that happen as a result of funded activities, projects, or services. These will include reporting on te reo Māori language revitalisation if it has been funded.

Looking forward

Oranga Marae is a new fund provided by the Department of Internal Affairs and Te Puni Kōkiri. It replaces the Lottery Marae Heritage and Facilities Fund (Te Puni Kōkiri, 2018a). The purpose of Oranga Marae is to support the physical and cultural revitalisation of marae as centres of Māori identity and mātauranga. It is a programme of support, advice and investment to help whānau and hapū develop their marae and achieve their goals. This support may include building projects and activities to revitalise cultural knowledge, including te reo. Funding of approximately $14 million has been allocated to Oranga Marae in 2018/19.

The Community Leadership Fund was introduced in 2016/17 to help strengthen leadership and capability across the community and voluntary sector. The Fund has been allocated $500,000 in 2018/19 to make grants to organisations strengthening leadership and capability, collaboration and connection, social enterprise, volunteering and community-led development across the whole sector or a specific interest area of the sector. The Fund will support requests for te reo that contribute to achieving the Fund's aims and outcomes.

The Department of Internal Affairs also manages the Community-Led Development Programme which provides long-term advisory support and flexible investment funding in communities. This programme uses a community-led approach to support communities and hapū to achieve their goals by working together, building on their strengths, encouraging wide participation, developing local leaders and action plans to measure and celebrate their achievements. The Programme has been allocated $4 million in 2018/19 and will support requests for te reo development as part of the community or hapū aspirations.

Commentary

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Some of the organisations we approached were able to provide comprehensive breakdowns of their funding to support te reo Māori revitalisation, but others' reporting systems had not yet been set up in a way to make that information easily accessible.

All the organisations have an important ongoing role in funding and otherwise supporting reo Māori revitalisation. For some, supporting te reo Māori revitalisation is their primary role, and it is relatively easy to see their investment. For others it is difficult to clearly see what their commitment is through their existing reporting frameworks.

Almost all agencies noted that they were either engaging with, or planning to engage with, Te Mātāwai. A number noted that it was not currently feasible for them to report on Māori-language revitalisation activities and resources within the Te Mātāwai clusters. Some organisations had begun to plan how to collect the relevant information in the future as part of their role in the Maihi Karauna for their contribution to te reo Māori revitalisation. We therefore suggest that it would be useful to design and implement a cross-agency framework to guide and track Māori-language revitalisation activity and resource investments that contribute to the Maihi Māori and the Maihi Karauna.

He kupu whakakapi
Concluding comments

Looking ahead

The He Reo Ora report and dataset are resources that provide a snapshot of Māori-language revitalisation activities and resources in recent years. Although the dataset is intended to support Māori-language planning and actions over the next 1 to 3 years, the true value in the survey and dataset will be in repeating their use over time.

There is the potential to use the He Reo Ora survey as part of the monitoring and reporting requirements for recipients of this fund. Linking the survey and dataset to reporting in this way would enable regular updating of the dataset to keep the information current and useful.

In addition, generating reports from the dataset at set intervals would make it possible to see changes in Māori-language revitalisation activities and resources over time, both nationally and in clusters.

All the organisations we approached for financial information about their investments to support to Māori-language revitalisation activities and resources were willing to assist us. However, some of the organisations did not have financial reporting systems set up that would allow them to easily provide the information requested. These organisations have an important ongoing role in funding and otherwise supporting reo Māori revitalisation. This leads us to suggest that it would be useful to design and implement a cross-agency framework to guide and track Māori-language revitalisation activity and resource investments that contribute to the Maihi Māori and the Maihi Karauna.

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He tāpiritanga
Appendices

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Appendix 1: He Reo Ora survey questions

1. **Whakaurua mai ō kōrero whakapā. Ka whakapā noa atu ki a koe me he pātai ā mātou mō tō tāpaenga. E kore e tukua ki tētahi atu, kāore hoki e whakaputaina.**
Please enter your contact details. We will only contact you if we have any questions about your entry. We will not share or publish your contact details.

