



2022 - 2032



PACIFIC LANGUAGES STRATEGY AOTEAROA NEW ZEALAND



Ministry for Pacific Peoples

“The sound of the conch shell carries over long distances and across several generations. It calls people from across Aotearoa to come together and ensure our languages are vibrant and thriving.”

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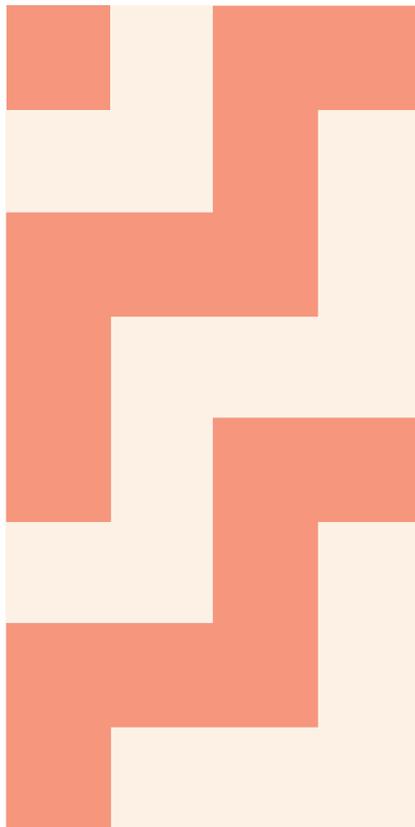
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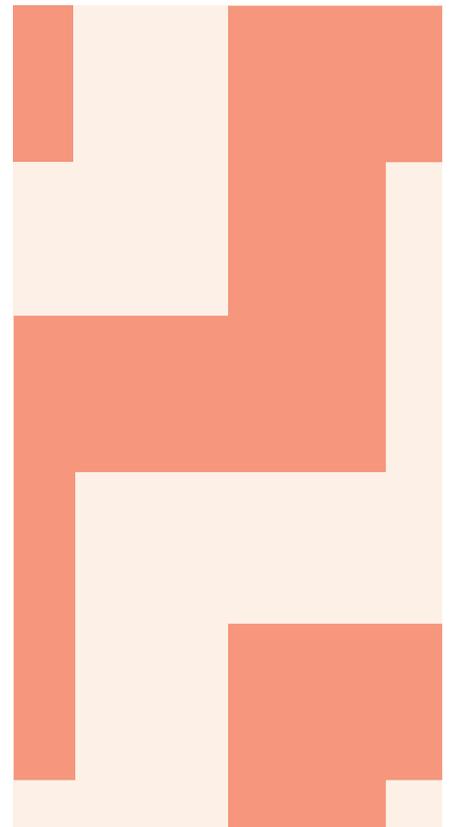
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**Hon Aupito Toeolesulusulu Tofae Su'a
William Sio – Minister for Pacific Peoples**

My Pacific elders have often shared,

“E lē falala fua lā’au o le vao, e māfua ona falala
ona o le agi o le matagi” (Gagana Samoa).

The trees of the forest do not move without
reason, they move because of the wind.

Minister's Foreword

As far back as the 1970s, I have seen many Pacific language pioneers stand their ground and cut across the challenging winds of the dominating English speaking world to create a pathway for Pacific languages and cultures to thrive and grow in Aotearoa New Zealand. Despite colonisation and the pressure to prioritise English to succeed, these pioneers held fast to their belief that Pacific languages and cultures are the cornerstone of our wellbeing. They knew that when Pacific languages and cultures thrive, our communities thrive, and Aotearoa becomes a better place for everyone.

When I consider these pioneers, I think of: Mama Tupou Manapori of Hillary College staying after school hours to pass on her language and cultural knowledge to her Cook Islands students; Mama Mere Tapaeru Tereora setting up the first Punanga o Te Reo early childhood programme for Cook Islands tamariki; le Afioga ia Tofaeono Tanuvasa Tavale QSM who enabled access to gagana Samoa by creating language resources and championing the first nationwide Samoan Language Week led by the New Zealand Human Rights Commission and Radio Samoa in Auckland; and the teachers and community leaders behind the first vagahau Niue bilingual unit established in 2021 at Favona Primary School. These milestones have given us a firm foundation upon which we must continue to build.

A dire trend has emerged in the past several decades – Pacific languages are in decline, and many are in danger of being lost altogether. But we are not alone in this journey, and we acknowledge indigenous languages globally,

including tangata whenua of Aotearoa experiencing the journey of loss and hope in championing their reo. Together, Māori and Pacific are like braided rivers, flowing towards Te-Moana-Nui-a-Kiwa which binds our special relationship as peoples of the vast blue Pacific Ocean with shared whakapapa, customs, values, spiritual beliefs, languages, and cultures. This special bond continues to grow from strength to strength as our families/aiga converge and a growing number of our tamariki share Māori and Pacific whakapapa and heritage. This is a distinct strength we offer the world.

We look to our Māori whānau who are world-leading in their language revitalisation efforts, and seek to journey with them, learn from them, and fulfil our responsibility to *manaaki* their ongoing endeavour to see te reo Māori thrive.

Aotearoa New Zealand is also unique in that we are a Pacific nation, and home to one of the largest Pacific populations in the world – this comes with a responsibility to protect and promote the languages of our Pacific communities.

The Pacific Languages Strategy 2022 – 2032 is the first of its kind in Aotearoa, and takes a long-term approach to coordinate support for Pacific languages across government, communities, and key stakeholders.

The Strategy is founded on the vision that thriving Pacific languages build a prosperous Aotearoa. It has three key objectives:

1. Recognise the value of Pacific languages across Aotearoa;

2. Strengthen pathways and resources for learning Pacific languages and learning in Pacific languages; and

3. Create environments for Pacific languages to be used more often, and in more spaces.

We have seen, especially with the advent of COVID-19, that Pacific languages are fundamental to the health and wellbeing of Pacific communities, and evidence tells us that when our people are strong in their own language as well as English, they are more likely to be strong mentally, culturally, academically, and economically.

I want to acknowledge the wonderful support for this historic Pacific Languages Strategy we have received from the Prime Minister, the Rt. Honourable Jacinda Ardern, Government Ministers, Government agencies and officials, academics, researchers, and, of course, the courageous Pacific peoples of Aotearoa, especially our young people.

I strongly commend this historic Pacific Languages Strategy – may it strengthen Aotearoa New Zealand's competitive and cultural edge as a modern, Pacific nation.

So let us look towards a future where the winds of change rise to meet our collective efforts, where they move us forward, and where we are uplifted with confidence to a place where our Pacific languages and cultures are shared, learnt, used, supported, and thriving in our homes, communities, and workplaces throughout Aotearoa New Zealand.

**Hon Aupito Toeolesulusulu Tofae Su'a
William Sio – Minister for Pacific Peoples**





**Lau Lu Mac Leauanae —
Secretary for Pacific Peoples &
Chief Executive,
Ministry for Pacific Peoples**

E sui faiga, ae tumau le fa'avae
(Gagana Samoa).

In 2018, when the Ministry embarked on a year-long talanoa with Pacific communities, it quickly became clear that languages are the foundation of wellbeing for Pacific people.

Secretary for Pacific Peoples & Chief Executive, Ministry for Pacific Peoples' Foreword

I am always championing Pacific languages, and challenging the system to recognise their untapped potential. Ensuring Pacific languages, cultures, and identities thrive continues to be a priority for our Ministry. We know that while Pacific peoples are strong in their identity, the state of Pacific languages is fragile. This means that real action is more important now than ever before.

When we invest in our languages, we are investing in our futures. When we raise our young people to be strong in their Pacific languages, they are better equipped to succeed in education and their careers. They are more likely to be mentally and physically healthy, with a strong sense of identity and wellbeing.

Government investment in Pacific languages has enabled us to continue the work in realising the aspirations of Pacific communities as captured in the vision of Pacific Aotearoa's Lalanga Fou report. Our approach recognises that achieving these goals is challenging and, because no one person or organisation has all the answers, it is imperative we work together collaboratively.

Our All-of-Government Pacific Wellbeing Strategy is one way we are supporting this kind of collaboration. It will strengthen leadership across government and ensure investment is responsive to our Pacific communities. This includes how we invest in and support Pacific languages as a cornerstone of Pacific wellbeing and, in doing so, lay enduring foundations for the future.

The Pacific Languages Strategy 2022 – 2032 provides the framework to effectively coordinate the efforts and actions of Pacific communities and government so that, together, we can create the right conditions for communities to drive solutions that protect and maintain their languages. Success will be determined by how well we work together, alongside community, to realise the vision that thriving Pacific languages build a prosperous Aotearoa.

I would like to offer a final word of thanks to those of you who take small and big steps to advance our languages every day – whether you're a mama raising children with their gagana, a young person taking online language classes, an employee spreading the word on Pacific Language Weeks, a grandparent who tunes into Pacific radio – we see what you do, and we humbly thank you. You have remained steadfast in your endeavours, and we only hope we can honour your commitment with the right support in the years to come.

**Ma lo'u fa'aaloalo lava,
Laulu Mac Leuanae**



Introduction

“Ke lava te lau o te Kupega te lau mua ma te lau muli, ke naunau ma galulue fakatahi” (te gagana Tokelau)

“We must have enough herders working together in unison to herd the school of fish into the net.”

In the Tokelau practice of fishing with the kupega (the net), close collaboration is required by those working both sides of the kupega to catch a school of fish. Communication and cooperation guarantee a plentiful catch and, in turn, ensure the village is fed. Hearing, learning, and speaking our heritage languages nourishes us, like fish from the ocean, granting the strength, health, and energy we need to lead prosperous lives. To retain and revitalise Pacific languages, we must work the kupega together to create the right conditions for a plentiful catch.



There is a long history of Pacific communities and language champions drawing on their innovation, creativity, and resourcefulness to work the kupega to retain their Pacific languages. This journey has been inspired by the strides tangata whenua have made to protect and promote te reo Māori in Aotearoa. This Strategy supports these efforts by bringing together all those who seek to maintain and revitalise Pacific languages, and by making sure they are collectively manoeuvring the kupega – communicating, collaborating and complementing the actions of others to guarantee the biggest catch.



Top photo: MPP

Bottom photo: Tom Noble Creative

Thriving Pacific Languages build a prosperous Aotearoa

The history of colonisation in Aotearoa has pushed the narrative that Māori and Pacific communities must speak English to succeed.

This belief is pervasive, and forces Māori and Pacific people to walk in spaces where their languages are neither understood nor valued.

This has led to a significant decline in the use of these languages in Aotearoa. However, Māori as tangata whenua have challenged this narrative and led language revitalisation efforts that are now considered world-leading. Many Pacific communities are also on this journey with their own languages. They are telling a new story of success – when their languages thrive alongside te reo Māori, their communities thrive, and Aotearoa prospers.

Investing in the languages of tangata o te Moana-nui-ā-Kiwa (including tangata whenua and te reo Māori) protects wellbeing and cultural identity, and creates communities of healthy, educated, and productive citizens. This is particularly important for our children and young people, because supporting their heritage languages will benefit their sense of belonging, resilience, and confidence.

If our children are to be proud to call Aotearoa home, then Aotearoa must value their languages, cultures, and identities.

The evidence is unequivocal that investing in growing Pacific bilingual and multilingual speakers will:

- lift educational outcomes, including qualification rates, and educational equity;
- enhance employment and earning opportunities;
- create cultural connections that improve wellbeing and protect mental and physical health;
- build self-esteem, confidence, and identity and contribute to social stability and cohesion; and
- increase the human capital and productivity of our workforce, enhancing economic value for Aotearoa.¹

The prosperity of te reo Māori and our Pacific languages is inextricably linked to the prosperity, wellbeing, and success of Aotearoa as a whole. We must honour the special status of te reo Māori and protect the indigenous languages of our Pacific peoples, as our collective ability to thrive depends on it.



VISION: THRIVING PACIFIC LANGUAGES BUILD A PROSPEROUS AOTEAROA



KEY OBJECTIVES



**Recognise the Value of Pacific Languages
across Aotearoa**



**Strengthen Pathways and Resources for
Learning Pacific Languages and Learning in
Pacific Languages**

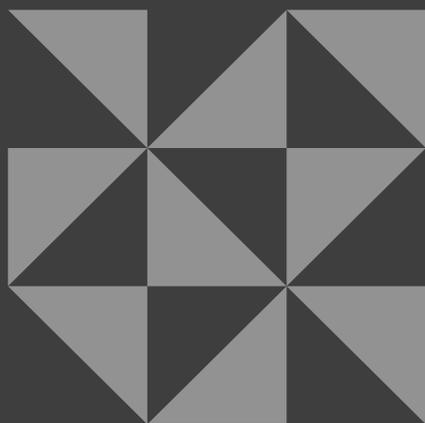


**Create Environments for Pacific Languages
to be Used more often, and in more Spaces**

Te Tiriti o Waitangi and the Pacific Languages Strategy

“E kore au e ngaro;
te kākano i ruia mai
i Rangīātea” (te reo
Māori)

I shall never be
lost; the seed which
was sown from
Rangīātea.



The whakapapa, spiritual, cultural, and geographical ties between Māori and Pacific peoples, with Te Tiriti o Waitangi as the constitutional point of connection, are like the double-hulled vaka synonymous with Pacific voyaging.

Drawing on the strength of these connections will help us navigate the waters ahead.

Pacific peoples have a unique relationship with tangata whenua

Māori are the tangata whenua of Aotearoa, with roots extending deep through Oceania. Māori and Pacific peoples have shared histories as navigators, explorers, and innovators who traversed te Moana-nui-ā-Kiwa in search of new lands. Over thousands of years, they migrated from Hawaiki-nui, Hawaiki-roa, and Hawaiki-pāmamao. Māori and Pacific communities are united as tangata o te Moana-nui-ā-Kiwa. Their customs, values, beliefs, and languages point to paths that have crossed many times.

The whakapapa (tuakana-teina) relationship helps illustrate our shared ancestry – what binds us, rather than what separates us – both within our communities and beyond. These historical ties are now being strengthened further with the growing number of Pacific peoples with whakapapa to the iwi o Aotearoa.

Honouring the intentions of Te Tiriti and supporting Pacific communities

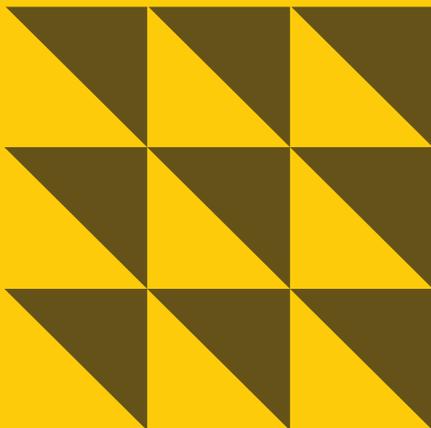
This Strategy, and the voices contained within it, honour Te Tiriti and acknowledge the legacy of colonisation in Aotearoa, including structural racism and the way this has impacted the use and vitality of te reo Māori and other indigenous languages of the Pacific. Colonisation has perpetuated the notion that English is the language of success and, in this context, indigenous and heritage languages are not used or passed on because New Zealand society does not value them. This has resulted in ongoing language trauma for many younger Māori and Pacific peoples.

Te Tiriti provides a framework for addressing such injustices against Māori communities and moving towards healing in powerfully mobilising and practical ways. The harm experienced by Māori communities reverberates through our Pacific communities, but so too do the benefits of addressing it. *A logo tai ua logo uta* is a gagana Samoa proverb that speaks to one’s sense of responsibility to others. It is about our collective responsibility to manaaki or nurture one another. Thus, the language revitalisation efforts in this Strategy are designed to manaaki, learn from, support, and uplift the ongoing language revitalisation journey of tangata whenua and te reo Māori.

The History of Pacific Languages in Aotearoa

**“Kua tupu, kua aka.
Kua toro te papa i
Avaiki” (te reo Māori
Kūki ‘Āirani)**

**It has sprouted,
taken root, and the
foundation of Avaiki
has spread.**



Pacific communities have been at the forefront of their language preservation since the initial waves of migration to Aotearoa New Zealand.

Through their efforts, we have seen the establishment of Pacific language nests, as well as learning opportunities in schools, radio networks, written media, Pacific arts and cultural festivals, and education organisations throughout Aotearoa New Zealand. We also see languages shared and celebrated in the cultural practices of churches through White Sunday and Fakame, and through the arts with master weavers, tivaivai, tapa cloth making, and traditional fishing practices, and canoe building. The advances in teaching, learning, and promoting Pacific languages and cultures is a direct result of the strong support from Pacific communities.

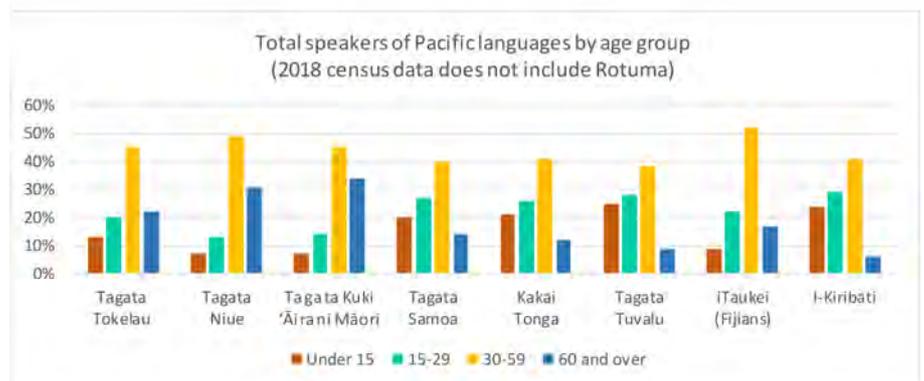
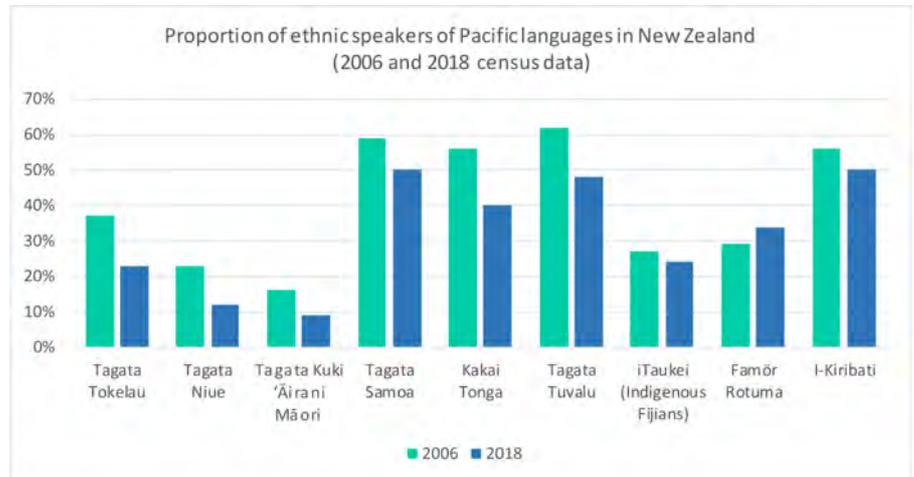
Pacific languages have come under increasing pressure from public monolingualism in Aotearoa, and English is becoming more prominent in spaces that have traditionally been bastions of Pacific language use, such as homes and churches. While the use of Pacific languages in Aotearoa New Zealand has continued, it has often been confined to these private domains.

The limited perceived value of Pacific languages outside of these domains has contributed to a decline in the number of Pacific language speakers across generations and languages.

This decline carries with it a loss of Pacific knowledge, histories, and genealogical connections.

The United Nations Education, Scientific and Cultural Organisation (UNESCO) has classified several Pacific languages, including te gagana Tokelau, vagahau Niue, te reo Māori Kūki ‘Āirani, and te gana Tuvalu, as vulnerable or endangered. This means the language is generally only spoken by parents or grandparents, or by children, but only in their home. Many of these populations are New Zealand-born, which correlates with language loss across all Pacific groups. Annex 1 provides additional detail on the broader criteria behind these UNESCO classifications.

The average proportion of under 15s who speak their heritage language across all Pacific groups is concerningly low at 16%.



Over the last 15 years, there has been a significant reduction in the proportion of ethnic speakers of Pacific languages, with lea faka Tonga experiencing the largest drop. When we break down current Pacific language speakers by age group, the statistics are concerning, with some groups having as few as 7% of those under the age of 15 able to speak the language.

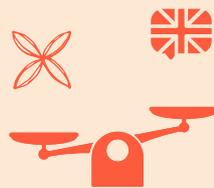
The average proportion of under 15s who speak their heritage language across all Pacific groups is concerningly low at 16%. The alarming lack of next generation speakers signals a radical need for innovative ways to grow critical awareness around the cultural, social, and economic value of Pacific languages. For this to happen, we need coordinated, cross-sector planning and policy with the right support structures for revitalisation and retention.