   - Ingoa / Name:
   - Īmēra / Email:
   - Wāhitau / Address:
   - Waea / Phone:
   - Kōrero whakapā kē / Alternative contact details:

2. **Ingoa o te rōpū (mēnā e whakauru ana koe mō tētahi rōpū):**
Organisation name (if you are answering on behalf of one):

   E kohikohi ana mātou i ngā kōrero mō:

   - Ngā kaupapa whakarauora reo Māori i mahia i 2016, i te 2017 rānei (ka taka mai ki raro i tēnei te wānanga reo, te tūtakitaki ki te inu kawhe, ki te kōrerorero, te taiopenga, te waiata me ngā mahi mō tētahi kaupapa). I noho nei koe hei kaiwhakahaere, i whai wāhi noa atu rānei, i whāngaihia rānei e koe ki te pūtea.
   - Ngā rauemi whakarauora reo Māori i waihangatia, mai i Kohitātea 2012 ki Hakihea 2017 (ka taka mai ki raro i tēnei ko te rauemi tuihono, te tānga, te ē-tānga, te whakapiripiri, te pānui whakaahua, te ororongo, te rauemi hei whakarongo, hei mātakitaki, te kōnae rorohiko rānei).

   We are collecting information about:

   - Māori language revitalisation activities that happened in 2016 or 2017 (including wānanga reo, meet-ups for coffee and kōrero, festivals, waiata, and kaupapa-based activity). You may have been involved as an organiser, participant, or funder.
   - Māori language revitalisation resources produced between January 2012 and December 2017 (including online, print or e-publications, stickers, posters, sound recordings, audiovisual or computer files).

   Kōrerohia ngā kaupapa me ngā rauemi katoa e hiahia ana koe – engari, kia kotahi te tāpaenga mō ia kaupapa, rauemi rānei. / You can tell us about as many activities or resources as you like – just put a separate entry in for each one.Reo Ora

3. **E pā ana tō tāpaenga ki te kaupapa ki tētahi rauemi rānei?**
Is this entry about an activity or resource?

   - Kaupapa / Activity
   - Rauemi / Resource

4. **He aha te ingoa o te kaupapa?**
What was the name of the activity?

5. **He aha te momo kaupapa? (Āetia te katoa e hāngai ana)**
   What type of activity was it? (Please choose as many as apply)

   - Hui whakatakoto mahere reo / Māori-language-planning session
   - He rōpū pāpori reo Māori (tuihono) / A reo Māori social group (online)
   - He rōpū pāpori reo Māori / A reo Māori social group
   - Wānanga
   - Akoranga reo Māori / Māori-language class
   - Konohete / Concert
   - Whakataetae / Competition
   - Taiopenga, hui ahurei / Festival or event
   - Hāhi / Religious occasion
   - Tētahi atu (whakamāramahia mai)
   - Other (please describe)

6. **He aha ngā mahi matua o te kaupapa? (Āetia te katoa e hāngai ana)**
   What was the main focus of your activity? (Please choose all that apply)

   - Te reo Māori
   - Te Mahi Hākinakina, hei tauira, te whutupōro, te ki o rāhi / Sport, e.g, rugby, ki o rāhi
   - Tētahi atu mahi whakakori tinana, hei tauira, te hīkoi ki tētahi wāhi tapu / Other physical activity, e.g, hīkoi to wāhi tapu
   - Ngā mahi a te rēhia, hei tauira, te kapa haka / Performing arts, e.g, kapa haka
   - Taiao, hei tauira, te hangarua / Environment, e.g, recyling
   - Wānanga, hei tauira, mō te whakapapa, te kōrero tuku iho / Wānanga, e.g., for whakapapa, history
   - Mau rākau
   - Waiata
   - Tāpiringa ki tētahi kohinga kōrero, hei tauira, te kohi kōrero mō te kupu, mō te mita / Contributing to the corpus, e.g., collecting information about words, dialect
   - Te whakamahi i te reo ki te kāinga / Using te reo Māori at home
   - Tētahi atu (whakamāramahia mai) / Other kaupapa (please describe)

7. **Tokohia nei te hunga i whai wāhi atu ki te kaupapa?**
   Approximately how many people did the activity?

   - Ko au anahe / Just myself
   - 2 tāngata / 2 people
   - 3-9 tāngata / 3–9 people
   - 10–29
   - 30–49
   - 50–99
   - 100–199
   - 200–499
   - 500–999
   - Neke atu i te 1000 / 1000 or more

8. **I ngā rangi i tū ai te kaupapa, e hia te roa e haere ana?**
   On a typical day when the activity occurred, how long did it last?

   - 1 hāora / 1 hour
   - Tōna 3 hāora nei / Up to 3 hours
   - Tōna 5 hāora nei / Up to 5 hours
   - Te katoa o te rā / The whole day

9. **E hia ake nei ngā wā o te tau i tū ai te kaupapa?**
    Roughly how many times did the activity happen during a year?

    -   Kotahi i te tau / Once a year

    -   Ōna wā ruarua nei i te tau / A few times a year

    -   Ia marama / Monthly

    -   Ia rua wiki / Fortnightly

    -   Ia wiki / Weekly

    -   Ia rā / Daily

    -   Tētahi atu (whakamāramahia mai) / Other (please describe)

    Kōwhirihia ngā wāhi katoa i tū ai te kaupapa e hāngai ana mai i te pātai 10, 11 rānei.

    Please choose as many areas as you need from either or both of questions 10 and 11 to describe where the activity happened.

10. **E whai hononga ana rānei te kaupapa ki (t)ētahi o ngā kāhui ā-iwi? Ki te mōhio koe, kōwhiritia (t)aua kāhui.**
    Please choose the Te Mātāwai iwi cluster(s) that the activity is associated with if you know them.

    -   Ngā kāhui katoa / In all clusters

    -   **Te Tai Tokerau:** Te Aupōuri, Ngāti Kahu, Ngāti Hine, Ngāti Kuri, Ngāpuhi, Ngāpuhi ki Whaingaroa-Ngāti Kahu ki Whaingaroa, Te Rarawa, Ngāi Takoto, Ngāti Wai, Ngāti Whātua, Te Kawerau ā Maki, Te Uri-o-Hau, Ngāti Rehua (Great Barrier Island), Ngāti Manuhiri, Ngāti Whātua o Kaipara, Ngāti Whātua o Ōrākei, Te Roroa

    -   **Tainui:** Te Ākitai Waiohua, Ngāti Tamaoho, Ngāti Hako, Ngāti Hei, Ngāti Maru (Hauraki), Ngāti Paoa, Patukirikiri, Ngāti Porou ki Harataunga ki Mataora, Ngāti Pūkenga ki Waiau, Ngāti Rāhiri Tumutumu, Ngāi Tai (Hauraki), Ngāti Tamaterā, Ngāti Tara Tokanui, Ngāti Hineuru, Ngāti Te Ata, Ngāti Whanaunga, Ngāti Haua (Waikato), Ngāti Maniapoto, Ngāti Raukawa (Waikato), Pouākani, Ngāti Koroki Kahukura, Waikato

    -   **Mātaatua:** Ngāti Pūkenga, Ngaiterangi, Ngāti Ranginui, Ngāti Awa, Ngāti Manawa, Ngāi Tai (Bay of Plenty), Tūhoe, Whakatōhea, Te Whānau-a-Apanui, Ngāti Ruapani ki Waikaremoana, Ngāti Whare

    -   **Te Arawa:** Ngāti Pikiao (Te Arawa), Ngāti Rangiteaorere (Te Arawa), Ngāti Rangitihi (Te Arawa), Ngāti Rangiwewehi (Te Arawa), Tapuika (Te Arawa), Tarāwhai (Te Arawa), Tūhourangi (Te Arawa), Uenuku-Kōpako (Te Arawa), Waitaha (Te Arawa), Ngāti Whakaue (Te Arawa), Ngāti Tūwharetoa, Ngāti Mākino (Te Arawa), Ngāti Tūwharetoa ki Kawerau (Bay of Plenty), Ngāti Tūrangitukua, Ngāti Kearoa/Ngāti Tuara, Ngāti Rongomai, Ngāti Tahu-Ngāti Whaoa (Te Arawa)

    -   **Te Tai Rāwhiti:** Ngāti Porou, Te Aitanga-a-Māhaki, Rongowhakaata, Ngāi Tāmanuhiri, Rongomaiwahine, Ngāti Kahungunu, Rangitāne (Dannevirke, Hawke's Bay, and Wairarapa), Ngāti Pāhauwera, Mana Ahuriri, Maungaharuru-Tangitū, Heretaunga Tamatea, Ngāti Rākaipaaka

    -   **Te Tai Hau-ā-uru:** Te Ātiawa (Taranaki), Ngāti Maru (Taranaki), Ngāti Mutunga (Taranaki), Ngā Rauru, Ngā Ruahine, Ngāti Ruanui, Ngāti Tama (Taranaki), Taranaki, Ngāti Apa (Rangitīkei), Te Āti Haunui-a-Pāpārangi, Ngāti Haua (Taumarunui), Ngāti Rangi, Ngāti Hauiti, Te Ātiawa (Wellington), Muaūpoko, Rangitāne (Manawatū), Ngāti Raukawa (Horowhenua and Manawatū), Ngāti Toa Rangatira (Wellington), Te Ātiawa ki Whakarongotai, Ngāti Tama ki Te Upoko o Te Ika (Wellington), Ngāti Kauwhata

    -   **Te Waipounamu:** Te Ātiawa (South Island), Ngāti Kōata, Ngāti Kuia, Moriori, Ngāti Mutunga (Chatham Islands), Rangitāne (South Island), Ngāti Rārua, Ngāi Tahu/Kāi Tahu, Ngāti Tama (South Island), Ngāti Toa Rangatira (South Island), Ngāti Apa ki Te Rā Tō.