Barriers to Language Use and Maintenance

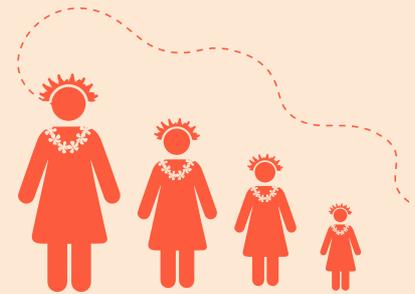
During our engagements, Pacific communities highlighted the following barriers that have contributed to the decline of Pacific language use across Aotearoa:



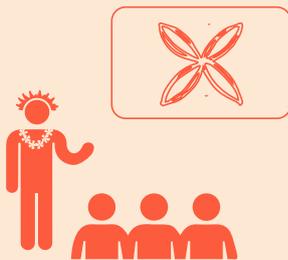
Prioritisation of English



Low perceived value of Pacific Languages



Lower rates of intergenerational transmission

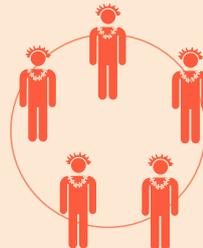


Challenges engaging and supporting young people to lead in language teaching and learning

Lack of formal education options in Pacific languages



Community efforts are often reactive, rather than proactive



Difficulties connecting younger generations with community elders



Lack of shared and communal spaces to use and learn languages



Fatigue and exhaustion from trying to maintain languages with little support



Perceived complex language dynamics (i.e. multiple dialects)

The significance of education for Pacific language revitalisation

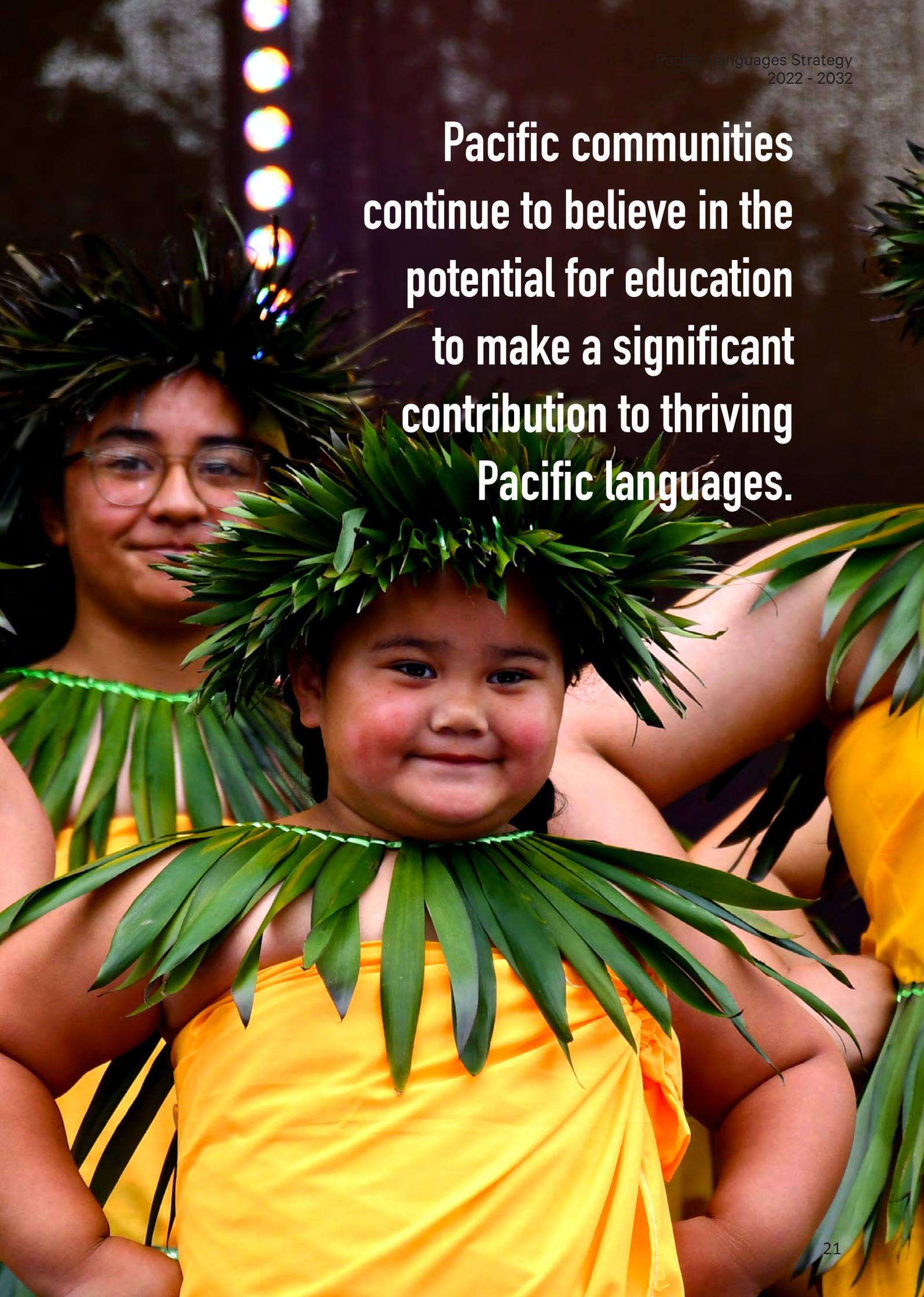
Education has always played a leading role in the migration story of tagata o te Moana-nui-ā-Kiwa and it is no different when it comes to language revitalisation. While there are many incredible teachers and leaders who champion Pacific languages in places of learning, the education system at large has often spread both implicit and explicit messages that Pacific languages are not valued or valuable. Despite this, Pacific communities continue to believe in the potential for education to make a significant contribution to thriving Pacific languages.

The growing success of Kōhanga Reo, Kura Kaupapa Māori, and Wānanga is testament to the positive impact quality bilingual and immersion education opportunities can have on children and young people's experience and achievement in education. This continues to inspire communities to drive the establishment of language nests, immersion early learning options, bilingual and immersion units, and Pacific language NCEA subjects. Quality bilingual and immersion education in conjunction with recognising and valuing Pacific languages in English-medium settings will advance educational equity and contribute to a prospering Aotearoa.

Annex 2 shows the number of, and trends in students learning Pacific languages and learning in Pacific languages since 2000.



**Pacific communities
continue to believe in the
potential for education
to make a significant
contribution to thriving
Pacific languages.**



Our Relationships with and Responsibilities to Pacific Communities

Aotearoa New Zealand is a Pacific nation that has an important role to play in supporting Pacific languages. This stems from the widely acknowledged special and historical relationship between Aotearoa and the nations of Te Moana-nui-ā-Kiwa.

“Solesolevaki sa itakele ni duavata” (vosa Vakaviti)

Solidarity is the cornerstone of unity – unity is firmly established when people work together to achieve common goals



This Strategy supports nine indigenous Pacific languages that meet the criteria outlined in Annex 4. These include indigenous languages of:



Tokelau, Niue, and the Cook Islands

Through the constitutional status of Tokelau, Niue, and the Cook Islands, their languages are indigenous within the Realm of New Zealand. In all three instances, the island populations retain New Zealand citizenship with full rights of access to New Zealand.

Indigenous Realm languages are protected by the United Nations Declaration of the Rights of Indigenous Peoples (2010). This guarantees indigenous peoples the right to revitalise, use, develop, and transmit their histories, languages, oral traditions, philosophies, writing systems and literatures to future generations (Article 13).

The populations of these groups in Aotearoa New Zealand significantly outnumber the populations in their home countries, and this is also true for numbers of speakers of their languages. There are nearly six times more Tagata Tokelau in Aotearoa New Zealand than in Tokelau, nearly 18 times the number of Tagata Niue, and more than four times the number of Tangata Kūki 'Āirani Māori.

The education systems in Tokelau, Niue, and the Cook Islands all use some level of their home language, though a significant proportion of instruction is provided in English from a young age. Data on the

number of speakers in the home islands is limited, but what is available suggests the proportion of speakers is declining, albeit at a slower rate than among the Aotearoa New Zealand diaspora. Niue and the Cook Islands both have Language Commissions, which provide an opportunity to work together to identify ways to strengthen and align efforts for urgent language revitalisation.



Samoa and Tonga

Samoa has a unique historical relationship with Aotearoa New Zealand, and is the only nation with which Aotearoa New Zealand has a Treaty of Friendship. This came into force when Samoa became the first Pacific nation to secure their independence from foreign powers in 1962. The Treaty of Friendship between Samoa and Aotearoa New Zealand is about a commitment to partnership, friendship, and a mutual endeavour to obtain fuller opportunities for social progress for Tagata Samoa. Language is critical in achieving this.

There is also a unique and historical relationship between Aotearoa New Zealand and Tonga. Much like Tagata Samoa, Kakai Tonga make up a significant proportion of the Pacific population in Aotearoa New Zealand – both have close to 50 percent of their overall populations residing here.



Gagana Samoa and lea faka Tonga are the first languages for the majority of the populations in Samoa and Tonga, respectively. Of the nine languages supported in this Strategy, these groups have the strongest ‘home-base’ for their languages. While data is scarce, it is likely that there are similar numbers of speakers in the home nations relative to the diaspora. However, this cannot be taken for granted given the pressure on island nations to conform to western development models that are associated with English as a socioeconomically privileged language. In Samoa, the preference for English as the medium of instruction before the end of Primary school compromises opportunities for young people to master gagana Samoa before introducing English, resulting in low quality language learning. Similarly, the growing prevalence of families pushing for children to learn in English in Tonga because of its status as an international language is compromising the status, value and proficiency of lea faka Tonga in the home island.²



Tuvalu, Rotuma, Fiji, and Kiribati

The other nations whose indigenous languages are supported in the Strategy also have historical relationships with Aotearoa, though in some cases it is less formal or more recently developed. Tuvalu has a Statement of Partnership with Aotearoa New Zealand which

outlines key areas for cooperation,³ while Rotuma as a Fijian dependency does not have a formal relationship with New Zealand. There is, however, growing cooperation with and visibility of Rotumans in Aotearoa New Zealand.

Fiji was a colony under British protection until 1970. Fiji and New Zealand have a long history of strong ties that include heritage, sport, business, security, parliamentary support, climate change, and COVID-19. It also has links to two-way trade with Aotearoa and development cooperation in tourism, military defence, health, and education. The Fiji Four Year Plan supported by New Zealand’s Ministry of Foreign Affairs and Trade outlines the strong kinship that has developed between Fiji and New Zealand over decades.

In the context of the Pacific Reset, New Zealand has scaled up its development cooperation with Kiribati. This includes a four-year plan to support a healthy, educated, and resilient I-Kiribati (the people of Kiribati/Kiribati descent) population.⁴

Since Tuvalu became a separate political entity in the mid-1970s, competency in English has become increasingly important. The ability to speak English is seen as important for foreign communications and is often used in business and Governmental settings.⁵ While both English and te gana Tuvalu are offered in school, English is generally the language of instruction from year 4 upwards.⁶ While Tuvalu is home to more speakers of te gana Tuvalu than in

the diaspora, the threat of climate change and forced migration could shift this to the diaspora.

Although the largest hub of vosa Vakaviti is in Fiji, English has become the dominant language of the country. This is despite the Constitution of Fiji awarding equal status to languages of “iTaukei, Rotuman, descendants of labourers from British India (Fijian Indians) and Pacific Islanders and settlers as well as migrants” (Constitution of the Republic of Fiji, 2013, p.1). There is concern that without an evolving written literature, vosa Vakaviti will soon be endangered. The schooling system in both Fiji and the islands of Rotuma operate predominantly in English and current Government policies further restrict the use of iTaukei and fāeag Rotu m in certain domains, such as in Parliament.

Te taetae ni Kiribati and English are both official languages of Kiribati, although English is most used in the capital of Tarawa. In 2010 there was close to 95,000 people aged three and over in Kiribati and more than 90% of them could read and write te taetae ni Kiribati. Schooling begins in the home language, but the Language of Instruction policy specifies the requirement to move to English in Year 3. Much like Tuvalu, while the critical mass of speakers exists in the home islands, the threat of climate change could shift this to the diaspora.

Protecting Indigenous Languages is a Human Right

Under international law (Article 27 of the International Covenant on Civil and Political Rights) and Section 20 of the New Zealand Bill of Rights Act, Aotearoa New Zealand has a responsibility towards Pacific peoples and their languages as the rights of minority groups. It outlines that those who belong to a minority group in Aotearoa New Zealand shall not be denied the right to use their language.

Articles 29 and 30 of the United Nations Convention on the Rights of the Child emphasises the importance of a child's cultural development to their wellbeing. These articles affirm that children should be free to use their own language and that the education of all children should be respectful of their cultural identity, language, and values. Articles 2 and 3 state that the best interests of children should be paramount in all matters, and that they should live free from discrimination, including based on language.



Image from Pacific Underground and Auckland Theatre Company's co-production of Dawn Raids by Oscar Kightley, 16 August – 3 September. Photo: Ross Brown.

Promoting Indigenous Languages in the Context of Climate Change



Ka uka ma mea, ti uku aki e ulu (vagahau Niue)

If it is difficult, go headfirst – when something is challenging, make a start because making small steps forward is better than standing still

Climate change is one of the single greatest threats to the livelihoods, security, and wellbeing of the peoples of the Pacific. Climate change-related hazards will impact Pacific peoples' heritage, cultures, and languages, as well as their ancestral connections to the land, and their security. Most imminently, low lying atolls like Tokelau and Tuvalu face habitability risks if collective action fails to prevent catastrophic climate change.

In this context, we must work hard to meet our responsibilities in Aotearoa, not just to address the causes of the climate crisis, but to protect and promote Pacific languages, cultures, and practices. While it is our hope that Pacific homelands will continue to thrive, it is important that Aotearoa, as a Pacific nation, home to an ever-increasing population of Pacific peoples, is a place where Pacific languages and cultures are protected, promoted, and prosperous.



Pacific Languages Strategy, Aotearoa, New Zealand: A Strategy to take us into the future

Pacific Languages Strategy 10-year vision:

**Thriving Pacific languages
build a prosperous Aotearoa**

Photo: NZ Kiribati National Council event. Photographer: Joseph Rejante.

In 2018, following extensive engagements with over 2,500 Pacific peoples and communities across the country, the Ministry for Pacific Peoples launched Lalanga Fou, which sets out the vision and journey ahead for Pacific people in Aotearoa New Zealand.

The first goal of Lalanga Fou is to see thriving Pacific languages, cultures, and identities that are valued and recognised as assets in Aotearoa New Zealand. Achieving this goal will contribute significantly to the other goals of Lalanga Fou: prosperous Pacific communities; resilient and healthy Pacific peoples; and confident, thriving and resilient Pacific young people.

This Strategy takes a strengths-based, holistic approach to Pacific languages as a cornerstone of Pacific wellbeing. While its main focus is on language, the Strategy also recognises the indelible links between language, culture, and identity, and aims to amplify and enhance Pacific languages, in recognition of the

critical role they play in supporting Pacific wellbeing. In other words, while not explicitly stated in the title, this Strategy is for Pacific languages, cultures, and identities, in addition to Pacific languages

Much like our ancestors, this Strategy takes a considered and deliberate approach to working the kupega (fishing net) of Pacific language action across Pacific communities, Government, and non-Government sectors. A clear vision and plan for action will support strong collaboration and communication between different stakeholders and in turn, present the best approach to move towards thriving Pacific languages, vibrant Pacific communities and a prosperous Aotearoa.



Three key objectives for increasing Pacific language use in Aotearoa



Recognise the Value of Pacific Languages across Aotearoa

In Aotearoa, prioritising English, often at the expense of one's heritage language is seen as a prerequisite to success. This has influenced the language dynamics of Pacific communities and contributed to overall language loss.

For Pacific languages to thrive, we need to shift the perspectives of both Pacific and non-Pacific peoples in Aotearoa to see the value that thriving Pacific languages offers for wellbeing and success.

This requires steps to build understanding about the benefits of Pacific multilingualism for health, education and wellbeing and about creating the environments where the languages are heard, spoken, understood and appreciated.



Strengthen Pathways and Resources for Learning Pacific Languages and Learning in Pacific Languages

As the value of Pacific languages is raised and more people seek to further their language learning, it is critical that sufficient Pacific language learning opportunities are made available, at all levels, to meet demand.

Language can be learnt and developed in formal education settings, community settings, through intergenerational transmission, and a combination of all of these. Strengthening pathways for learning Pacific languages and learning in Pacific languages must involve investment in all these spaces to build quality and accessible language resources that enhance language learning.



Create Environments for Pacific Languages to be used more often, and in more Spaces

Pacific people regularly receive explicit and implicit messages that their languages are not useful or valued outside of their homes and churches. It is not simply a matter of building understanding of the value of Pacific languages, but taking action to create opportunities for Pacific languages to be used more often and in more spaces.

This includes seeing, hearing, and speaking Pacific languages more often in education settings, workplaces, sports teams, community spaces, Government agencies and services, and media, creative arts and broadcasting. This will help to raise and reinforce the value of Pacific languages across Aotearoa.

Three guiding principles for any future actions and investment



Te Tiriti o Waitangi

In the implementation of the Strategy, planning, governance, and ongoing research and development will involve partnership with Māori agencies and leaders to ensure we are respecting, uplifting, and learning from the journey of te reo Māori revitalisation.

Article two of Te Tiriti promises the protection of taonga, specifically te reo Māori. As a tauwiwi partner to the Treaty, this provides a template for the future protection of Pacific languages. Article three of Te Tiriti, Ōritetanga, focuses on equity for tangata whenua and tauwiwi. If socio-economic disparities persist, this provision has not been fulfilled.

Investing in Pacific languages is critical to protecting them as a taonga of Aotearoa, and supporting the health, wellbeing, success, and equitable experiences of Pacific peoples as citizens of Aotearoa. This work honours the intentions of Te Tiriti.

Collaboration

Pacific languages must be supported from a systems level right through to our families and communities. Consistent and coherent Government-wide support to increase Pacific language value, use and speaker numbers is timely and critical.

Evidence

Our approach will ensure all decisions to support Pacific languages and associated funding, initiatives, and activities will be informed and driven by research, data, and best practice. This includes an in-depth understanding of the key components of language revitalisation: status, critical awareness, acquisition, corpus, and use.^{7,8} (See Annex 3).





Revitalise | Strengthen | Maintain

A tailored approach to different languages

The nine indigenous Pacific languages supported by this Strategy are diverse with different needs, strengths, and challenges. While guided by a broad vision and set of objectives, the Strategy will take a tailored approach to each language.

To support this, the languages have been grouped into three categories. The categorisation is based on the current state of the language, the demographics of the population, and their relationship to Aotearoa. It also includes multiple dialects associated with these nine languages, where relevant. Further detail on the categorisation process is included in Annex 4.

STRENGTHENING TRANSMISSION AND MAINTENANCE



Gagana Samoa

Lea Faka Tonga

This group is characterised by their large populations and relatively high number of speakers but also their sharp decline in total speakers and intergenerational transmission rates. This group is a high priority for retention and maintenance efforts.

URGENT REVITALISATION



Te Gagana Tokelau



Vagahau Niue



Te Reo Māori Kūki 'Āirani

This group is characterised by high levels of endangerment, low numbers of speakers, low intergenerational transmission, and strong constitutional ties to Aotearoa New Zealand. The largest populations of these groups in the world are found in New Zealand.

SUPPORT COMMUNITY-LED ACTION FOR LANGUAGE REVITALISATION AND MAINTENANCE



Te Gana Tuvalu



Fäeag Rotuam ta



Vosa Vakaviti



Te Taetae ni Kiribati

This group is characterised by smaller, emerging populations of language speakers with some degree of formal relationship with Aotearoa New Zealand. There are smaller numbers of people from these communities who are New Zealand-born, and varying levels of endangerment.

Action Plans



Pacific Languages Government Action Plan

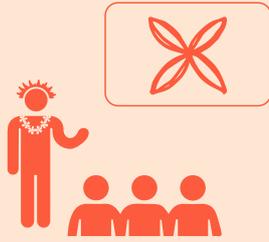
Pacific communities are the leaders, owners, and drivers of their languages. However, the New Zealand Government and key Government agencies have an important role to play in creating the conditions needed for Pacific languages to thrive. Much like the journey of te reo Māori language revitalisation, the successes and efforts of Pacific communities to protect their languages have continued despite the lack of Government support.

This Strategy seeks to address this by weaving reciprocity into our approach to work together. The Community Action Plans, developed collaboratively with communities, will form the foundation and starting point for the Pacific Languages Government Action Plan.

The Strategy lays out the overall strategic direction and key areas for action, but an annually updated Government Action Plan will articulate the specific investment and actions Government will take to support the Strategy. This will be led by the Ministry for Pacific Peoples in partnership with other Government agencies.

The Pacific Languages Government Action Plan will focus on the domains of government, education, media and broadcasting, and international relations. In most of these domains, there is a lead government agency and a minister responsible for decisions regarding investment and support in that area.

While the Action Plan is focused on the actions of Government (macro language planning), language planning initiatives will extend beyond formal Government domains, such as education and broadcasting, to non-Government domains such as family homes and communities (micro language planning). The specific decisions, policies and levers that can be used in the Government domains are outlined on the following pages.



Education

- Formal qualifications, like NCEA
- Te Whāriki and New Zealand Curriculum
- Language teaching capability and capacity
- Pacific bilingual and immersion education pathways
- Funding and resourcing for language learning
- Adult and community education
- Traditional oral histories and cultures
- Indigenous methodologies



Government

- Legislation and regulation
- Funding and resourcing (including for community initiatives)
- Investment in languages data and research
- Local government strategy and resourcing
- Awareness raising (among Pacific and non-Pacific communities)
- All-of-Government culture and workforce



Media, Creative Arts, and Broadcasting

- Ring-fenced Pacific funding
- Pacific-focused programming
- Pacific language programmes
- Consistent Pacific language use
- Communications and campaigns



International Relations

- Relationships with Pacific nations
- Sharing resources
- Collaboration and mutual learning
- Foreign Aid

Pacific Language Community Action Plans

Pacific communities must determine what success and thriving Pacific languages look like for them. A key element of this Strategy is that the space for Pacific families and communities to lead language revitalisation is respected and supported. They will know what kinds of actions will make a meaningful difference for their families and communities. The Government has a role to play in working reciprocally with communities, supporting their efforts and recognising their agency.

To support this to happen, the Ministry for Pacific Peoples will work with ethnic-specific communities to develop Community Action Plans. These will articulate

the opportunities and actions communities wish to pursue to support their languages to thrive. They will also inform the broader Pacific Languages Government Action Plan and help to balance the responsibilities of communities with those of Government and other key stakeholders.

These Community Action Plans will focus on the domains of home and families, churches, communities, workplaces and business, public spaces, the non-Government and charity sector, and the digital/technology space. The decisions, policies, and levers that can be used in these domains are outlined on the next page.



Homes and Families



- Decisions on language use, including passing on languages
- Decisions about learning languages or learning in the languages
- Passing on family genealogical knowledge

Public Spaces



- Publicly visible language e.g., signage and displays
- Awareness campaigns / messaging
- Public events
- Exhibitions and experiences hosted by art galleries, museums etc.

Churches



- Languages used in services / activities
- Language classes and seminars
- Fostering language use in young children and youth
- Guidance and information sharing on language issues
- Development and use of language resources

Non-Govt and Charity Sector



- Influencing Government policy
- Advocacy
- Providing direct support to families and communities
- Supporting and promoting citizen participation

Communities



- Community events
- Pacific celebrations
- Recreational and social activities
- Collaboration with education settings, museums, workplaces, etc

Digital / Technology



- Language use in communications (emails, chat functions, sharing updates, videos, key public information from Government agencies)
- Language use on interface (navigation menus, advertising, notifications etc)
- Availability of language support through search engines (e.g. accessing online dictionaries)
- Language technology (e.g. speech recognition, machine translation, grammatical analysis)
- Availability of digital language resources

Workplaces and Businesses



- Workplace policies on language use and translation
- Recognition of employee language competencies
- Signage and communications

Achieving change through action

“Aloalo tou vaka, alo tonu ki mua. Sa kilo ki peau io u tafa” (te gana Tuvalu)

Paddle your vaka looking straight ahead and pay no attention to the waves around you.

This proverb from te gana Tuvalu reminds us to focus on our goals without getting distracted by the many things life throws at us.

The three key objectives are designed to create a clear focus moving forward. There are many ways we can support Pacific languages, though to be effective, we need to work towards similar goals in a coordinated and focused way.



Key Objective 1: Recognise the value of Pacific languages across Aotearoa

“Tautuanā ne’i vale tu’ulima le tofi (gagana Samoa)”

Behold your inheritance, your rights, and responsibilities lest they be lost.

The Samoan language is a tofi (gift) from God, and the plea is that this language be maintained and passed on to future generations.

Consultation with Pacific communities confirmed that raising the value of Pacific languages represents a critical step towards language retention and revitalisation. Both Pacific communities and non-Pacific communities must value Pacific languages for them to thrive across Aotearoa.

This requires:

- Everybody in Aotearoa understanding the significance of thriving Pacific languages to the health, wellbeing, and success of Pacific communities, and how this contributes to the collective prosperity of Aotearoa
- Multilingualism in Pacific languages being seen as an asset to be fostered and supported, particularly in education and employment
- Formal legislative recognition of the significance of Pacific languages in Aotearoa

Government and communities are already working to achieve this by:

- Increasing investment in Pacific Languages Weeks to celebrate and promote Pacific languages across Aotearoa [MPP]
- Making vagahau Niue and te gagana Tokelau recognised / accredited subjects in the National Certificate of Educational Achievement [MoE]

To achieve this objective we will explore the potential to:

- Develop legislation to establish a Pacific Languages Commission and give formal legislative status to Pacific languages [MPP]
- Develop a comprehensive communication campaign to raise awareness and promote the value of Pacific languages and the benefits of multilingualism [MPP]
- Work with Pacific nations to identify opportunities for promoting the benefits of bilingualism [MFAT & MPP]

We will know we're making progress when:

- Increased numbers of Pacific and non-Pacific New Zealanders understand and value multilingualism and biliteracy in Pacific languages
- Increased numbers of Pacific and non-Pacific New Zealanders understand, value, and access Pacific bilingual and immersion education pathways
- There is increased awareness of the significance of indigenous Pacific Realm languages in Aotearoa
- The return on investment for Pacific languages is better understood by Government
- The value of Pacific languages is recognised in Government commitments and legislation
- Pacific language competencies are valued and recognised in education and employment
- More research specific to Aotearoa on the benefits of Pacific languages is available and easily accessible

Key Objective 2: Strengthen pathways and resources for learning Pacific languages and learning in Pacific languages

Pukepuke 'a fufula (lea faka Tonga)

Hold fast to a big, fat pig –

This proverb refers to reaching a goal through determination: we must use every ounce of energy to hold onto our language and seek opportunities to learn and share it so that it is never lost.

Our work to raise the value of Pacific languages across Aotearoa must be supported by proactive planning and investment to grow opportunities and pathways for learning, and learning in, Pacific languages. This is because, as the value of Pacific languages is raised, demand is likely to grow for accessible ways to increase one's language competencies in formal education, community spaces, and the home. Fortunately, there are many innovative examples of language learning in these settings that can be built on rather than reinvented.

This requires:

- Developing quality pathways for language learning in education and community settings so people are supported to progress and continue learning
- Proactively planning phased, quality bilingual and immersion education pathways to embrace Pacific learners' languages and cultures and promote educational equity
- Responding to the demand for more high-quality resources to support knowledge, skills, and proficiency in Pacific languages

Government and communities are already working to achieve this by:

- Providing funding for Pacific bilingual and immersion units in schooling from 2022 [MoE]
- Introducing a managed network approach to ensure diverse, sustainable, and high-quality early learning provision [MoE]
- Connecting communities with local schools and universities to enable institutions to offer accredited Pacific language provision to secondary school students [community with support from MPP]
- Investing in the Centre for Pacific Languages to ensure the ongoing delivery of free online Pacific languages classes [MPP]

- Prioritising funding for Adult and Community Education courses that focus on supporting Pacific (especially Realm) language acquisition and maintenance [TEC, MoE]

To achieve this objective we will explore the potential to:

- Design contextually relevant Master-Apprentice Language Learning Programmes which pair elder speakers with language learners [MPP]
- Build stronger relationships with the language commissions of Pacific nations and explore the possibility of shared resource creation and utilisation [MPP & MFAT in consultation with MoE, where relevant]
- Targeted assistance for people to train and register as Pacific language teachers by providing support to meet current English language requirements [MoE]
- Grow accredited language learning pathways in Tertiary education to build capability for careers in education, translation, interpretation, and other relevant fields [MoE/TEC]

We will know we're making progress when...

- Increased numbers of high-quality formal and informal language classes at all levels are available
- Increased numbers of Pacific bilingual and immersion education options in early schooling are available
- Increased numbers of community language learning initiatives, including those with qualification and employment pathways, are available
- There are more options to train as a teacher in Pacific-language focused programmes
- There are more teachers who are fluent in one or more Pacific languages, specifically in bilingual and immersion early learning pathways
- More people are learning Pacific languages, including learners in the formal education system
- More people are learning in Pacific languages, including learners in the formal education system
- More people report being able to access quality Pacific language resources in education settings, the home, communities, and online
- Rates of intergenerational language transmission experience an overall increase

Below: Photo: NZ Kiribati National Council event.
Photographer: Joseph Rejante.



**“We must use every ounce
of energy to hold onto our
language”**

Key Objective 3: Create environments for Pacific languages to be used more often, and in more spaces

“A‘māūr‘ākia ma putua ‘ou fāeag ta ‘e ‘ou fātu la se mao” (fāeag Rotuām Ta)

Revive and nurture your language from your heart so it lives and breathes everywhere you go.

While Pacific languages are valued and thriving in homes and churches across Aotearoa, if they are not used in more spaces, it is likely that even these domains will become increasingly threatened. Our approach must therefore be to support the use of Pacific languages not only in homes and churches, but also in the other domains outlined in this Strategy – i.e. education, Government, media and broadcasting, international relations, workplaces and businesses, public spaces etc.

This requires:

- Supporting families to pass on languages in their homes
- Making Pacific languages visible in the linguistic landscape (the language we see in everyday places – signs / notices / labels / advertisements)
- Identifying ways to make Pacific languages more visible, valued, and used in settings where English is the dominant language, particularly education and workplace settings
- Supporting, valuing, and investing in quality Pacific language broadcasting
- Ensuring translation and interpretation services are reliable and accessible
- Investing in Pacific language broadcasting – Pacific Media Network [MCH]
- Providing Professional Learning and Development for teachers in early learning and schooling to incorporate Pacific identities, languages, and cultures into classroom learning through Tapasā (cultural competencies framework for teachers of Pacific learners) [MoE]

Government and communities are already working to achieve this by:

- Translating COVID-19 messages into Pacific languages to ensure Pacific communities remain informed, protected, and healthy in the global pandemic [MPP]
- Implementing Ngā Reo o Tāmaki Makarau (the Auckland Languages Strategy) that seeks to maintain and strengthen Pacific languages [COMET]

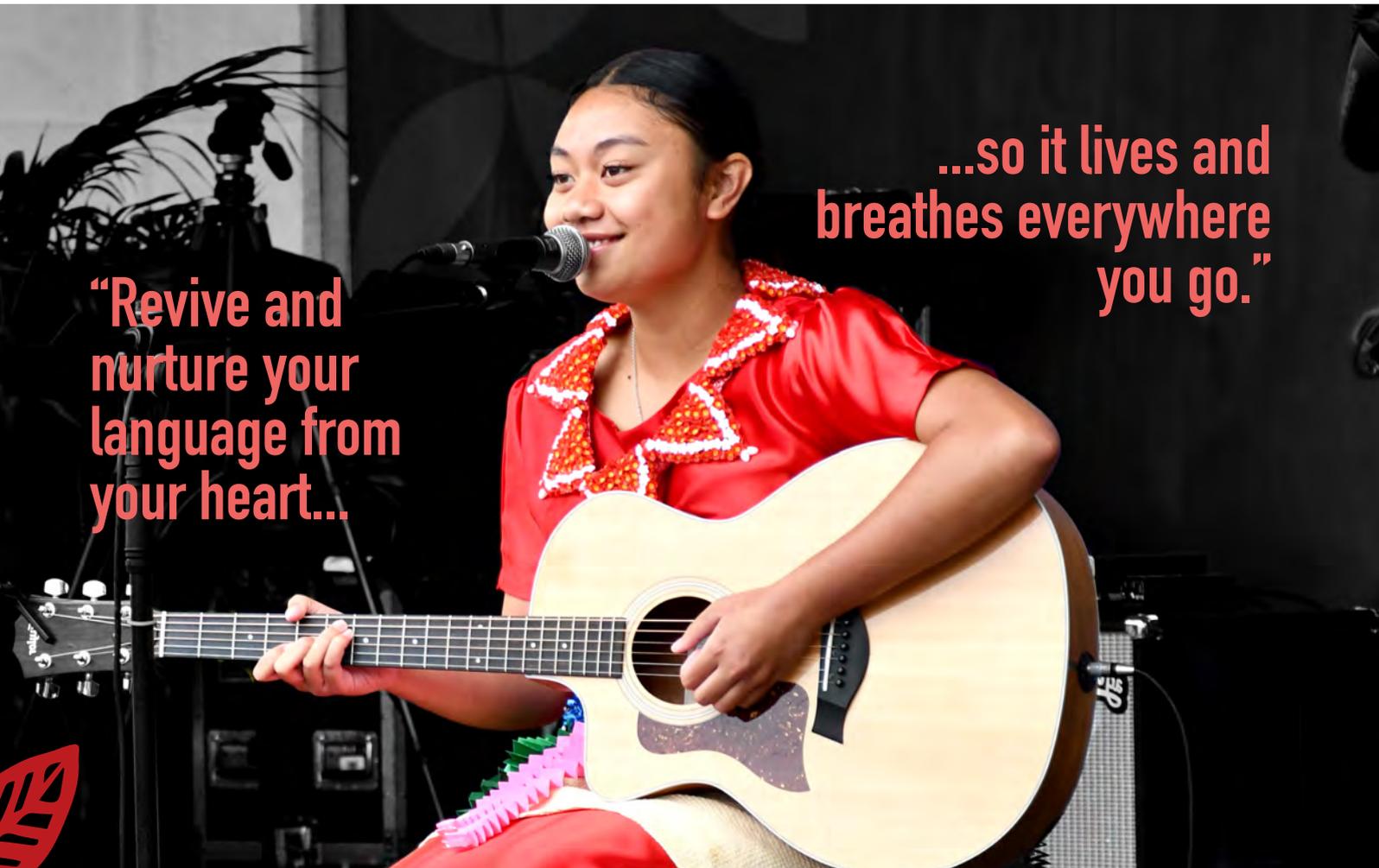
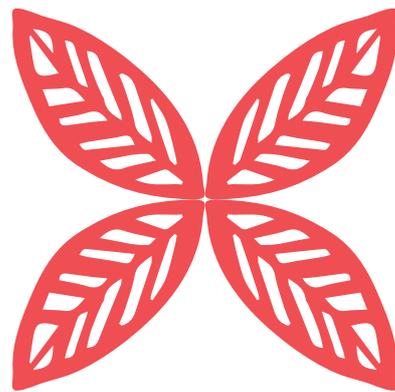
To achieve this objective we will explore the potential to:

- Increase the number of gagana Samoa and lea faka Tonga bilingual and immersion units in schools to support use of the languages in education [MoE]
- Produce guidance laying out expectations for the translation of important material into Pacific languages across the public sector [MPP]
- Invest in Pacific language content in mainstream broadcasting [MCH]
- Increase the amount of community-generated online content focused on Pacific language learning and use [Community with support from MPP]



We will know we're making progress when:

- There is increased Pacific language use in traditional and social media programming
 - There is a stronger presence of Pacific languages in the linguistic landscape (i.e. signage, labels, notices, etc.
 - More Pacific people, including young people, report feeling comfortable speaking Pacific languages in education settings, on sports teams, at social gatherings and events, etc.
 - More Government agencies consistently and reliably translate key information into the Realm languages, gagana Samoa, and lea faka Tonga
- More people report being able to access important public information in Pacific languages
 - There are more local community initiatives creating opportunities for speaking and sharing Pacific languages
 - Total Pacific language speaker numbers experience an overall increase



“Revive and nurture your language from your heart...”

...so it lives and breathes everywhere you go.”

“Language strengthens our link to our ancestral lands and traditional ways. It enriches our cultural experience as well as our connection to our elders and ancestors passed”

PACIFIC COMMUNITY LANGUAGE PROFILES

**“Ara taetae bon kinakira”
(te taetae ni Kiribati)**

Our language, our identity

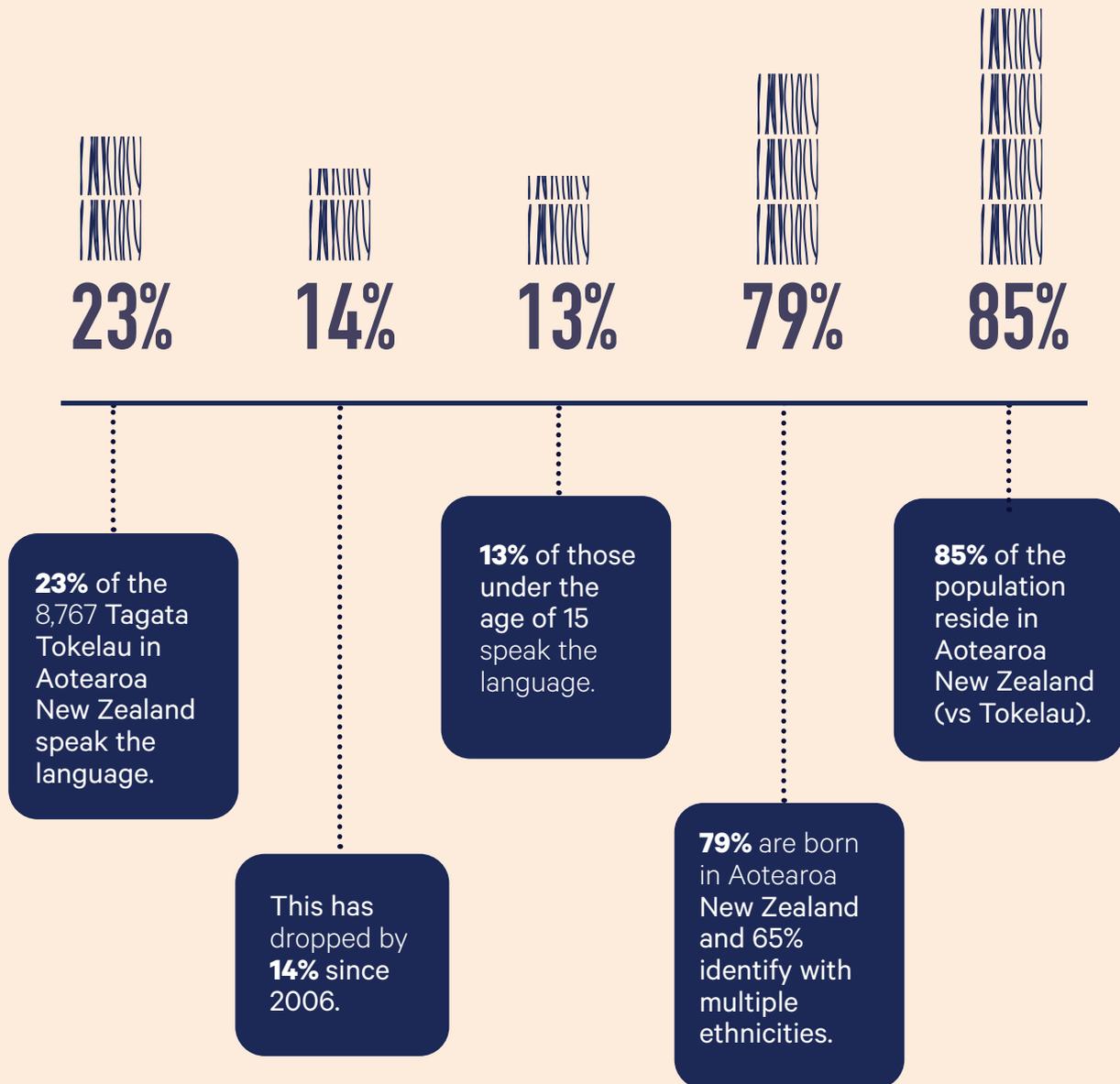
These community language profiles provide further context on the current state of the barriers and opportunities facing the language groups in the Strategy. The profiles have been developed from a series of engagements with key language champions and community groups, and will serve as a helpful starting point for the development of the Pacific Language Community Action Plans.

Note: data used in the community profiles is from NZ Census, 2018 unless stated otherwise

Te Gagana Tokelau

“Ko te gagana e ia fakamakekea te tatou hōkotaga ki na fenua o ō tatou tupuna ma a tatou nofononofoga. E ia fakatamāokāigagia a tatou tu ma te aganuku vēnā ma te hōkotaga o kitatou ki o tatou mātua ma o tatou tupuna kua gagalo atu”

“Language strengthens our link to our ancestral lands and traditional ways. It enriches our cultural experience as well as our connection to our elders and ancestors passed”





Language Group: Urgent Revitalisation

Tokelau remains a dependent territory of Aotearoa New Zealand.

Tagata Tokelau (people of Tokelau heritage) are New Zealand citizens, with 85% of the population living here in Aotearoa New Zealand. The future of te gagana Tokelau therefore hinges on how well it is revitalised and maintained in Aotearoa New Zealand. According to UNESCO, the language is classified as severely endangered. There are few opportunities to learn te gagana Tokelau in the community or through formal education in Aotearoa New Zealand, though it has recently been approved as an NCEA accredited subject.