11. **I tū te kaupapa i tēhea/ēhea o ngā takiwā nei?**
    In which of these general areas did the activity happen?

    - Huri i te motu—i ngā takiwā katoa / Nationally—in all areas
    - Te katoa o Te Ika-a-Māui / All North Island
    - Te katoa o Te Waipounamu / All South Island
    - Te Tai Tokerau / Northland
    - Tāmakimakaurau / Auckland
    - Waikato
    - Te Moana-o-Toi / Bay of Plenty
    - Tūranga / Gisborne
    - Te Matau ā Māui / Hawke's Bay
    - Taranaki
    - Whanganui
    - Manawatū
    - Wairarapa
    - Te Whanganui-a-Tara / Wellington
    - Te Takiwā ki Whakatū / Nelson Bays
    - Te Takiwā ki Waiharakeke /Marlborough
    - Te Tai Poutini / West Coast
    - Te Takiwā ki Waitaha / Canterbury
    - Te Oha-a-Maru—Oha-a-Maru / Timaru - Oamaru
    - Ōtākou / Otago
    - Murihiku / Southland
    - Tāwāhi (whakamāramahia mai) / Overseas (please specify)

12. **Mēnā e hono ana te kaupapa ki tētahi iwi/hapū motuhake, whakaingoatia i konei:**
    (Hoatu he irakati ki waenga i ngā ingoa, hei tauira, "Ngāti Apa. Tūhoe")
    If there are particular iwi or hapū associated with the activity, please name here:
    (Use a full stop between names, e.g., "Ngāti Apa. Tūhoe")

13. **Mā wai te kaupapa?**
    Who was the activity for?

    - Tamariki / Kōhungahunga / Children / toddlers
    - Tamariki kura tuatahi / Primary school-aged children
    - Tamariki kura tuarua / Secondary school-aged children
    - Taiohi (ki te 25 tau) / Youth (up to 25 years old)
    - Te hunga pakeke (ki te 45 tau) / Adults in general (up to 45 years old)
    - Te hunga pakeke (ki te 65 tau) / Adults in general (up to 65 years old)
    - Mātua / kaitiaki / Parents / caregivers
    - Kaumātua / Elders

14. **Mā ēhea o ēnei rōpū te kaupapa?**
    Which of these groups was the activity for?

    - Te Māori anahe / Māori only
    - Tauiwi anahe / Non-Māori only
    - Te katoa / Anyone

15. **Mā ēhea o ēnei hapori te kaupapa?**
Which of these communities was the activity for?

- Whānau

- Marae

- Hapū

- Iwi

- Taku hapori / My local community

- Hapori kaupapa whāiti (te hapori toi, te hākinakina, te hangarua) / Kaupapa-based community (art & craft, sports, recycling)

- Tētahi atu (whakamāramahia mai) / Other (please specify)

16. **Mā ēhea rōpū kōrero Māori te kaupapa?**
Which of these groups of Māori speakers was the activity for?

- Te hunga kātahi tonu ka ako i te reo Māori (E mōhio ana ki ngā kupu ruarua noa, ki ngā kīanga ruarua noa) / People just starting to learn about te reo Māori (who know only a few words or phrases)

- Te hunga kua tīmata te ako (ka taea ētahi kōrero Māori māmā noa nei) / Beginner learners (who know simple/basic things in Māori)

- Te hunga wawaenga (ka taea te kōrero mō ētahi mea ki te reo Māori) / Intermediate speakers (who can talk about some things in Māori)

- Te hunga matatau tonu (he maha ngā mea ka taea te kōrero ki te reo Māori) / Confident speakers (who can talk about many things in Māori)

- Te hunga matatau (ka taea te kōrero mō ngā momo kaupapa katoa ki te reo Māori) / Fluent speakers (who can talk about almost anything in Māori)

- Te hunga ko te reo Māori te reo tuatahi (i whakatipuhia ki te reo Māori) / First-language speakers (who grew up speaking te reo Māori)

- Te hunga kei ngā taumata katoa te reo / Speakers at all levels

17. **I pēhea te kaha o te kōrero Māori i te kaupapa? I whakamahia e te hunga:**
How much te reo Māori was used during the activity? People used:

- te reo Māori anahe / te reo Māori only

- te reo Māori te nuinga / mostly te reo Māori

- te reo Māori mō tētahi haurua o te wā / te reo Māori for about half of the time

- he iti noa te reo Māori, i te reo Ingarihi te nuinga / little te reo Māori, it was mostly in English

18. **He wā anō tōna i reo Māori anahe ai te reo kōrero?**
Were there times when people had to only speak te reo Māori?