URGENT REVITALISATION

During consultation on the Pacific Languages Strategy, Tagata Tokelau shared some of their priorities under the three key objectives. These will inform ongoing collaboration on the Gagana Tokelau Community Action Plan. They include:

Key Objective 1: Recognise the value of te gagana Tokelau across Aotearoa

- Build an understanding of the benefits of being bilingual (English and te gagana Tokelau).
- Change mindsets about the significance of te gagana Tokelau in education – ensure it is a priority.
- Legislation to give some form of formal status to Realm languages.

Key Objective 2: Strengthen pathways and resources for learning te gagana Tokelau and learning in te gagana Tokelau

- Develop opportunities for elders to work as language experts in early childhood settings.
- Language classes at all levels of the education system and opportunities to learn at home or in the community through virtual classes.
- Grow and support the number of te gagana Tokelau language teachers.

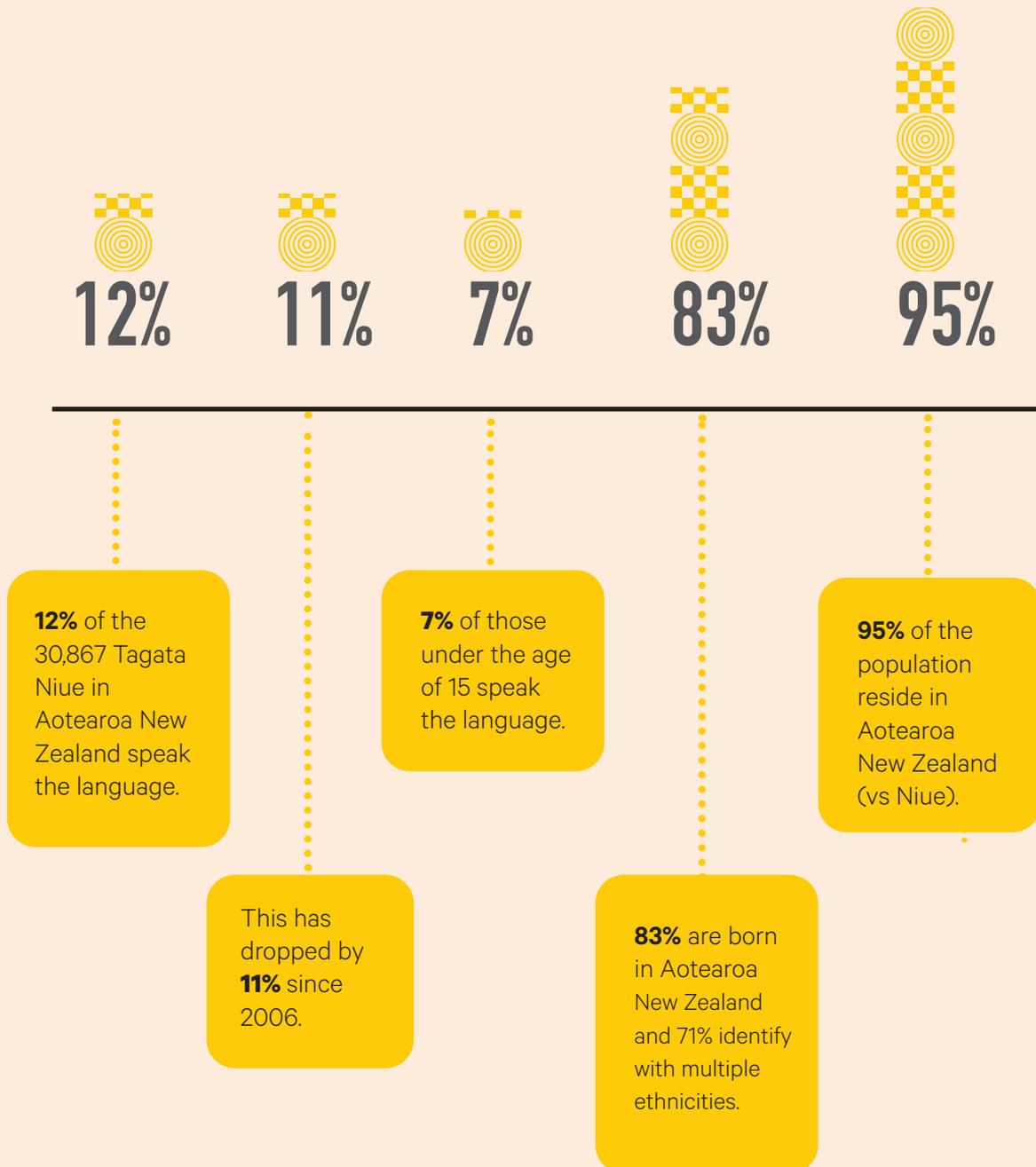
Key Objective 3: Create environments for te gagana Tokelau to be used more often and in more spaces

- Locate or build a community base for Tagata Tokelau to connect and speak their language together.
- More te gagana Tokelau content in mainstream media.

Vagahau Niue

“Ko e ha mautolu a vagahau ko e mena kua mua atu e mahuiga kia mautolu ko e tau tagata, tau taofiaga ke he tau aga fakamotu, tau tala tū fakaholo mo e fakatumau ke moui anoiha”

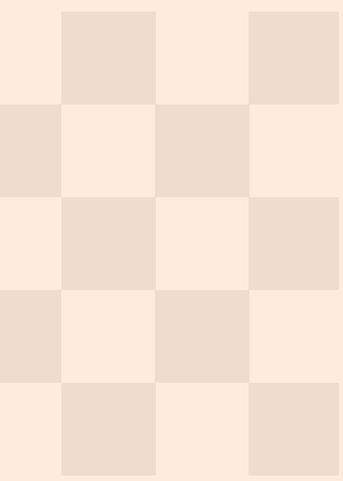
“Our vagahau is of the utmost importance to our identity, cultural values, history, and future survival as a ‘living’ culture”





Niue is a self-governing nation that is part of the Realm of New Zealand.

Its citizens are New Zealand citizens, with 95% of Tagata Niue living here in Aotearoa New Zealand. UNESCO has classified vagahau Niue as definitely endangered and, of all the Pacific languages, vagahau Niue has some of the lowest rates of language retention for those under 15. There are very few options to learn vagahau Niue formally or in community settings in Aotearoa New Zealand, though it has recently been approved as an NCEA accredited subject.



During consultation on the Pacific Languages Strategy, Tagata Niue shared some of their priorities under the three key objectives. These will inform ongoing collaboration on the Vagahau Niue Community Action Plan. They include:



Key Objective 1: Recognise the value of vagahau Niue across Aotearoa

- Address language trauma resulting from colonisation and the lack of value placed on vagahau Niue.
 - Develop programmes that educate Tagata Niue on the benefits of learning, speaking, and passing on the language (for those who don't already see the value or have it as a priority)
 - Legislation to give some form of official status to Realm languages.
- 

Key Objective 2: Strengthen pathways and resources for learning vagahau Niue and learning in vagahau Niue

- Source additional funding for community language classes.
- Build on existing resources and develop new digital and print resources targeting young people.
- Greater awareness of how to access bilingual education, how to initiate setting up a service/unit, funding models, etc.
- Offer exchange programmes for young people to Niue.
- Explore models for language mentoring in communities and for teachers.

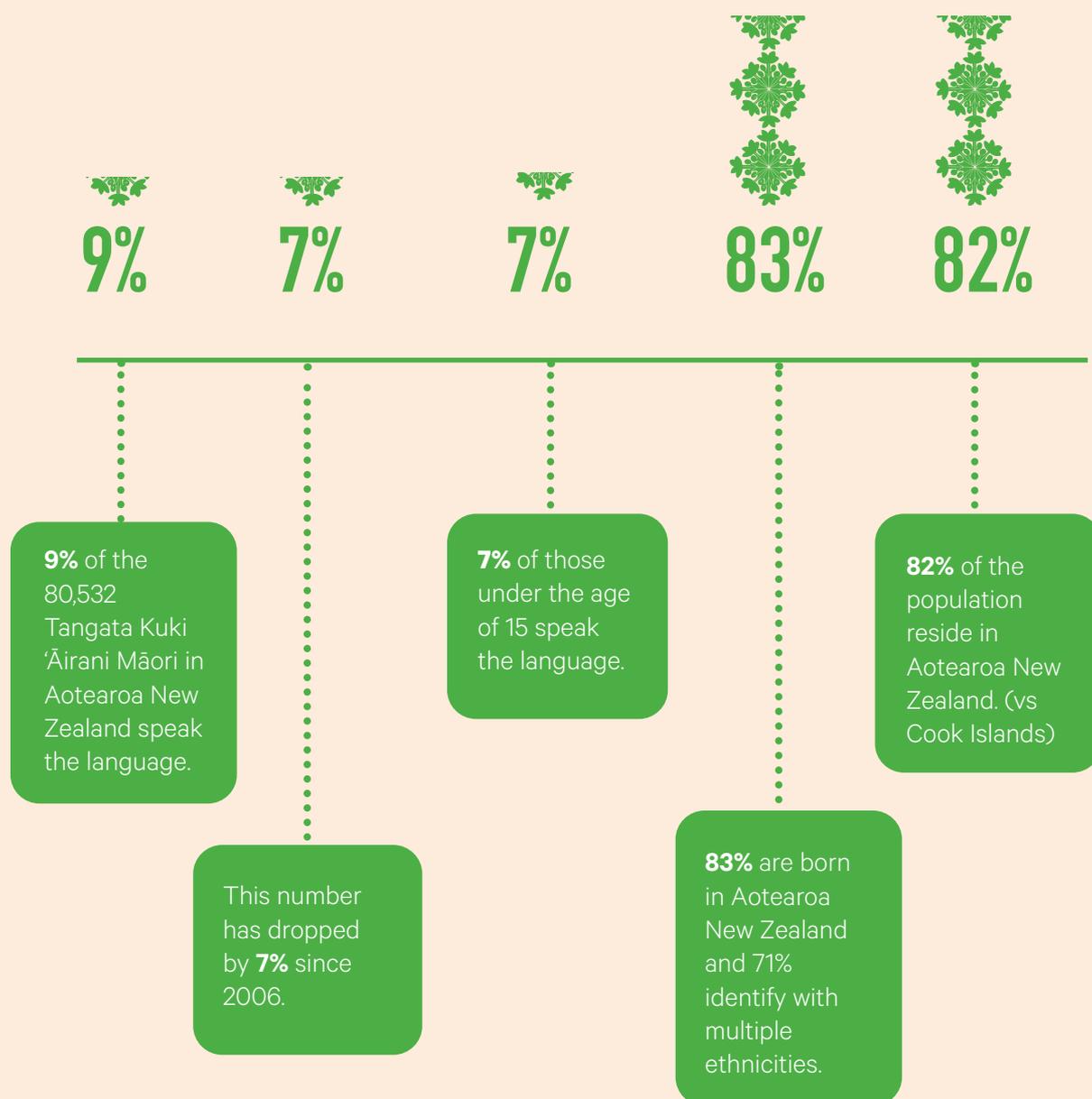
Key Objective 3: Create environments for vagahau Niue to be used more often and in more spaces

- Increase the number of translators and the pathways to become an accredited translator.
- Raise the profile of vagahau Niue in media and digital content.

Te Reo Māori Kūki 'Āirani

“Ko te reo te toka tiavā ‘ō te ora nō tā mātou au peu. Kua tāpiri’ia atu tē reira ki roto ‘i tā mātou au ‘īmene, au pure, kai, au tua ta’ito, au ‘irinaki’anga, au ‘ākono’anga ‘ē te au mārama vairākau rāpakau”

“Language is the cornerstone of our culture’s survival. It is embedded in our songs, prayers, food, myths, beliefs, customs, and medicinal knowledge”





The Cook Islands is a self-governing nation that is part of the Realm of New Zealand.

Its citizens are New Zealand citizens, with 82% of Tangata Kuki 'Āirani Māori living here in Aotearoa New Zealand. Tourism rates between Aotearoa New Zealand and the Cook Islands are high, which makes use of English on the main island of Rarotonga very common. According to UNESCO, the language is classified as vulnerable. There are very few opportunities to learn the language in the community or through formal education in Aotearoa New Zealand.



During consultation on the Pacific Languages Strategy, Tangata Kūki 'Āirani Māori communities shared some of their priorities under the three key objectives. These will inform ongoing collaboration on the Te Reo Māori Kūki 'Āirani Community Action Plan. They include:



Key Objective 1: Recognise the value of te reo Māori Kūki 'Āirani across Aotearoa

- Share key messages on how language can open employment opportunities.
 - Regular and persistent promotion of the language throughout the year.
 - Raise awareness of declining speakers to illustrate the potential for language loss.
 - Legislation to give some form of formal status to Realm languages.
- 

Key Objective 2: Strengthen pathways and resources for learning te reo Māori Kūki 'Āirani and learning in te reo Māori Kūki 'Āirani

- Create language learning opportunities that combine elements of identity and culture and target young people.
- Utilise models which bring together elders/grandparents with younger generation to mentor them in the language.
- Develop context-specific resources that explore the languages and cultures of the different dialects and groups across the Cook Islands.
- Build bilingual education pathways in early learning and schooling.
- Invest in language teachers (in community and education).

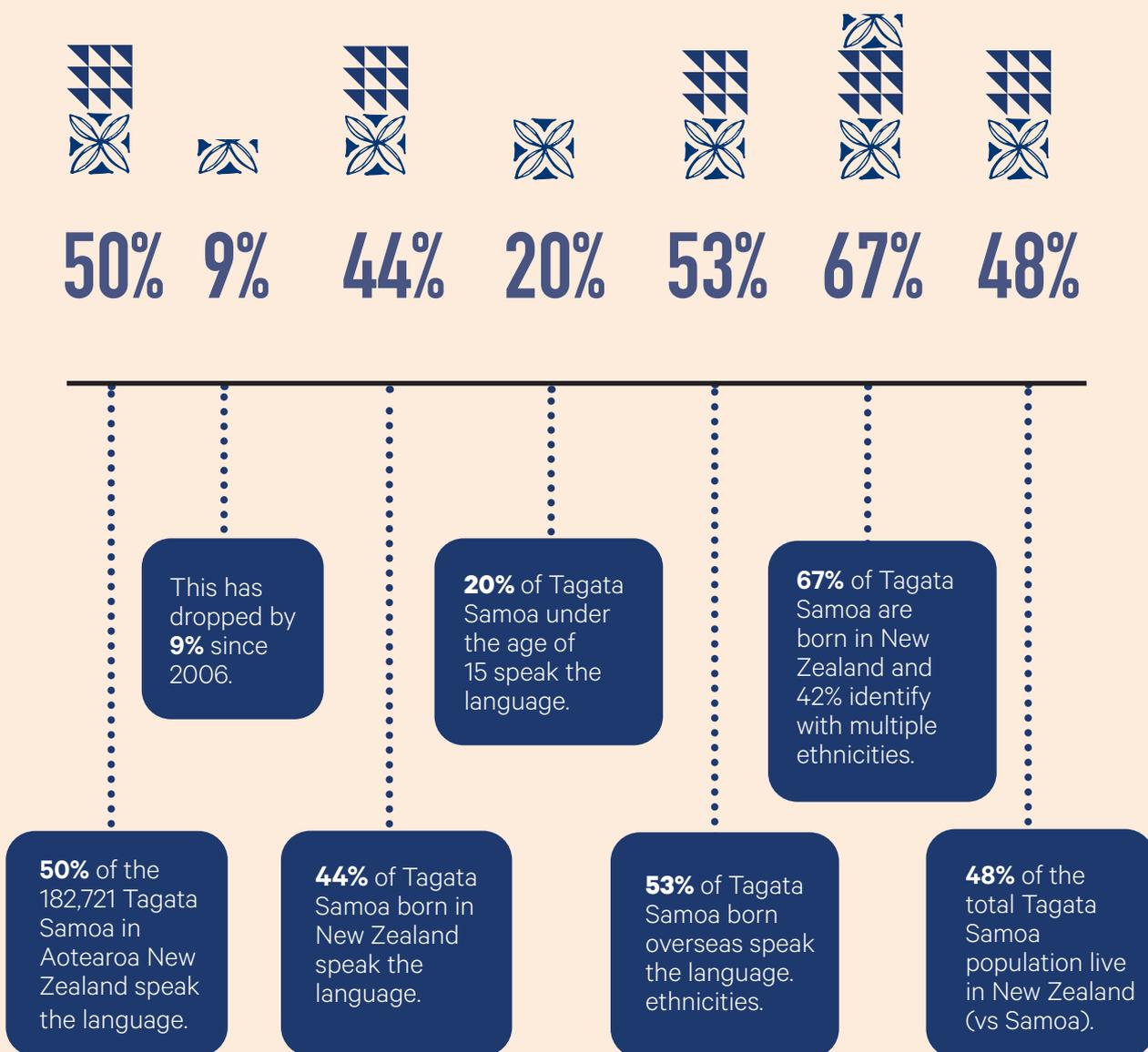
Key Objective 3: Create environments for te reo Māori Kūki 'Āirani to be used more often, and in more spaces

- Translate more key public information into te reo Māori Kūki 'Āirani.
- Create more opportunities to bring Tangata Kūki 'Āirani Māori together to speak the language.

Gagana Samoa

“E te iloa le tagata i lana gagana”

“You know a person, through their language”



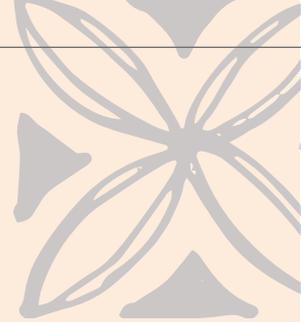


Language Group: Strengthen Maintenance and Transmission

In 1962, Samoa became the first Pacific Island nation to gain independence from foreign powers.

Samoa and New Zealand share a special relationship that is reflected through the Treaty of Friendship 1962. Tagata Samoa are one of the fastest growing populations in Aotearoa New Zealand, representing the largest population of Pacific people in the country (47.9% of all Pacific people in New Zealand as of the 2018 census). There are more Tagata Samoa living in the diaspora than in Samoa, and the future of gagana Samoa depends on how well it is maintained in Aotearoa New Zealand.

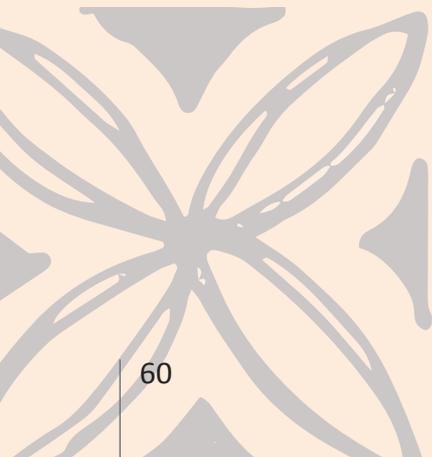




During consultation on the Pacific Languages Strategy, Tagata Samoa shared some of their priorities under the three key objectives. These will inform ongoing collaboration on the Gagana Samoa Community Action Plan. They include:

Key Objective 1: Recognise the value of gagana Samoa across Aotearoa

- Find ways to make sure gagana Samoa is respected for its wider social, economic, cultural, and cognitive value.
- Legislation that formally recognises gagana Samoa.
- Share stories of successful people who speak gagana Samoa.
- Raise awareness of the declining number of speakers of gagana Samoa.



Key Objective 2: Strengthen pathways and resources for learning gagana Samoa and learning in gagana Samoa

- Create specific pathways and scholarships for the Tagata Samoa teacher workforce.
- Have a steady stream of quality resources such as the Pasifika Dual Language books.
- Connect with Samoa to find accessible models and content for learning and using gagana Samoa in education settings, homes, and communities in Aotearoa.
- Improve the financial and cultural capacity/capability of education settings to deliver Pacific language and culture provision.

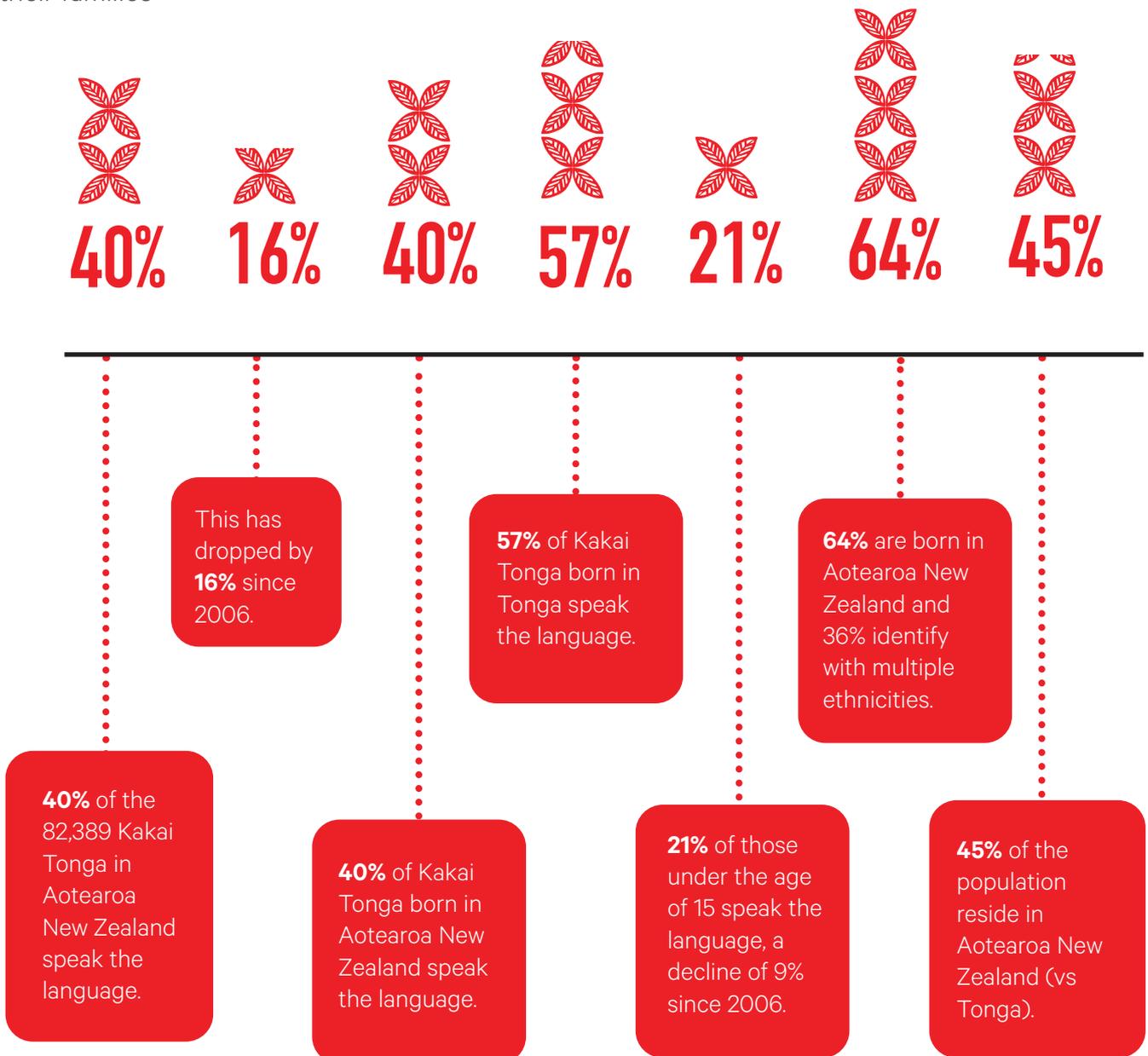
Key Objective 3: Create environments for gagana Samoa to be used more often, and in more spaces

- Normalise speaking gagana Samoa in as many areas as possible.
- Involve Auckland Council to address ways to spread the use of gagana Samoa.
- Support small businesses that are doing work to promote the use of gagana Samoa.

Lea Faka Tonga

“Oku hoko ‘etau pukepuke ‘a e ngaahi lea fakafonua ‘o e Pasifikí ko ha me‘a ke ne fakaivia kitautolu ke ‘oua te tau mo‘ulalooa ki he ngaahi fakamatala ta‘etotonu ‘oku tau fa‘a fanongo ki ai, ‘o lava ke uesia ai ‘etau fānau mo hotau ngaahi fānili. ‘Oku hoko ‘a e leá ko ha koloa mahu‘inga ‘o hotau tukufakaholo.”

“Our Pacific language is the expression of culture and, more importantly, it empowers Pacific peoples to challenge the dominant discourses that continue to disadvantage our children and their families”





While there is no constitutional relationship between New Zealand and **Tonga, an international relationship between friendly neighbouring sovereign states does exist.**

It is estimated that 42% of all Kakai Tonga are New Zealand residents, making them the second largest Pacific ethnic group in Aotearoa New Zealand (21.6% of the Pacific population in New Zealand). Since 2013, the Kakai Tonga population has increased by 36.6%. Despite this population percentage increase over the last five years, Kakai Tonga language retention has continued to decline – one of the steepest declines across all Pacific languages in Aotearoa New Zealand.



During consultation on the Pacific Languages Strategy, Kakai Tonga shared some of their priorities under the three key objectives. These will inform ongoing collaboration on the Lea Faka Tonga Community Action Plan. They include:

Key Objective 1: Recognise the value of lea faka Tonga across Aotearoa

- Share research and key messages showing how strong language abilities lead to strong identities, a reduction in crime, improved educational equity, etc.
- Invest in helpful programmes like “Talanoa Ako” that work in communities to help them see the value of their heritage language.



Key Objective 2: Strengthen pathways and resources for learning lea faka Tonga and learning in lea faka Tonga

- Increase the number of lea faka Tonga bilingual units.
- Create tertiary pathways for Tongan teacher aides who are fluent in lea faka Tonga to become teachers.
- Develop quality resources for all age groups and use arts, dance, science, and music to enhance engagement.

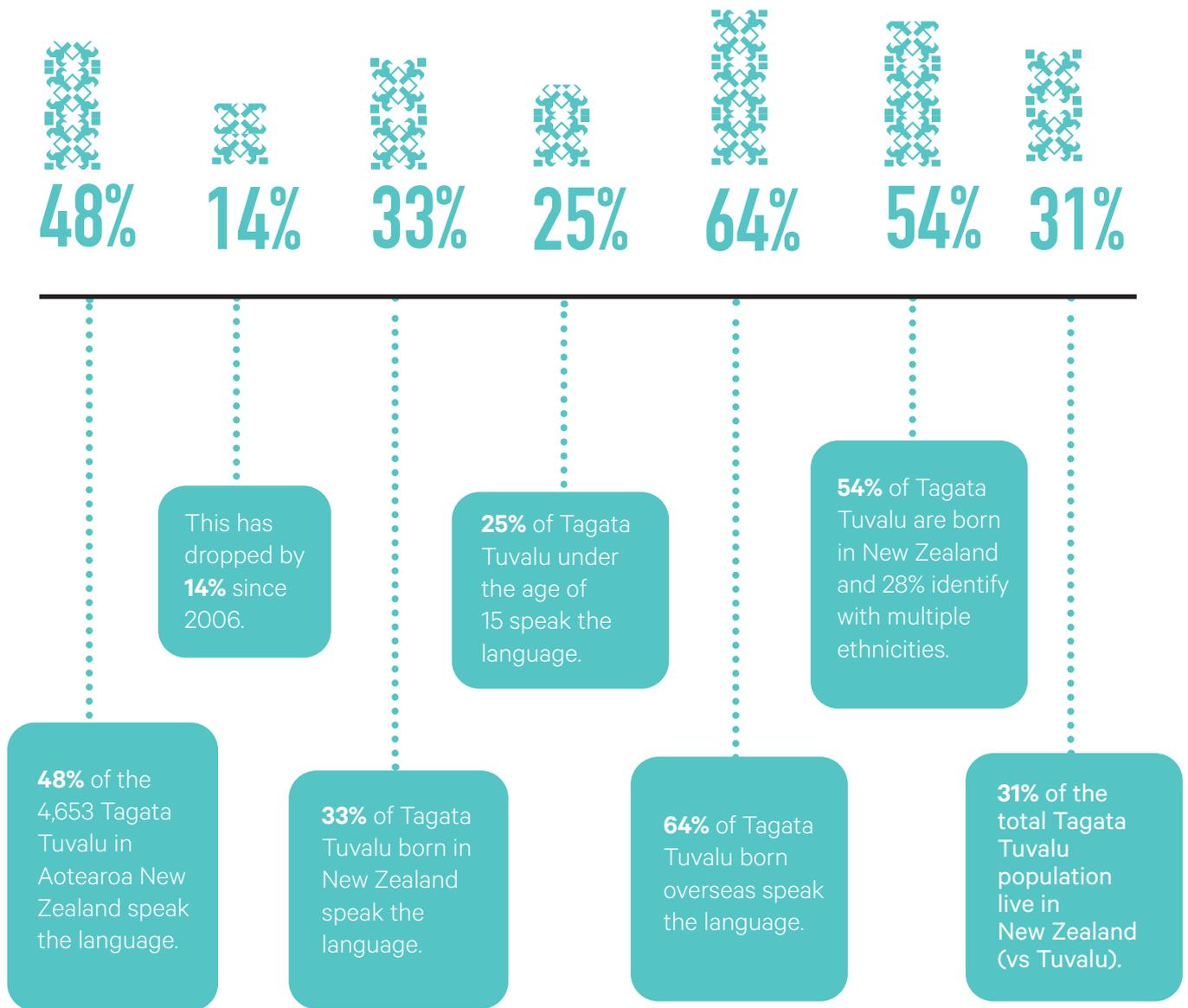
Key Objective 3: Create environments for lea faka Tonga to be used more often, and in more spaces

- Stop the alarming language loss of lea faka Tonga by fostering language use in the home – this is where it is being lost.
- Get accessible translators in legal, education, health, and government sectors.

Te Gana Tuvalu

“Tou ‘gana ko tou iloga. Ka seai sou ‘gana, koe pela fua me se putu lakau te la e tapea i te galoto o te moana”

“Your language is your identity. Without your language, you are metaphorically like a floating piece of wood in the middle of the ocean.”





Language Group: Support Community-led language action for language revitalisation and maintenance

Te gana **Tuvalu** is categorised as definitely endangered as, while its retention rate is higher than most other Pacific groups (especially among young people at 25%), it has also experienced one of the sharpest overall declines in use since the 2006 census.

Like other, smaller Pacific nations, Tuvalu does not have any formal relationship with New Zealand. Te gana Tuvalu consequently receives little targeted support from New Zealand governments.



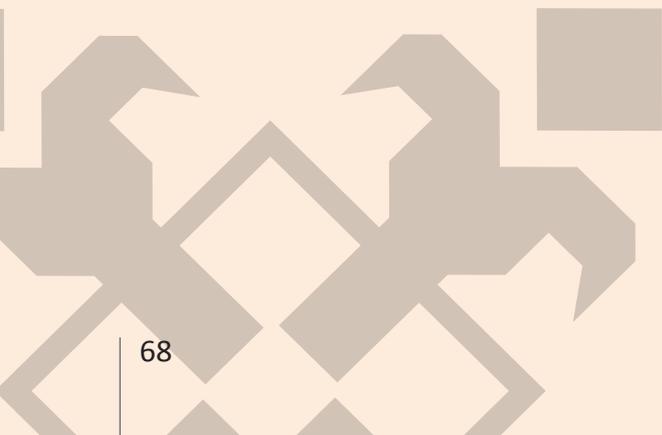
SUPPORT COMMUNITY-LED LANGUAGE ACTION FOR LANGUAGE REVITALISATION AND MAINTENANCE



During consultation on the Pacific Languages Strategy, Tagata Tuvalu shared some of their priorities under the three key objectives. These will inform ongoing collaboration on the Te Gana Tuvalu Community Action Plan. They include:

Key Objective 1: Recognise the value of te gana Tuvalu across Aotearoa

- Educate people on the benefit of speaking gana Tuvalu in a Western society so it is not deemed inferior.
- Focus on building pride among children and young people around their Tuvalu language and heritage.



Key Objective 2: Strengthen pathways and resources for learning te gana Tuvalu and learning in te gana Tuvalu

- Source language resources from Tuvalu that fit the New Zealand context.
- Link language experts with schools with high numbers of Tagata Tuvalu students.
- Funding for bilingual resources.
- Share promising initiatives in schools that can be implemented elsewhere.

Key Objective 3: Create environments for te gana Tuvalu to be used more often, and in more spaces

- Run cultural camps for young people to come together and use their language.
- Include te gana Tuvalu in more documents such as tax laws, financial advice, etc.



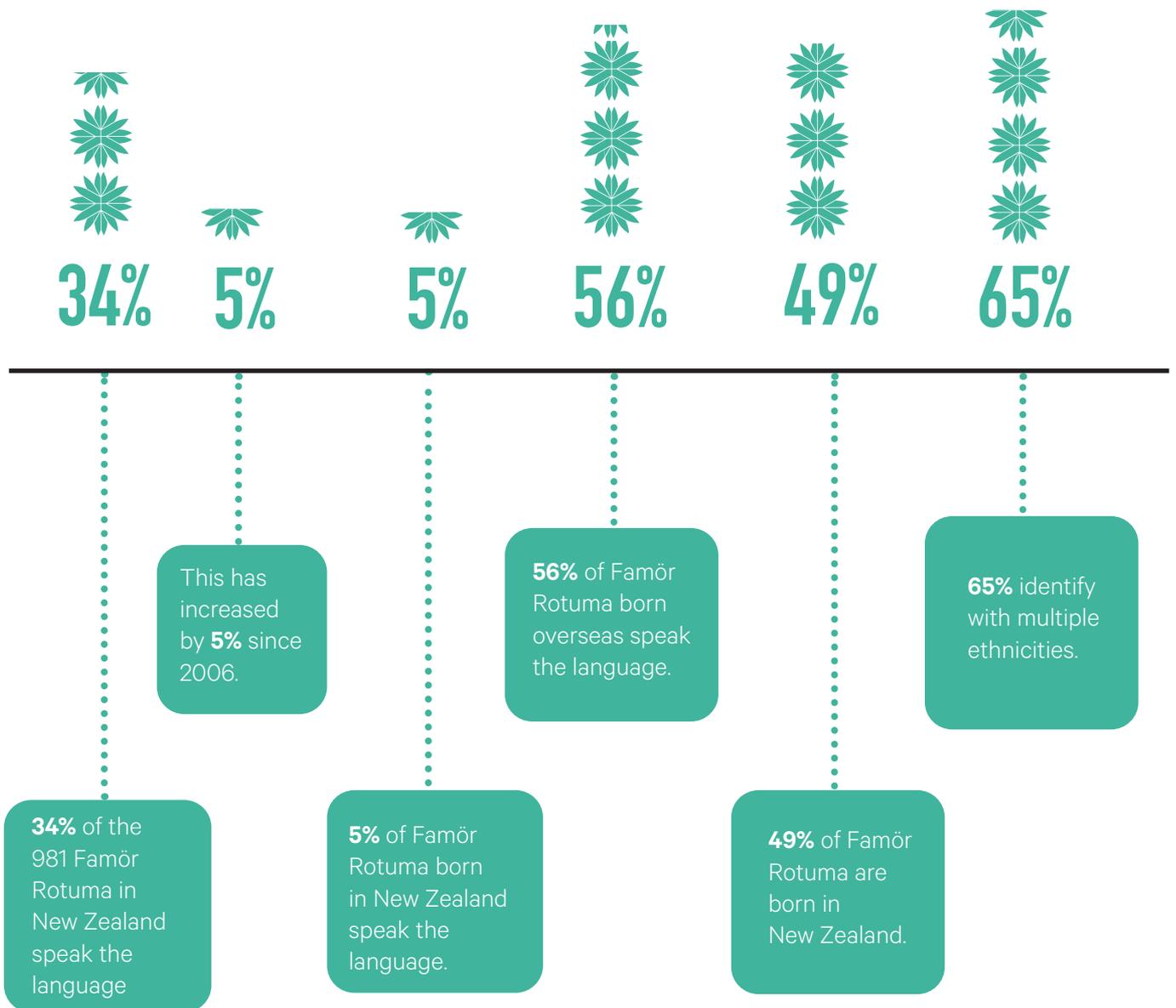
Fäeag Rotuam Ta



“Os fäeag ta tēfakhanisit ne kop la rak’āk ‘e laloag hanue ta, la se mao ‘e ta av”

Our language is a gift and should always be taught at home, so it’s never lost.

There are only approximately 1,500 speakers of fäeag Rotuam ta living on the islands of Rotuma (Fiji census, 2017). All other speakers, the majority of which reside in New Zealand, are migrants or the children of migrants who have emigrated from the islands.



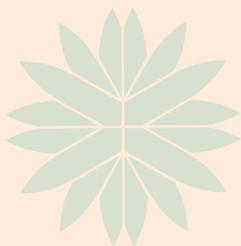


The Famör **Rotuma population is the smallest of the Pacific groups identified as requiring revitalisation and retention support through the Pacific Languages Strategy.**

Rotuma is a Fijian dependency made up of Rotuma Island and nearby islets. It's the only language group where the number of speakers has grown since the 2006 census. The first Rotuma language week was celebrated in 2018.

However, fäeag Rotuam ta has been identified as vulnerable on UNESCO's list of endangered languages.

SUPPORT COMMUNITY-LED LANGUAGE ACTION FOR LANGUAGE REVITALISATION AND MAINTENANCE



During consultation on the Pacific Languages Strategy, The Famör Rotuma community shared some of their priorities under the three key objectives. These will inform ongoing collaboration on the Fäeag Rotuam ta Community Action Plan. They include:

Key Objective 1: Recognise the value of fäeag Rotuam ta across Aotearoa

- Year-long focus on messaging and broadcasting that promotes fäeag Rotuam ta.
- Learn about the history, cultures, and languages of Pacific communities to raise awareness and understanding.
- Rewrap the gift of language in creative ways, using different platforms to pass it on to the next generation.



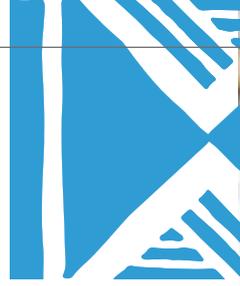
Key Objective 2: Strengthen pathways and resources for learning fäeag Rotuam ta and learning in fäeag Rotuam ta

- Organise groups of young people to return to Rotuma for immersion in the language and culture.
- Work with educational leaders to build on resources to be used from early learning to high school.
- Funding for schools to celebrate Fäeag Rotuam Language Weeks.
- Have a focus on language transmission in the home, supported by digital and print resources.

Key Objective 3: Create environments for fäeag Rotuam ta to be used more often, and in more spaces

- Culture and language camps for young people to use (and learn) fäeag Rotuam ta.
- Regular community meetings with traditional music, dance, and safe spaces to listen and learn the language.
- Further support for translators.

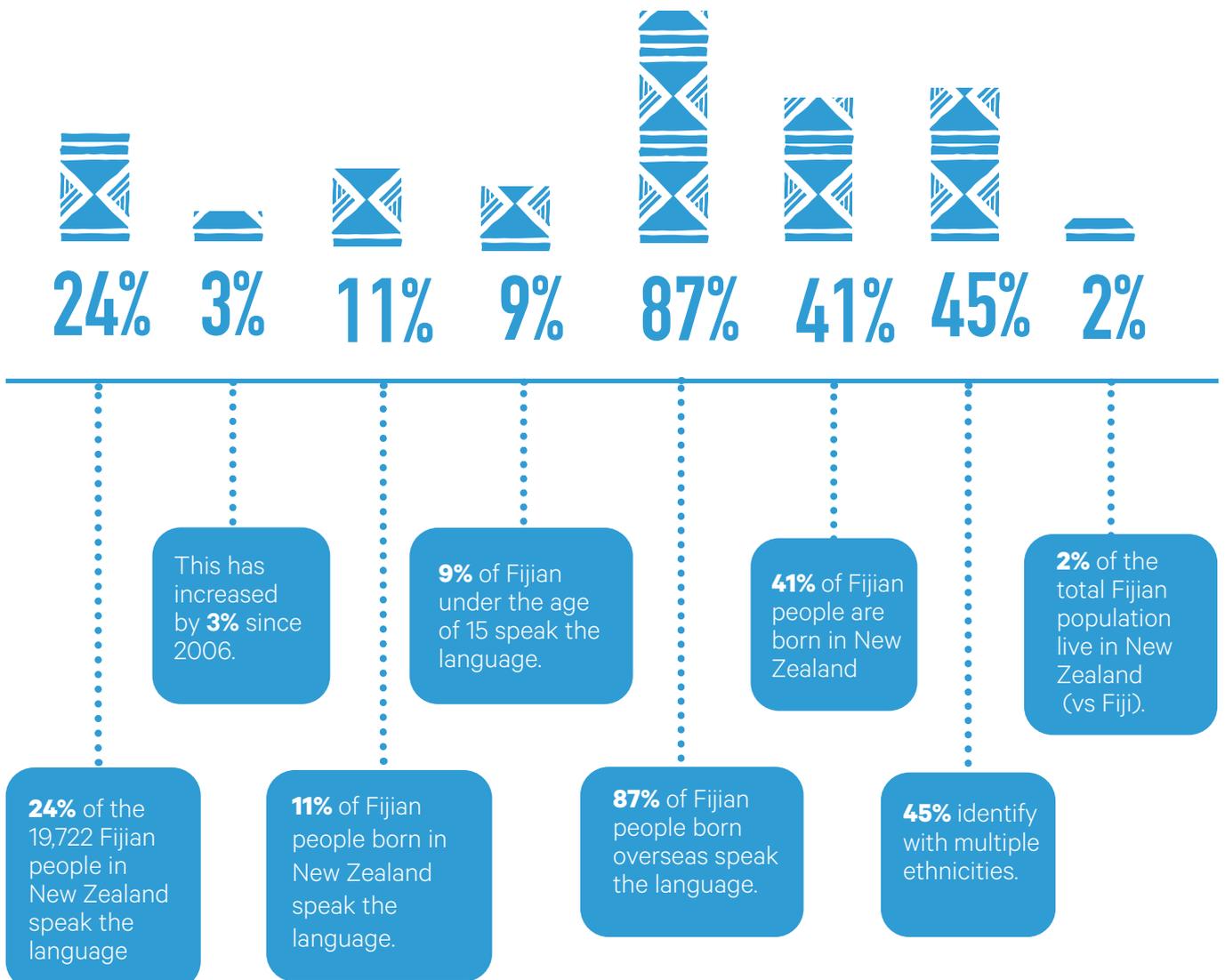




Vosa Vakaviti

“Kevaka e sega ni yaco na vakatutu oqo, ena mai yali vei ira na itabatamata ka tarava na ituvaki bibi oqo me baleti ira, na nodra kawa tamata sai koya ga me ra vakaraitaka na kedra ivakatakilakila ia ni sega na vosa, ena yali vei iko na kila, na itukutuku makawa, o cei o iko kei na veika era sa biuta tu mai na nomu qase e liu.”