- Āe / Yes

- Kāo / No

19. **He aha ngā whāinga whakarauora reo Māori matua o te kaupapa? (Āetia te katoa e hāngai ana)**
What were the main Māori-language revitalisation goals for the activity? (Please choose all that apply)

- Kia mātau ake ai ki ngā take e pā ana ki te whakarauora i te reo Māori me te noho matua mai o te whakatakoto mahere reo, arā, te whakahoki ake i te hauora ki te reo (Mārama pū) / To increase awareness about Māori-language revitalisation and the importance of language planning, i.e., restore vitality to the language (Critical awareness)

- Kia kaha ake ai te āta whakamahi i te reo Māori (Kōrero me te tuhi) / To increase active use of te reo Māori (Speaking or writing—active use)

- Kia kaha ake ai te rongo me te pānui i te reo Māori (Whakarongo me te pānui) / To increase exposure to te reo Māori (Listening, reading–passive use)

- Kia kaha ake ai te mana o te reo Māori (Mana) / To raise the mana of te reo Māori (Status)

- Kia mōhio ake ai te tangata ki te whakamahi i te reo Māori (Ako) / To improve peoples' ability to use te reo Māori (Acquisition)

- Kia whānui ake ai te mātau ki te kupu, ki te karakia, ki te waiata, ki te kīanga (Kounga) / To extend knowledge of words, karakia, waiata, phrases (Corpus)

20. I tautokohia te kaupapa e wai? (Āetia mai te katoa e hāngai ana)
How was the activity funded or supported? (Please choose all that apply)

- Ā-pūtea, e tētahi/ētahi rōpū / Funded by an organisation/s

- E tētahi rōpū (hei tauira, ā-mātanga nei) / Supported by an organisation (i.e., an expert adviser)

- Ā-pūtea, e te hunga whai wāhi atu / Funded by participants

- E te hunga whai wāhi atu (hei tauira, taha ringa raupā, taha kai, wāhi hui) / Supported by participants (through giving of, e.g., time / kai / venue)

- Aua hoki / I don't know

21. E hia ake nei te utu ki te whakahaere i te kaupapa nei?
Roughly how much did it cost to run the activity?

- Aua hoki / I don't know

- Iti iho i te $100 / Less than $100

- $100–$500

- $501–$1,000

- $1,001–$5,000

- $5,001–$10,000

- $10,001–$20,000

- $20,001–$50,000

- $50,001–$100,000

- $100,001–$250,000

- $250,001–$500,000

- $500,001–$1,000,000

- $1,000,001–$3,000,000

- Neke atu i te $3,000,000 / More than $3,000,000

22. Ki te āhei atu te tangata ki te kaupapa, ka kitea te roanga atu o ngā kōrero i hea?
If people are able to join the activity, where can they find further information?

Ingoa o te rōpū / Name of organisation

Īmēra / Email

Wāhitau / Address

Waea / Phone

Kōrero whakapā kē / Alternative contact details

Pae tukutuku URL / Website – URL

23. He kōrero anō āu mō te kaupapa nei?
Is there anything else you'd like to tell us about the activity?

Resources connected with an activity

24. I āta waihangatia he rauemi mō te kaupapa?
Was a resource created specifically for the activity?

- Āe / Yes
- Kāo / No

25. He aha te ingoa o te rauemi?
What is the name of the resource?

26. He aha te momo rauemi i waihangatia? (Āetia te katoa e hāngai ana)
What type of resource was produced? (Please choose as many as apply)

- Kōrero tuihono & pāpāho: rangitaki, pāpāho pāpori, taupānga, pae tukutuku, whārangi tukutuku/tomokanga / Online content & media: blogs, social media, apps, websites or webpages/portal
- Tānga: pukapuka, hautaka/moheni / Print publication (book, journal/magazine)
- e-tānga: e-pukapuka, moheni/hautaka ā-tuihono / e-publication–ebook, online magazine/journal
- Hanga rangitahi: pānui whakamārama, kāri, whakapiripiri, te aha atu / Ephemera–Pamphlet, card, sticker etc.
- Pūhopu oro: pakihere rokiroki, MP3, CD / Sound recording: podcasts, MP3, CD
- Ataata-rongo: DVD, kōnae ataata / Audiovisual: DVD, video files
- Kōnae rorohiko / Computer files
- Tētahi atu (whakamāramahia mai) / Other (please describe)

27. Nōnahea i waihangatia ai te rauemi?
When was the resource produced?

- 2012
- 2013
- 2014
- 2015
- 2016
- 2017

28. Ki te āhei atu te tangata ki te rauemi, ka kitea te roanga atu o ngā kōrero i hea?
If the resource is available, where can people find further information?