“If this process does not happen then our next generation has lost this crucial aspect of who they are, their ethnicity may be all they have to show their identity but without the language, you lose the knowledge, the history, about who you are and about what your ancestors left behind.”





The **Fijian** community is the fifth largest Pacific group in Aotearoa New Zealand, with a population close to 20,000.

Proportionally, relatively few Fijians in New Zealand can speak vosa Vakaviti. Just over 1 in 10 New Zealand-born Fijian people can speak vosa Vakaviti, compared to 9 in 10 born in Fiji (now living in New Zealand). Only a small proportion of the total Fijian population resides in Aotearoa New Zealand (2%).

SUPPORT COMMUNITY-LED LANGUAGE
ACTION FOR LANGUAGE REVITALISATION
AND MAINTENANCE



During consultation on the Pacific Languages Strategy, iTaukei communities shared some of their priorities under the three key objectives. These will inform ongoing collaboration on the Vosa Vakaviti Community Action Plan. They include:



Key Objective 1: Recognise the value of vosa Vakaviti across Aotearoa

- Use respected community members to spread consistent messaging about the value of vosa Vakaviti.
- Creating resources and clear messaging about the importance of speaking your language for social and economic benefits.
- Acknowledgement of vosa Vakaviti in the school curriculum.

Key Objective 2: Strengthen pathways and resources for learning vosa Vakaviti and learning in vosa Vakaviti

- Continue supporting community-driven initiatives such as church-based language and cultural activities, and play groups.
- Create formal qualifications for teaching vosa Vakaviti.
- Work together with Ministry of Education to identify opportunities to create new language nests and other learning opportunities throughout education.

Key Objective 3: Create environments for vosa Vakaviti to be used more often, and in more spaces

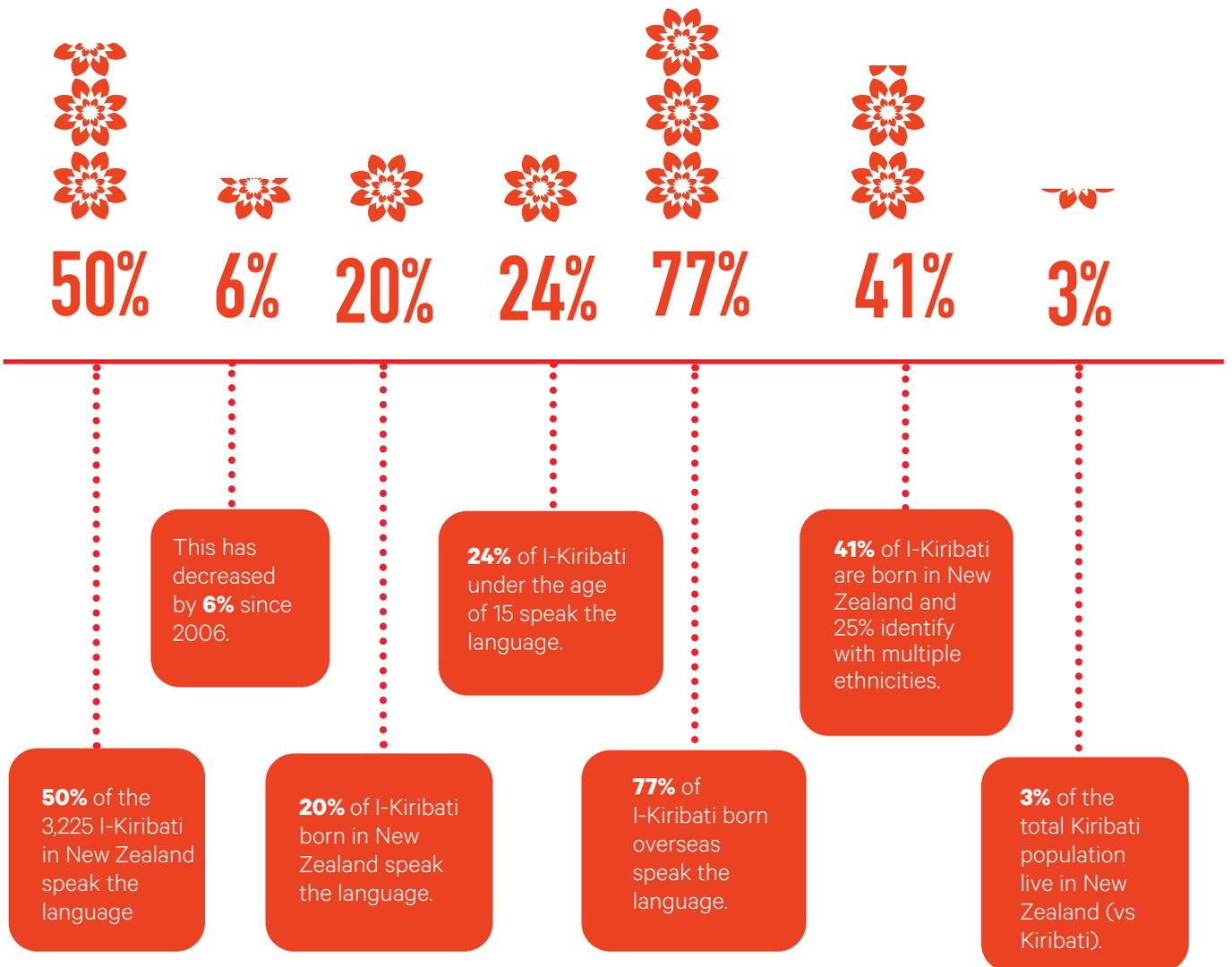
- More public broadcasting in vosa Vakaviti.
- Development of iTaukei Pasifika TV programme to support language learning.
- Find a Pasifika Hall – a public space where vosa Vakaviti is used regularly.

SUPPORT COMMUNITY-LED LANGUAGE
ACTION FOR LANGUAGE REVITALISATION
AND MAINTENANCE

Te taetae ni Kiribati

“Ara taetae bon ngaia ae e kaota kinakira bwa antai ngaira. Ngkana ti kuba ni mwaie n oin ara mwaie ae aneneaki n Imatang, ti kabua te namakin ae antai ngaira. Ngkai Kiribati te moan abamakoro ae e na rotaki ni bibitakin kanoan boong (climate change), e na bon akea te tabo ae ti kona ni manga okiria ike ara taetae ni Kiribati e ribanaki ma iai ao boni ngaia oin ara taetae”

“Our language makes us who we are. If we suddenly danced our traditional dances sung in English, we lose the essence of who we are. As one of the first countries to be impacted by climate change, we may soon have no place to return to where our Kiribati language is nurtured and is an official language.”





The **i-Kiribati** population is a small Pacific ethnic group in Aotearoa New Zealand with a total population of 3,225. The largest groups of i-Kiribati live in Auckland and Wellington.

Aotearoa New Zealand has 75 places annually for migrants from Kiribati, though the New Zealand-born i-Kiribati population is growing. Kiribati is the only small Pacific language group that has a bilingual education unit, which was established in Auckland in 2019.

SUPPORT COMMUNITY-LED LANGUAGE ACTION FOR LANGUAGE REVITALISATION AND MAINTENANCE



During consultation on the Pacific Languages Strategy, i-Kiribati shared some of their priorities under the three key objective areas. These will inform ongoing collaboration on the Te Taetae ni Kiribati Community Action Plan. They include:

Key Objective 1: Recognise the value of te taetae ni Kiribati across Aotearoa

- Identify attractive employment options for language speakers.
- Celebrate and recognise the schools, workplaces, and groups that promote and celebrate te taetae ni Kiribati.
- Strengthen relationships with the Kiribati Government to develop policy to promote te taetae ni Kiribati.

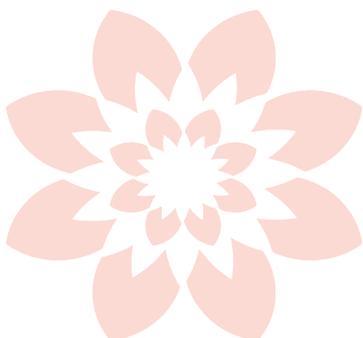


Key Objective 2: Strengthen pathways and resources for learning te taetae ni Kiribati and learning in te taetae ni Kiribati

- Develop high-quality language classes in the community and in the education system.
- In-home programmes that support parents as the first teachers.
- Make language learning resources accessible by having them online or at libraries.
- Support Kiribati mothers to get home-based educator qualifications.

Key Objective 3: Create environments for te taetae ni Kiribati to be used more often, and in more spaces

- Shift Kiribati language week to during the school term and encourage non-Kiribati to learn simple words and phrases.



Links with other Key Strategies

Pacific languages, cultures and identities will thrive when government agencies, partner organisations and others are working closely with each other, and with Pacific families and community groups. Accordingly, this Strategy aligns with and supports several key Pacific strategies across government. How this will work in practice will be articulated in the Pacific Languages Government Action Plan. Some examples of how this Strategy aligns with other key Pacific strategies are summarised below.

<p>Ministry for Pacific Peoples</p> 	<p>All-of-Government Pacific Wellbeing Strategy</p> <ul style="list-style-type: none"> • Progresses the aspirations of Pacific peoples captured in the Lalanga Fou Report • Goal 1: Thriving Pacific Languages, Cultures and Identities
<p>Ministry of Education</p> 	<p>Action Plan for Pacific Education 2020-2030</p> <ul style="list-style-type: none"> • Shift 1 - Work reciprocally to respond to the unmet needs of Pacific learners and families • Key action to develop a policy on Pacific bilingual and immersion education in early learning and schools <p>Statement of National Education and Learning Priorities</p> <ul style="list-style-type: none"> • Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying • Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures • Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs <p>Tertiary Education Strategy</p> <ul style="list-style-type: none"> • The Government has committed to investing in and supporting the development of programmes and pathways for learning in Pacific languages • Tertiary education organisations should take action to: <ul style="list-style-type: none"> • value the languages spoken by Pacific and Māori learners/ākonga, and provide opportunities to use and to build on them • collaborate with schools, whānau, families, communities, and industries to plan for successful transitions to enable all learners/ākonga to succeed in education and training
<p>New Zealand Qualifications Authority</p> 	<p>Takiala Pasifika 2020-2023 Action Plan for Pacific Learner Success</p> <ul style="list-style-type: none"> • Supporting Pacific language teachers • Quality Pacific language provision and assessment

<p>Ministry for Culture and Heritage</p> 	<p>Pacific Media Network and Pacific languages broadcasting</p> <ul style="list-style-type: none"> Supporting Pacific language programmes
<p>Education Review Office</p> 	<p>Pacific Strategy – Driving Success for Pacific Learners 2019-2022</p> <ul style="list-style-type: none"> Pacific learners are confident in their languages, cultures and identities
<p>Ministry of Foreign Affairs and Trade</p> 	<p>Pacific Resilience approach</p> <ul style="list-style-type: none"> Acquisition and retention of Pacific languages, culture and heritage is consistently identified as a shared priority in the region (New Zealand’s Pacific Engagement: From Reset to Resilience CAB-21-MIN-0401) Language revitalisation is an example of potential overlap with domestic policy objectives in which we can deliver mutually reinforcing benefit to the Pacific Pacific Regional and Pacific Country Four-Year Plans
<p>Ministry of Health</p> 	<p>Ola Manuia: Pacific Health and Wellbeing Action Plan 2020 – 2024</p> <ul style="list-style-type: none"> Support consistency in national messaging and communications for Pacific people in relation to health advice for COVID-19 to ensure the right messages reach and engage Pacific communities in a timely way Focus area: To develop and support a culturally safe health system that fosters understanding of the connection between Pacific cultures, world views and wellbeing and contributes to better outcomes
<p>Department of Prime Minister and Cabinet</p> 	<p>Child and Youth Wellbeing Strategy</p> <ul style="list-style-type: none"> Children and young people are happy and healthy (build self-esteem and resilience, have good mental wellbeing) Children and young people are learning and developing (positively engaged with, and progressing and achieving in education, have knowledge skills and encouragement to achieve their potential) Children and young people are accepted, respected and connected (free from racism and discrimination, connected to their culture, language, beliefs and identity, feel accepted and valued at home, school, in the community and online)
<p>United Nations</p> 	<p>Sustainable Development Goals</p> <ul style="list-style-type: none"> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Ensure healthy lives and promote well-being for all at all ages

Implementation, Monitoring, and Review

The implementation of this Strategy will be supported by a Pacific Language Government Action Plan. This will be updated annually with any new actions and investment in each Budget cycle. This allows for flexibility to be responsive to what is working and where there are gaps. The timeframe for each action will be different, depending on what is appropriate. This allows innovative ideas and programmes to be tested and built upon. Incremental progress will be measured and monitored as below:

The Pacific Languages Strategy									
Annually updated Pacific Languages Government Action Plan									2032-2033
2023	2024	2025	2026	2027	2028	2029	2030	2031	Review Strategy to inform next iteration
Complete and roll-out Strategy and Action plan Establish baseline measures	Review and add any new actions from Budget 24	Review and add any new actions from Budget 25	Review and add any new actions from Budget 26	Midpoint check Check progress against baseline (census data, Leo Moana data)	Review and add any new actions from Budget 28	Review and add any new actions from Budget 29	Midpoint check Check progress against baseline (census data, Leo Moana data)	Planning begins for next Strategy	

Annex 1: UNESCO Classifications

UNESCO's classification uses nine factors to assess levels of language endangerment and urgency for documentation. A caveat for this is that no single factor alone can be used to accurately assess a language's vitality.

The nine factors are categorised under three headings: language vitality, language attitudes and policies, and urgency for documentation. They are as follows:

Category	Factor
Language Vitality	Intergenerational language transmission (which generations use the language)
	Absolute numbers of speakers
	Proportion of speakers within the total population
	Trends in existing language domains (where the language is used and how often)
	Response to new domains and media (whether the language is used in new areas such as on the internet/social media)
	Materials for language education and literacy (the existence of bilingual and immersion education with supporting resources, literature, dictionaries, established grammatical structures, new words are developed when needed)
Language attitudes and policies	Governmental and institutional language attitudes and policies, including official status and use (whether there are explicit policies or implicit attitudes towards the language – could be equally supported alongside the dominant language or there could be active prohibition)
	Community Members' attitude toward their own language (whether all community members value their language and want to see it promoted or whether there isn't concern if the language is lost and a preference to use the dominant language)
Urgency for documentation	Amount and quality of documentation (assessing to what degree there exists comprehensive grammars and dictionaries, extensive texts, constant flow of new language materials and an abundance of high-quality audio and visual recordings)

Each factor is ranked on a scale of 1 to 5 with a grade of 5 being considered as 'safe' and a grade of '0' being extinct. The combined score then leads to an overall classification.

To read more detail about the rankings under each of the nine factors, see: Language Vitality and Endangerment (unesco.org)

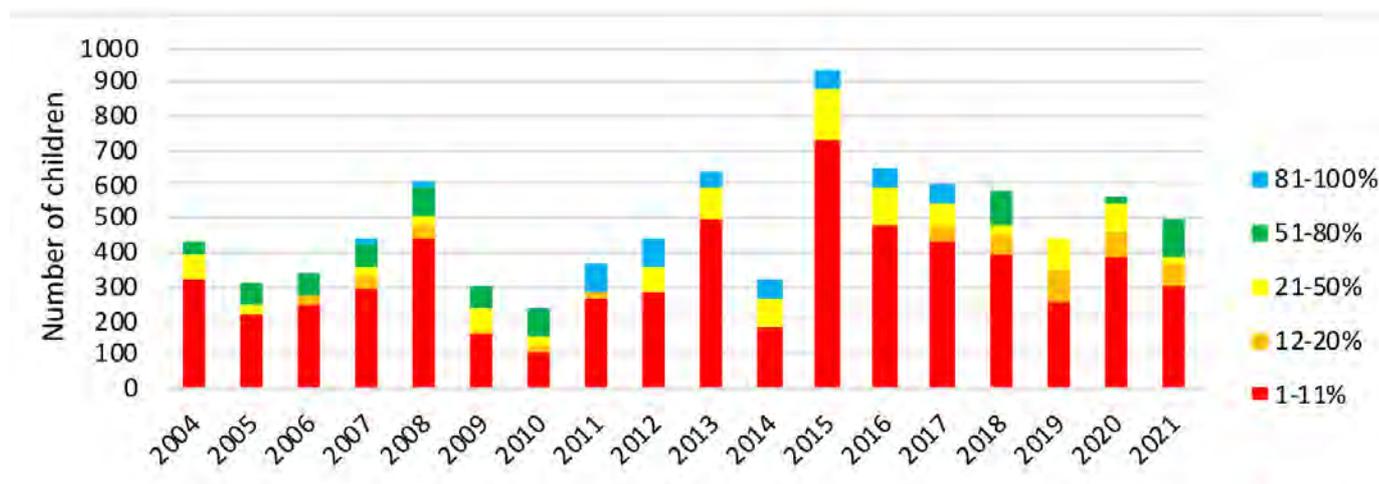
Annex 2: Learner enrolments in bilingual, immersion, and additional Pacific language learning in education

Early Learning

These graphs show the number of children enrolled in Pacific language or Pacific bilingual and immersion early learning services. The key shows the different levels of language use in early learning services. For example, 81 – 100% is the highest bilingual/immersion level and means that the Pacific language is used as the language of instruction 81 – 100% of the time. Conversely, services that operate at 1 – 11% spend most of the time speaking in English, with only some Pacific language use.

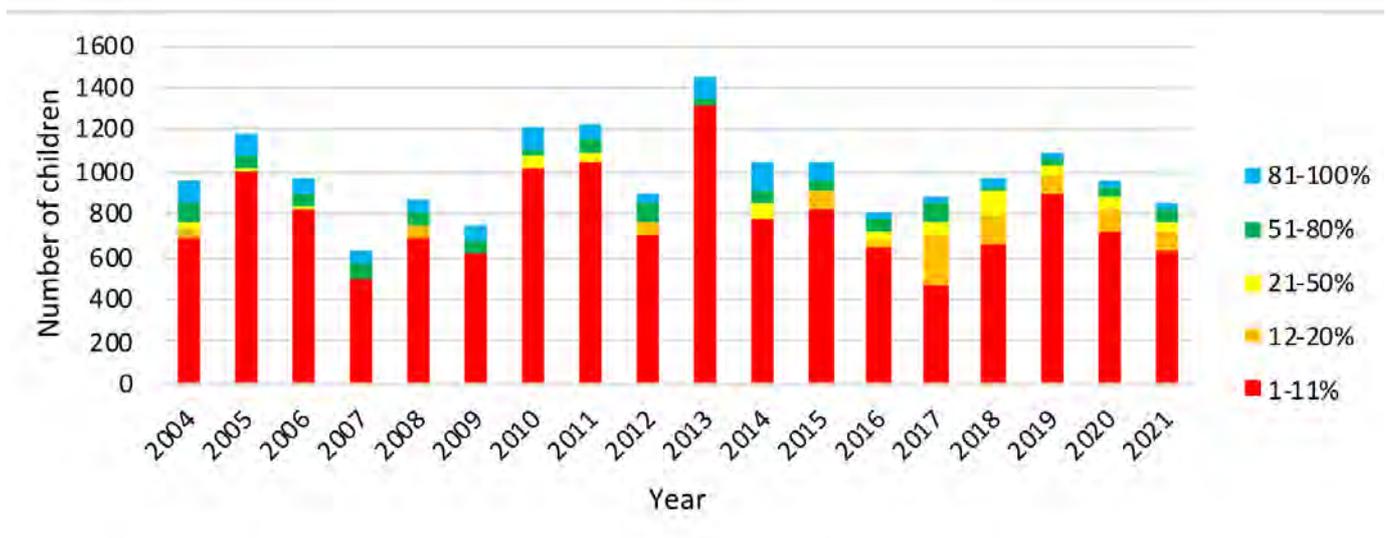
Note: As early learning services may deliver in multiple Pacific languages, children may be counted multiple times in this table. This data is self-reported and gathered through the Ministry of Education’s Annual ECE census. The Ministry is reliant on the provision of accurate information for reporting purpose though, because data is self-reported and there are low child numbers in some language groups, outliers can arise. The data is a snapshot from a week in June each year.