Ingoa o te rōpū / Name of organisation

Īmēra / Email

Wāhitau / Address

Waea / Phone

Kōrero whakapā kē / Alternative contact details

Pae tukutuku URL / Website – URL

Tētahi atu ara whakapā. Hei tauira, ISSN, ISBN, ingoa o te hautaka / Other identifier, e.g., ISSN or ISBN, name of journal

29. He kōrero anō āu mō te rauemi nei?
Is there anything else you would like to tell us about the resource?

Rauemi

30. He aha te ingoa o te rauemi?
What is the name of the resource?

31.   He aha te momo rauemi i waihangatia? (Āetia te katoa e hāngai ana)
What type of resource was produced? (Please choose as many as apply)

-   Kōrero tuihono & pāpāho: rangitaki, pāpāho pāpori, taupānga, pae tukutuku, whārangi tukutuku/tomokanga / Online content & media: blogs, social media, apps, websites or webpages/portal

-   Tānga: pukapuka, hautaka/moheni / Print publication (book, journal/magazine)

-   e-tānga: e-pukapuka, moheni/hautaka ā-tuihono / e-publication–ebook, online magazine/journal

-   Hanga rangitahi: pānui whakamārama, kāri, whakapiripiri, te aha atu / Ephemera–Pamphlet, card, sticker etc.

-   Pūhopu oro: pakihere rokiroki, MP3, CD / Sound recording: podcasts, MP3, CD

-   Ataata-rongo: DVD, kōnae ataata / Audiovisual: DVD, video files

-   Kōnae rorohiko / Computer files

-   Tētahi atu (whakamāramahia mai) / Other (please describe)

32.   Nōnahea i waihangatia ai te rauemi?
When was the resource produced?

-   2012
-   2013
-   2014
-   2015
-   2016
-   2017

33.   E whai hononga ana rānei te rauemi nei ki (t)ētahi o ngā kāhui ā-iwi? Ki te mōhio koe, kōwhiritia (t)aua kāhui.
Please choose the Te Mātāwai iwi cluster(s) that the resource is associated with if you know them.

-   Ngā kāhui katoa / In all clusters

-   **Te Tai Tokerau:** Te Aupōuri, Ngāti Kahu, Ngāti Hine, Ngāti Kuri, Ngāpuhi, Ngāpuhi ki Whaingaroa-Ngāti Kahu ki Whaingaroa, Te Rarawa, Ngāi Takoto, Ngāti Wai, Ngāti Whātua, Te Kawerau ā Maki, Te Uri-o-Hau, Ngāti Rehua (Great Barrier Island), Ngāti Manuhiri, Ngāti Whātua o Kaipara, Ngāti Whātua o Ōrākei, Te Roroa

-   **Tainui:** Te Ākitai Waiohua, Ngāti Tamaoho, Ngāti Hako, Ngāti Hei, Ngāti Maru (Hauraki), Ngāti Paoa, Patukirikiri, Ngāti Porou ki Harataunga ki Mataora, Ngāti Pūkenga ki Waiau, Ngāti Rāhiri Tumutumu, Ngāi Tai (Hauraki), Ngāti Tamaterā, Ngāti Tara Tokanui, Ngāti Hineuru, Ngāti Te Ata, Ngāti Whanaunga, Ngāti Haua (Waikato), Ngāti Maniapoto, Ngāti Raukawa (Waikato), Pouākani, Ngāti Koroki Kahukura, Waikato

-   **Mātaatua:** Ngāti Pūkenga, Ngaiterangi, Ngāti Ranginui, Ngāti Awa, Ngāti Manawa, Ngāi Tai (Bay of Plenty), Tūhoe, Whakatōhea, Te Whānau-a-Apanui, Ngāti Ruapani ki Waikaremoana, Ngāti Whare

-   **Te Arawa:** Ngāti Pikiao (Te Arawa), Ngāti Rangiteaorere (Te Arawa), Ngāti Rangitihi (Te Arawa), Ngāti Rangiwewehi (Te Arawa), Tapuika (Te Arawa), Tarāwhai (Te Arawa), Tūhourangi (Te Arawa), Uenuku-Kōpako (Te Arawa), Waitaha (Te Arawa), Ngāti Whakaue (Te Arawa), Ngāti Tūwharetoa, Ngāti Mākino (Te Arawa), Ngāti Tūwharetoa ki Kawerau (Bay of Plenty), Ngāti Tūrangitukua, Ngāti Kearoa/Ngāti Tuara, Ngāti Rongomai, Ngāti Tahu-Ngāti Whaoa (Te Arawa)