Gagana Tokelau



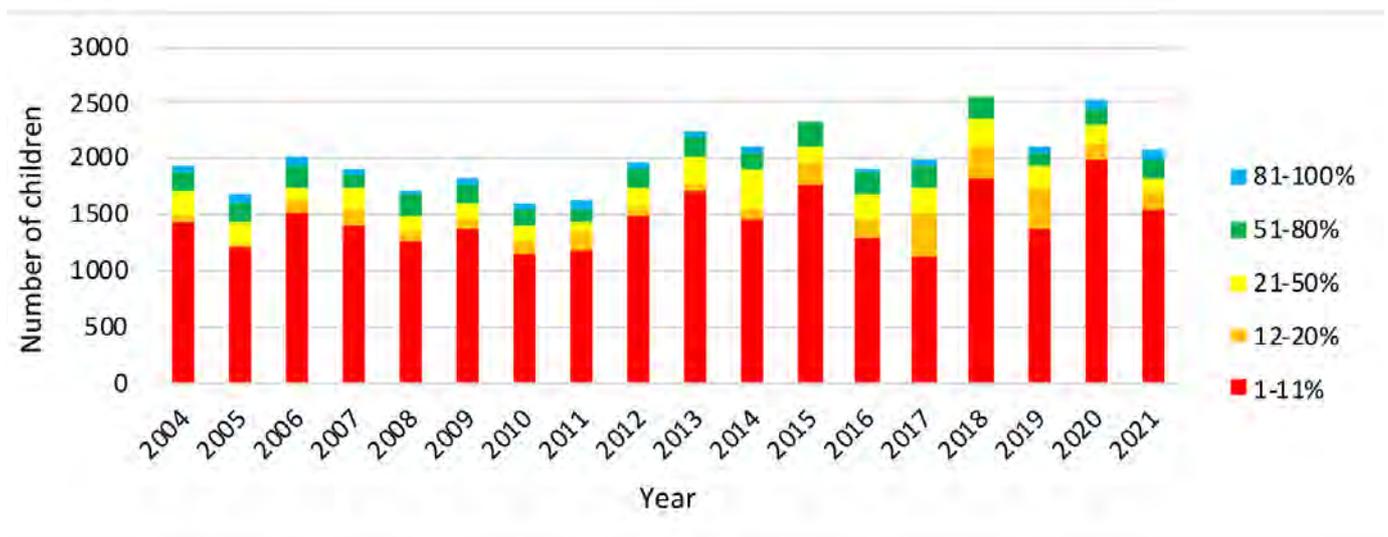
This shows the number of children learning in services that use gagana Tokelau. 2015 saw the highest number of children in these services, however most of the services only use gagana Tokelau between 1 – 11% of the time.

Vagahau Niue



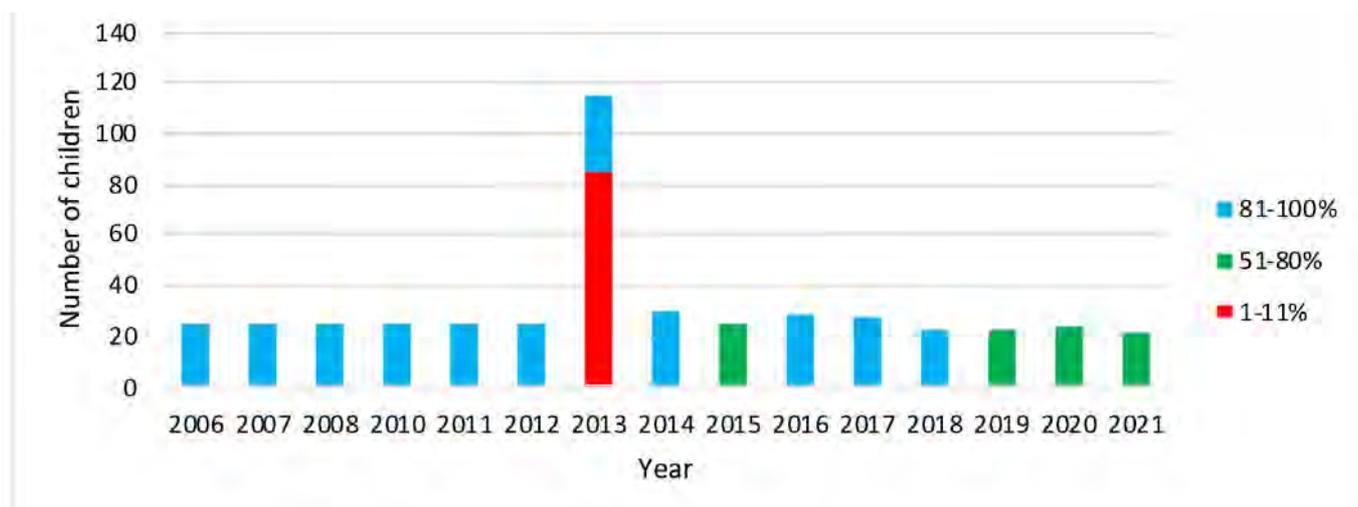
The number of children attending services that use vagahau Niue has fluctuated since 2004. 2013 saw the highest number of children in these services, though the majority of these were only using vagahau Niue 1 – 11% of the time. While there has been a downward trend since 2013, the number of children attending services using vagahau Niue in higher percentages has increased.

Te reo Māori Kūki 'Āirani



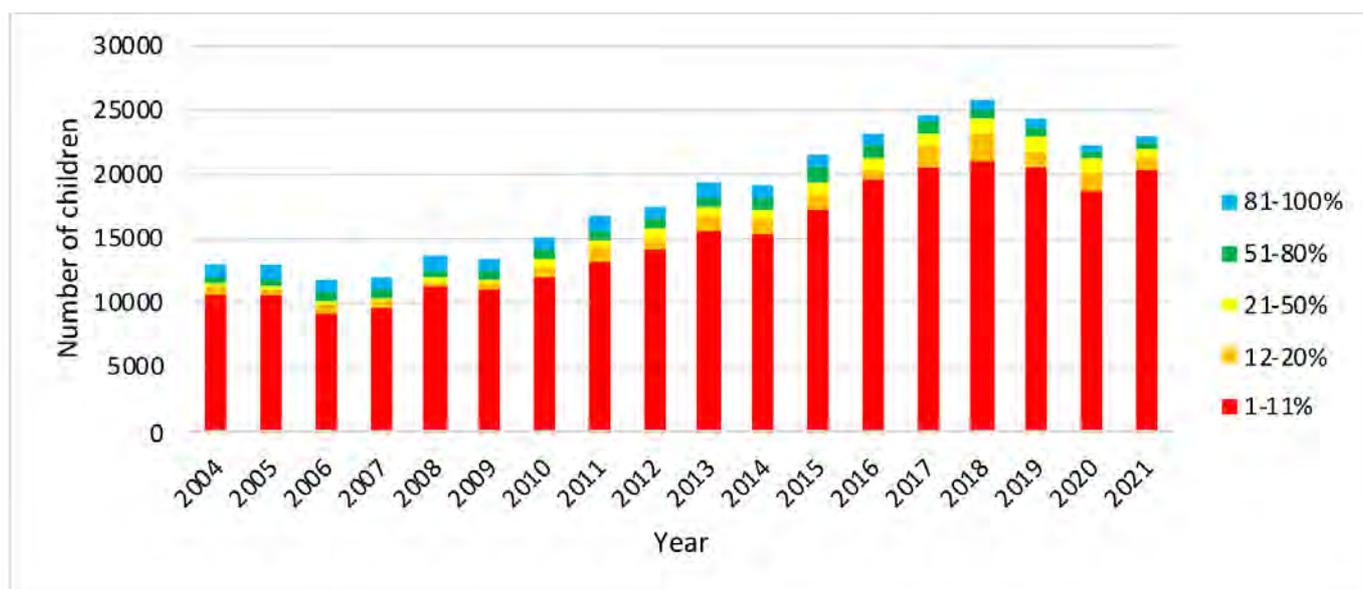
The number of children learning in a centre that used te reo Māori Kūki 'Āirani has largely sat between 1,500 and 2,000 children, with some years getting to 2,500 children. Whilst there is a slight increasing trend in the number of children at these centres over time, there are no clear trends with how much the language is used during their services.

Pukapuka



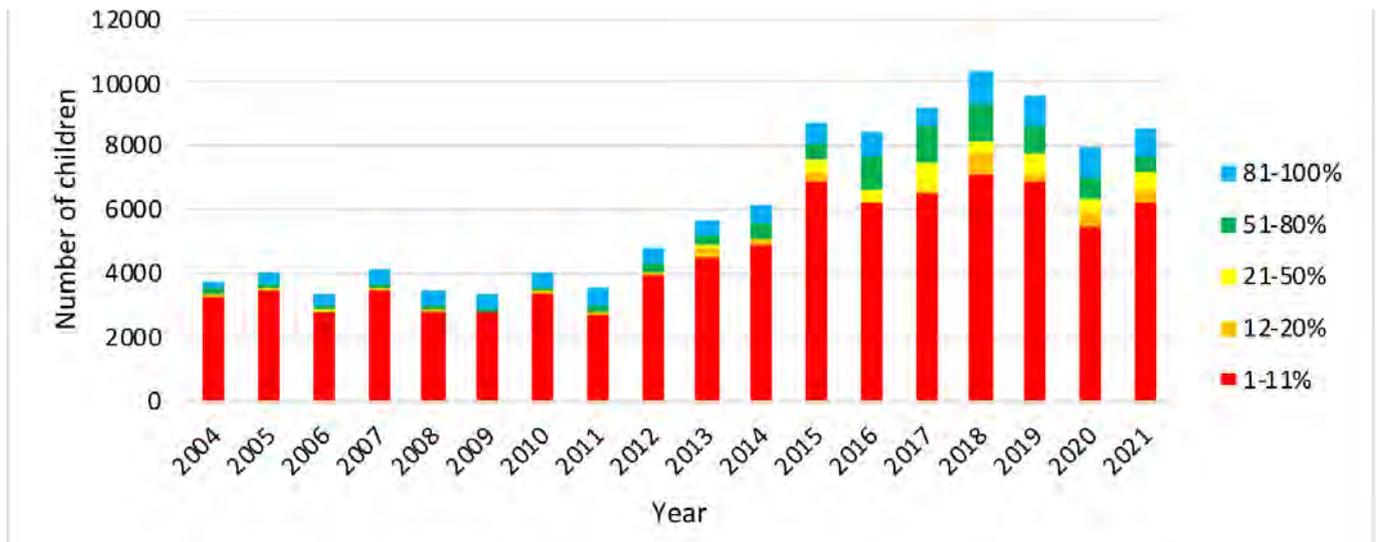
According to this graph there has likely been one Pukapuka early learning centre catering for approximately 25 children that uses the language more than 50% of the time. There was a spike in 2013 with nearly 120 children accessing this provision. Further investigation is required to identify why there was a spike in the number of children in 2013.

Gagana Samoa



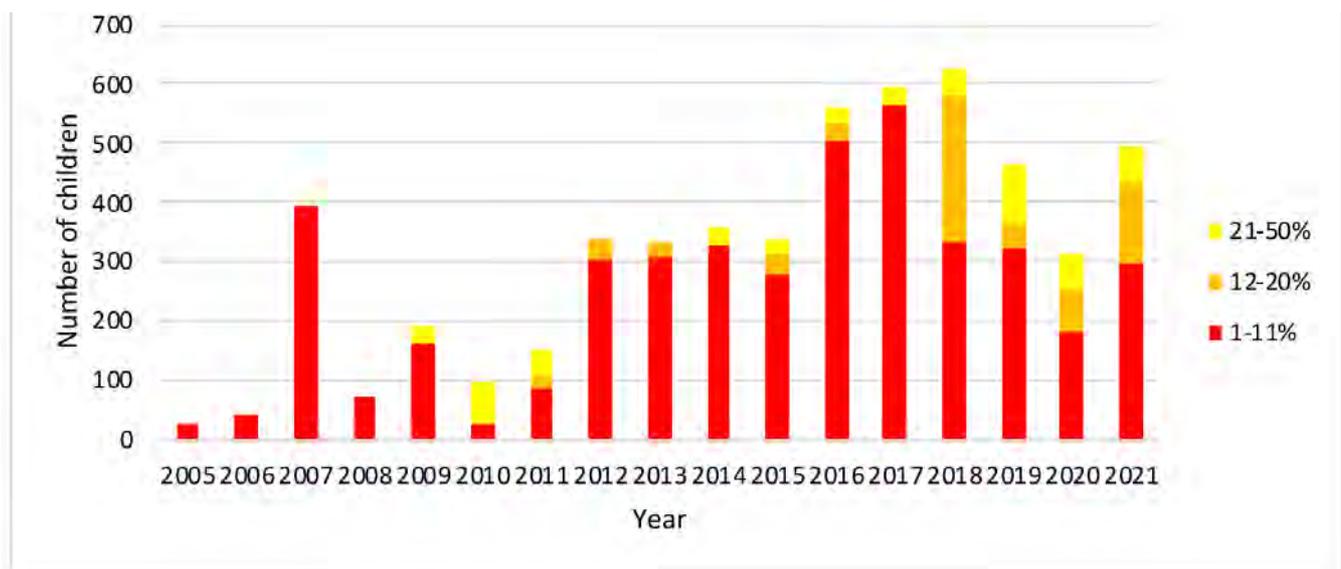
This graph shows that the number of children accessing gagana Samoa in early learning services increased until 2018 when it experienced a slight decline that lasted through to 2020. Most of the growth, however, has been in services that use the language only 1 – 11% of the time. The number of children in centres that use gagana Samoa more than 1 – 11% of the time (such as Aoga Amata) has remained relatively stable over time, with slight increases in some levels and slight decreases in others.

Lea faka Tonga



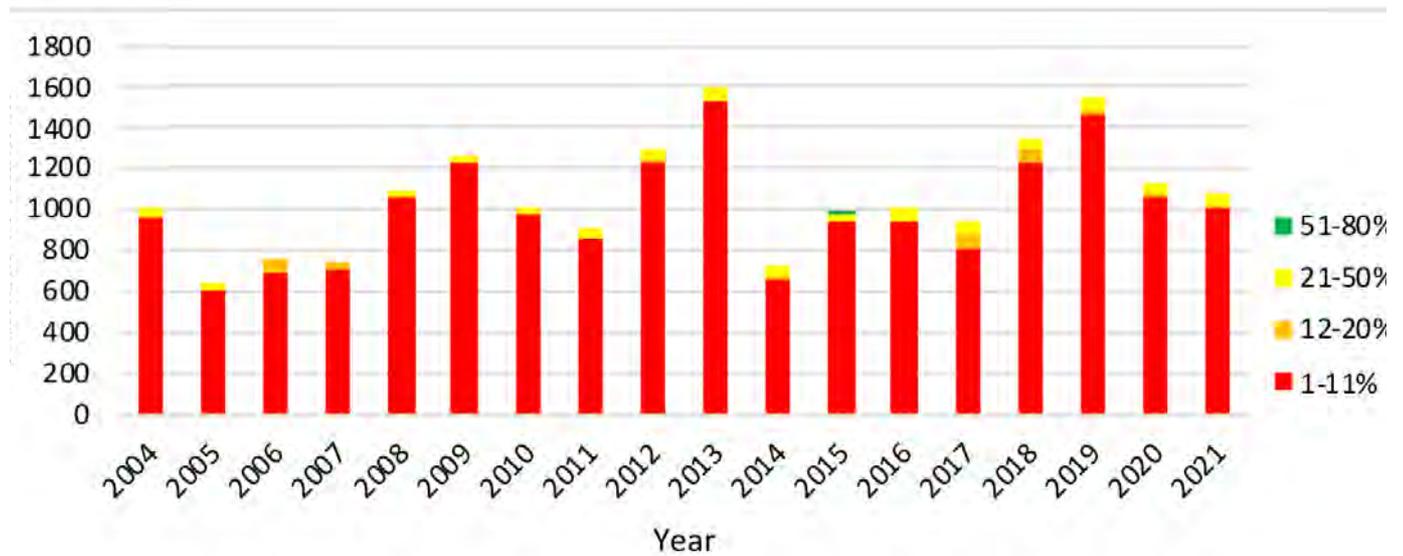
This graph shows growth in the number of children accessing services that use lea faka Tonga. The majority of children are in services that use the language 1 – 11% of the time. However, from 2015 there has been a greater number and proportion of children in services that use lea faka Tonga more than 50% of the time.

Gana Tuvalu



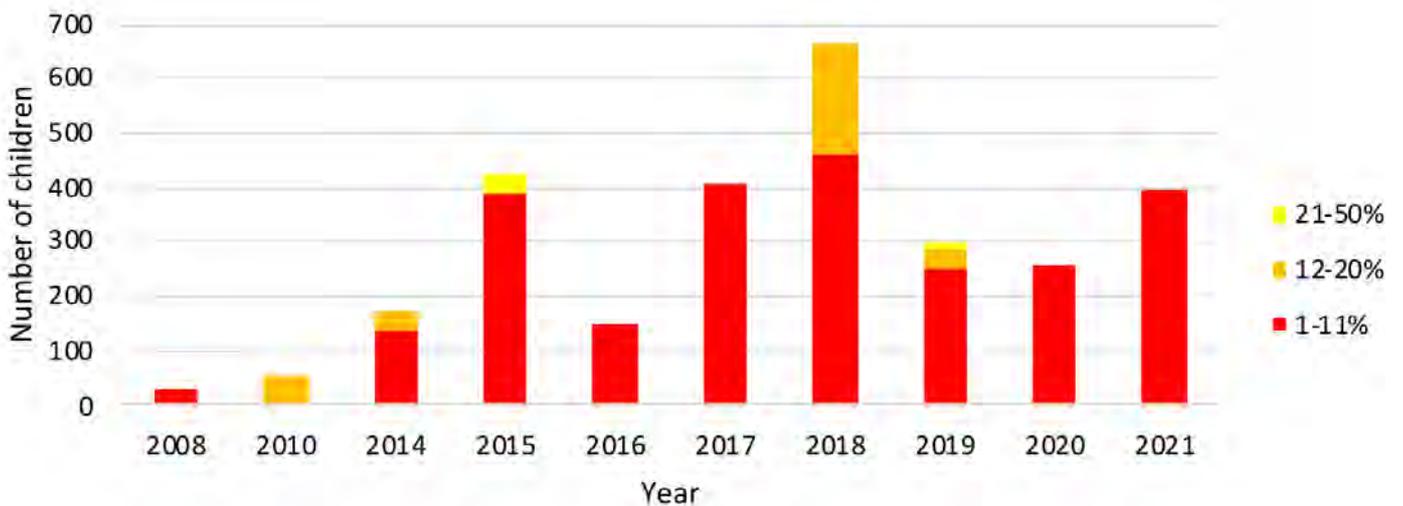
This graph shows an increasing trend in the number of children accessing gana Tuvalu bilingual and immersion early learning. Whilst this decreased over the last few years, there are a greater number of children in services that gana Tuvalu more than 12% of the time.

Vosa Vakaviti



This graph shows that the number of children accessing vosa Vakaviti early learning services has fluctuated over time and is largely confined to services that use the language 1 – 11% of the time.

Te Taetae ni Kiribati

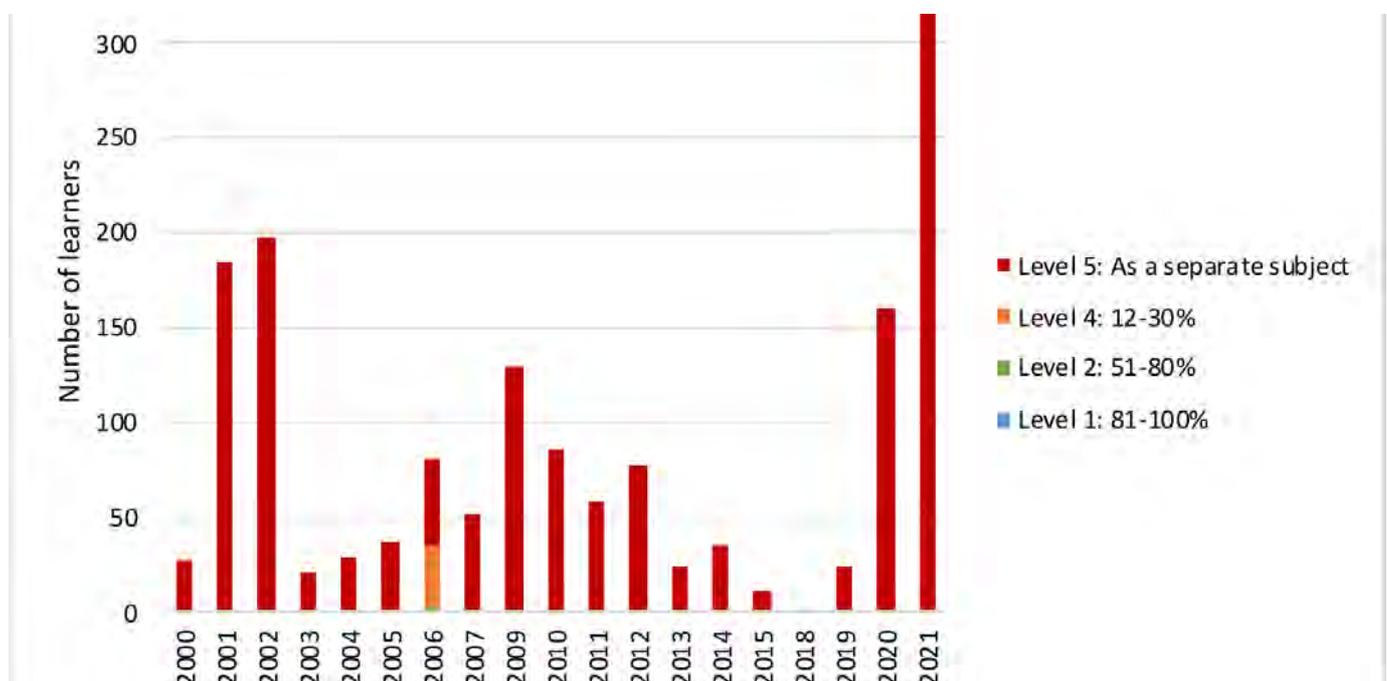


There are more children in services that use te taetae ni Kiribati in 2021 than there were in 2008, however the number of children has fluctuated over time. Most of these children are in services that use te taetae ni Kiribati 1 – 11% of the time.

Schooling

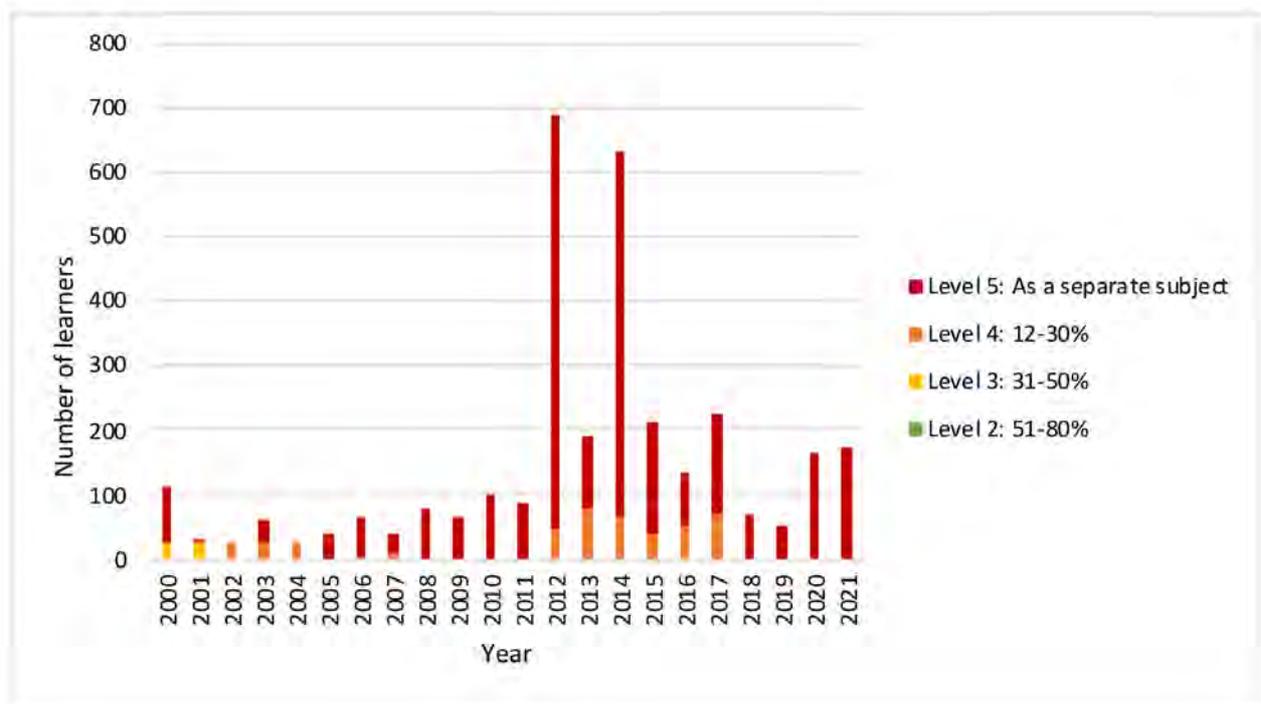
These graphs show the number of students enrolled in Pacific language or Pacific bilingual and immersion education in the schooling sector. The key shows the different levels of language use in the classroom. For example, 'Level 1: 81 – 100%' is the highest bilingual/immersion level and means that the Pacific language is used as the language of instruction 81 – 100% of the time. This refers to classes that are learning in the language, rather than those learning the language itself. That is, classes will be learning subjects such as maths or science in a Pacific language, rather than in English. At the other end of the spectrum, 'Level 5: as a separate subject' means that the focus of the lessons are specifically on learning the language, rather than creating a bilingual or immersion environment to teach other subjects.

Gagana Tokelau



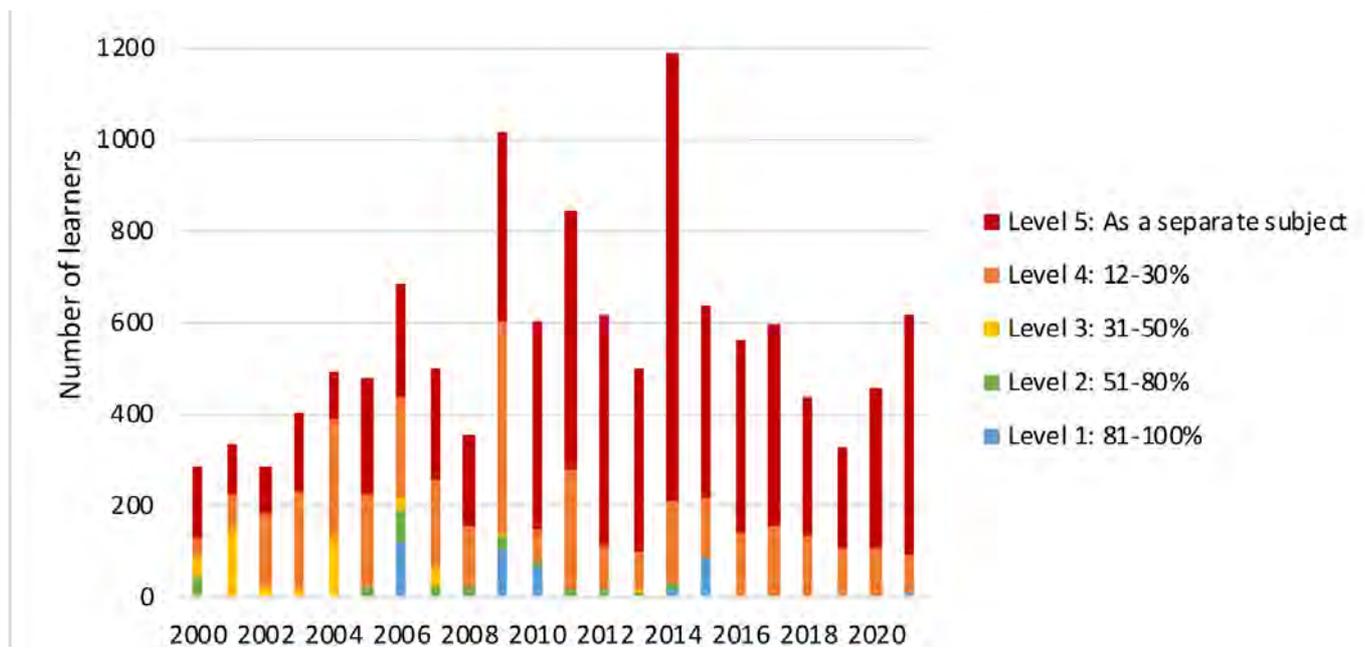
This graph shows that gagana Tokelau is largely taught as a separate subject, rather than being used in a bilingual or immersion environment. However, in 2006 there was some provision for bilingual learning using gagana Tokelau, but at the lowest immersion level (Level 4) where the language is used only 12-30% of the time.

Vagahau Niue



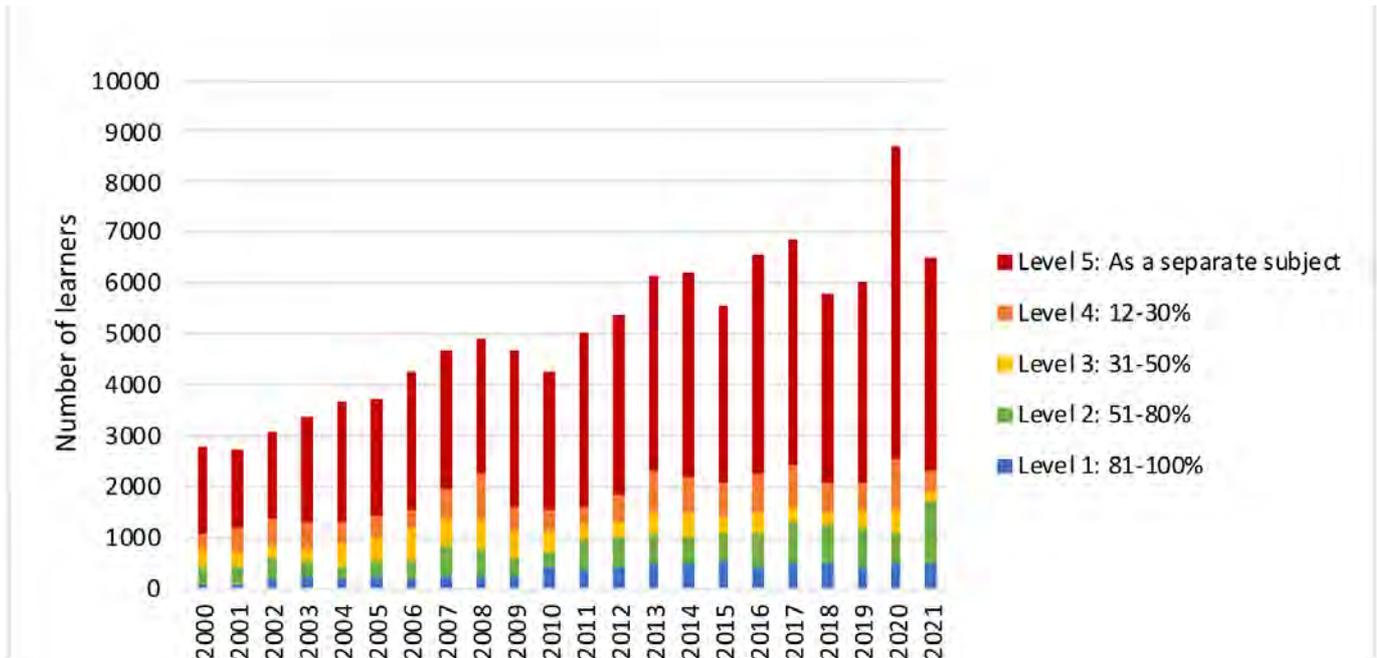
This graph shows that vagahau Niue has largely been taught as a separate subject. However, in early 2000 and between 2012 and 2017 there were more bilingual education options.

Te reo Māori Kūki 'Āirani



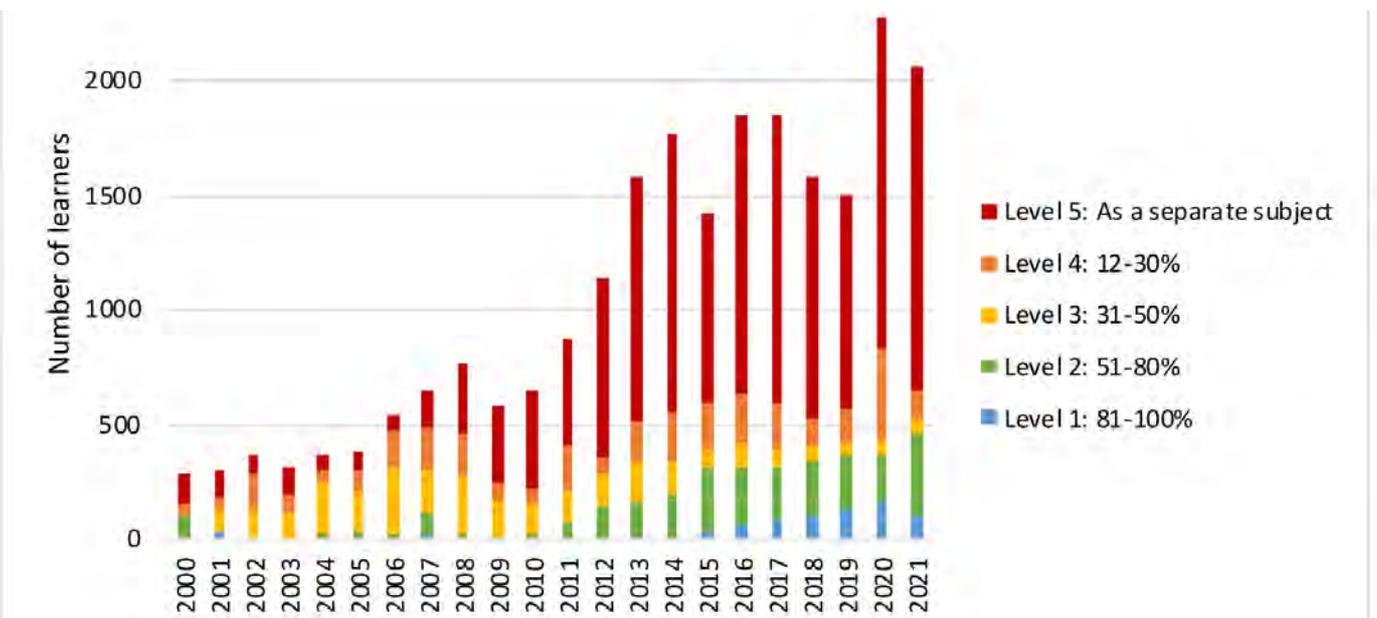
This graph shows that there has been a range of provision for te reo Māori Kūki 'Āirani both as a separate subject and as a bilingual/immersion option. The majority of the bilingual and immersion options are at the lowest level (12-30% of the instruction in te reo Māori Kūki 'Āirani) though there has been some provision, more so in the early 2000's, at a higher bilingual/immersion level.

Gagana Samoa



This graph shows that options for both gagana Samoa as a separate subject and as a bilingual/immersion medium have increased over time. In 2021 there was the highest number of students engaging in level 1 and 2 provision (where gagana Samoa is used more than 50% of the time as the language of instruction), at 1,700.

Lea faka Tonga



This graph also shows a general increase in the provision of lea faka Tonga as a separate subject and as a bilingual/immersion option, although there was a decrease in overall learner numbers in these settings between 2020 and 2021.

NB: Data for the following languages only collected from 2021

Language	Number of students and level of language learning
Te leo Wale / Pukapuka	7 students at Level 5 (Language Learning) in 2021
Te Gana Tuvalu	No recorded provision in 2021
Fäeag Rotuam Ta	No recorded provision in 2021
Vosa Vakaviti	20 students at Level 5 (Language Learning) in 2021
Te Taetae ni Kiribati	15 students at Level 2 (bilingual) in 2021

Annex 3: Language Revitalisation Components

Language planning informs the language policies and deliberate actions needed to affect language behaviours. These efforts affect the structure (use and corpus) or function (use and status) of languages. Language policies, therefore, include all the language planning activities that occur at both the macro (e.g. government) and micro (e.g. at home) levels.

There are five interrelated elements of language policy and planning which have been adapted for Pacific languages in Aotearoa New Zealand – status, knowledge and acquisition, use, critical awareness, and corpus. These have been consistently identified by linguists and language planners as critical to the health of a language.

<p>Status relates to the position of a language in society. In Aotearoa, the status of a Pacific language impacts how they are viewed and used. Actions to raise the status and value of Pacific languages are actions that help create and develop a positive environment for Pacific languages to thrive in.</p>
<p>Knowledge and acquisition relate to the proficiency skills of speaking, listening, reading, and writing. Actions that increase opportunities for people to learn and learn in Pacific languages are needed to sustain Pacific languages in Aotearoa.</p>
<p>Use relates to the use of a language to communicate. Being able to use Pacific languages more often and across multiple domains is essential for language revitalisation and maintenance.</p>
<p>Critical awareness relates to awareness of and consciousness about the value of a language and the implications of language choices for sustaining language. Actions relating to this element include ensuring that people are aware of the state of Pacific languages in Aotearoa, accept the need to revitalise and maintain Pacific languages, and understand the roles that government, communities, and individuals have to support Pacific languages to thrive.</p>
<p>Corpus relates to the linguistic character of the language, its structure, and functions. Corpus development is the creation and maintenance of a language's written, visual, and oral resources. Actions include supporting the production of grammars, dictionaries, literacy manuals, and writing-style and pronunciation guides to support the use of Pacific languages in Aotearoa.</p>

Annex 4: Categorisation of Pacific Languages

This Strategy covers the nine Pacific languages formally supported by the Ministry for Pacific Peoples formally: te gagana Tokelau, vagahau Niue, te reo Māori Kūki 'Āirani, gagana Samoa, lea faka Tonga, te gana Tuvalu, vosa Vakaviti, Fāeag Rotuam Ta, and te taetae ni Kiribati.

These Pacific language groups are diverse, with different needs, strengths, and challenges. The Strategy lays out a broad vision and key objectives, though the following categorisation will support a tailored approach to support each language through their Pacific Language Community Action Plans.

The following criteria were used to assess the nine Pacific languages:

- **Constitutional status and legal obligations:** Realm language status and other relevant constitutional or close relationships to Aotearoa New Zealand.
- **Language vitality:** overall percentage of speakers and young speakers, rates of language decline, levels of language endangerment, Graded Intergenerational Disruption Scale (GIDS) score.⁹
- **Demographics:** size of Aotearoa New Zealand population, proportion of population that resides in Aotearoa New Zealand, proportion of population that is New Zealand-born and proportion that is multi-ethnic (the latter two influence factors of language shift).

In each of these categories, we awarded a score depending on the assessment. For example, those with the lowest number of speakers under 15, were scored a higher number, whereas the languages with more speakers under 15 scored a lower number. The intensity of the colour in the “heat” table below indicates a higher score. The languages with similar scores were grouped together to form the three categories: ‘% Speakers in NZ’, ‘% Under 15 speakers’, Language decline. In most cases this was

reasonably straightforward, however vosa Vakaviti could fit in the second category with gagana Samoa and lea faka Tonga or in the third category. Due to the comparatively small New Zealand population (including one of the lowest proportions of the population residing in Aotearoa compared to the other groups) and the low percentage of speakers, it was a better fit alongside te gana Tuvalu, te taetae ni Kiribati and Fäeag Rotuam Ta.

	Te Gagana Tokelau	Vagahau Niue	Te Reo Māori Kūki 'Āirani	Gagana Samoa	Lea Faka Tonga	Te Gana Tuvalu	Fäeag Rotuam Ta	Vosa Vakaviti	Te taetae ni Kiribati
Constitutional Status	Realm	Realm	Realm	Treaty of Friendship	Unofficial but close relationship	Historical relationship	Newer relationship	Historical relationship	Newer relationship
% Speakers in NZ	23%	12%	9%	50%	40%	48%	34%	24%	50%
% Under 15 Speakers	13%	7%	7%	20%	21%	25%	NA	9%	24%
Language Decline	-14%	-11%	-7%	-9%	-16%	-14%	+5%	-3%	-6%
UNESCO Status	Severely endangered	Definitely endangered	Vulnerable	NA	NA	Definitely endangered	Vulnerable	NA	NA
GIDS Score	8	8	8	6	6	6/7	6/7	6/7	6
Population size	8,676	30,867	80,532	182,721	82,389	4,653	981	19,722	3,225
% Population in NZ (vs home island)	85%	95%	82%	48%	45%	31%	NA	2%	3%
% Multi-ethnic	65%	71%	57%	41%	36%	28%	65%	45%	25%
% NZ-born	79%	83%	83%	67%	64%	54%	49%	41%	41%
Score	42	44	40	23	27	18	18	21	13

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