-   **Te Tai Rāwhiti:** Ngāti Porou, Te Aitanga-a-Māhaki, Rongowhakaata, Ngāi Tāmanuhiri, Rongomaiwahine, Ngāti Kahungunu, Rangitāne (Dannevirke, Hawke's Bay, and Wairarapa), Ngāti Pāhauwera, Mana Ahuriri, Maungaharuru-Tangitū, Heretaunga Tamatea, Ngāti Rākaipaaka

- **Te Tai Hau-ā-uru:** Te Ātiawa (Taranaki), Ngāti Maru (Taranaki), Ngāti Mutunga (Taranaki), Ngā Rauru, Ngā Ruahine, Ngāti Ruanui, Ngāti Tama (Taranaki), Taranaki, Ngāti Apa (Rangitīkei), Te Āti Haunui-a-Pāpārangi, Ngāti Haua (Taumarunui), Ngāti Rangi, Ngāti Hauiti, Te Ātiawa (Wellington), Muaūpoko, Rangitāne (Manawatū), Ngāti Raukawa (Horowhenua and Manawatū), Ngāti Toa Rangatira (Wellington), Te Ātiawa ki Whakarongotai, Ngāti Tama ki Te Upoko o Te Ika (Wellington), Ngāti Kauwhata

- **Te Waipounamu:** Te Ātiawa (South Island), Ngāti Kōata, Ngāti Kuia, Moriori, Ngāti Mutunga (Chatham Islands), Rangitāne (South Island), Ngāti Rārua, Ngāi Tahu / Kāi Tahu, Ngāti Tama (South Island), Ngāti Toa Rangatira (South Island), Ngāti Apa ki Te Rā Tō.

34. I tū te kaupapa i tēhea/ēhea o ngā takiwā nei?
In which of these general areas was the resource used?

- Huri i te motu—i ngā takiwā katoa / Nationally—in all areas
- Te katoa o Te Ika-a-Māui / All North Island
- Te katoa o Te Waipounamu / All South Island
- Te Tai Tokerau / Northland
- Tāmakimakaurau / Auckland
- Waikato
- Te Moana-o-Toi / Bay of Plenty
- Tūranga / Gisborne
- Te Matau ā Māui / Hawke's Bay
- Taranaki
- Whanganui
- Manawatū
- Wairarapa
- Te Whanganui-a-Tara / Wellington
- Te Takiwā ki Whakatū / Nelson Bays
- Te Takiwā ki Waiharakeke /Marlborough
- Te Tai Poutini / West Coast
- Te Takiwā ki Waitaha / Canterbury
- Te Oha-a-Maru—Oha-a-Maru / Timaru - Oamaru
- Ōtākou / Otago
- Murihiku / Southland
- Tāwāhi (whakamāramahia mai) / Overseas (please specify)

35. Mēnā e hono ana te rauemi ki tētahi iwi/hapū motuhake, whakaingoatia i konei:
(Hoatu he irakati ki waenga i ngā ingoa, hei tauira, "Ngāti Apa. Tūhoe")
If there are particular iwi or hapū associated with the resource, please name here:
(Use a full stop between names, e.g., "Ngāti Apa. Tūhoe")

36. Mā wai te rauemi?
Who was the resource for?

- Tamariki / Kōhungahunga / Children / toddlers
- Tamariki kura tuatahi / Primary school-aged children
- Tamariki kura tuarua / Secondary school-aged children
- Taiohi (ki te 25 tau) / Youth (up to 25 years old)
- Te hunga pakeke (ki te 45 tau) / Adults in general (up to 45 years old)
- Te hunga pakeke (ki te 65 tau) / Adults in general (up to 65 years old)
- Mātua / kaitiaki / Parents / caregivers
- Kaumātua / Elders

37.   I waihangatia te rauemi mā ēhea o ēnei rōpū?
Which of these groups was the resource developed for?

-    Te Māori anahe / Māori only

-    Tauiwi anahe / Non-Māori only

-    Te katoa / Anyone

38.   I waihangatia te rauemi mā ēhea o ēnei hapori?
Which of these communities was the resource developed for?

-    Whānau

-    Marae

-    Hapū

-    Iwi

-    Taku hapori / My local community

-    Hapori kaupapa whāiti (te hapori toi, te hākinakina, te hangarua) /
     Kaupapa-based community (art & craft, sports, recycling)

-    Tētahi atu (whakamāramahia mai) / Other (please specify)

39.   I waihangatia te rauemi mā ēhea rōpū kōrero Māori?
Which of these groups of Māori speakers was the resource developed for?

-    Te hunga kātahi tonu ka ako i te reo Māori (E mōhio ana ki ngā kupu ruarua noa,
     ki ngā kīanga ruarua noa) / People just starting to learn about te reo Māori
     (who know only a few words or phrases)

-    Te hunga kua tīmata te ako (ka taea ētahi kōrero Māori māmā noa nei) /
     Beginner learners (who know simple/basic things in Māori)

-    Te hunga wawaenga (ka taea te kōrero mō ētahi mea ki te reo Māori) /
     Intermediate speakers (who can talk about some things in Māori)

-    Te hunga matatau tonu (he maha ngā mea ka taea te kōrero ki te reo Māori) /
     Confident speakers (who can talk about many things in Māori)

-    Te hunga matatau (ka taea te kōrero mō ngā momo kaupapa katoa ki te reo Māori) /
     Fluent speakers (who can talk about almost anything in Māori)

-    Te hunga ko te reo Māori te reo tuatahi (i whakatipuhia ki te reo Māori) /
     First-language speakers (who grew up speaking te reo Māori)

-    Te hunga kei ngā taumata katoa te reo / Speakers at all levels

40.   He aha ngā whāinga whakarauora reo Māori matua o te rauemi?
(Āetia te katoa e hāngai ana)
What were the main Māori-language revitalisation goals for the resource?
(Please choose all that apply)

-    Kia mātau ake ai ki ngā take e pā ana ki te whakarauora i te reo Māori me te noho matua
     mai o te whakatakoto mahere reo, arā, te whakahoki ake i te hauora ki te reo (Mārama pū) /
     To increase awareness about Māori-language revitalisation and the importance of
     language planning, i.e., restore vitality to the language (Critical awareness)

-    Kia kaha ake ai te āta whakamahi i te reo Māori (Kōrero me te tuhi) /
     To increase active use of te reo Māori (Speaking or writing—active use)

-    Kia kaha ake ai te rongo me te pānui i te reo Māori (Whakarongo me te pānui) /
     To increase exposure to te reo Māori (Listening, reading—passive use)

-    Kia kaha ake ai te mana o te reo Māori (Mana) / To raise the mana of te reo Māori (Status)

-    Kia mōhio ake ai te tangata ki te whakamahi i te reo Māori (Ako) /
     To improve peoples' ability to use te reo Māori (Acquisition)

-    Kia whānui ake ai te mātau ki te kupu, ki te karakia, ki te waiata, ki te kīanga (Kounga) /
     To extend knowledge of words, karakia, waiata, phrases (Corpus)

41. **I tautokohia te rauemi e wai? (Āetia mai te katoa e hāngai ana)**
How was the resource funded or supported? (Please choose all that apply)

- Ā-pūtea, e tētahi/ētahi rōpū / Funded by an organisation/s
- E tētahi rōpū (hei tauira, ā-mātanga nei) /
  Supported by an organisation (i.e., an expert adviser)
- Ā-pūtea, e te hunga whai wāhi atu / Funded by participants
- E te hunga whai wāhi atu (hei tauira, taha ringa raupā, taha kai, wāhi hui) /
  Supported by participants (through giving of, e.g., time / kai / venue)
- Aua hoki / I don't know

42. **E hia ake nei te utu ki te whakaputa i te rauemi nei?**
Roughly how much did it cost to produce the resource?

- Aua hoki / I don't know
- Iti iho i te $100 / Less than $100
- $100–$500
- $501–$1,000
- $1,001–$5,000
- $5,001–$10,000
- $10,001–$20,000
- $20,001–$50,000
- $50,001–$100,000
- $100,001–$250,000
- $250,001–$500,000
- $500,001–$1,000,000
- $1,000,001–$3,000,000
- Neke atu i te $3,000,000 / More than $3,000,000

43. **Ki te āhei atu te tangata ki te rauemi, ka kitea te roanga atu o ngā kōrero i hea?**
If the resource is available, where can people find further information?

Ingoa o te rōpū / Name of organisation

Īmēra / Email

Wāhitau / Address

Waea / Phone

Kōrero whakapā kē / Alternative contact details

Pae tukutuku URL / Website – URL

Tētahi atu ara whakapā. Hei tauira, ISSN, ISBN, ingoa o te hautaka /
Other identifier, e.g., ISSN or ISBN, name of journal

44. **He kōrero anō āu mō te rauemi nei?**
Is there anything else you would like to tell us about the resource?