Ministry for Pacific Peoples
Te Manatū mō ngā Iwi ō te Moana-nui-ā-Kiwa

Pacific Languages Community Fund Applicant Guide 2026/27

How to check eligibility, prepare an application and address the assessment criteria

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1 About this guide

This guide explains what the Pacific Languages Community Fund (PLCF) supports, who can apply, how to apply, and how applications are assessed. Complete every required part of the application form. Keep a copy of your final application for your records and reporting.

2 About the Fund

The PLCF supports community-led language initiatives that protect, strengthen and promote Pacific languages in Aotearoa New Zealand. Projects should give people practical ways to learn, speak, hear and pass on Pacific languages.

2.1 Priorities

The Pacific Languages Community Fund 2026/27 is guided by the Pacific Languages Strategy 2022–2032. It supports community-led initiatives that strengthen, protect and promote Pacific languages across Aotearoa New Zealand.

Applications will be prioritised for projects that:

- support the use, revitalisation and intergenerational transmission of gagana Tokelau, vagahau Niue, and/or te reo Māori Kuki ʻĀirani (Cook Islands Māori).
- are delivered outside of Auckland and Wellington, particularly in regions where Pacific communities are smaller, dispersed, or emerging, and where there may be fewer opportunities to access language and cultural programmes.
- increase Pacific language use between and across generations, creating opportunities for grandparents, parents, children, elders and young people to learn, speak and use their language.

These priorities reflect New Zealand's special constitutional relationships with Niue, Tokelau and the Cook Islands, and the shared responsibility to support the languages that are central to the identity, culture, connection and wellbeing of these communities. Projects that align strongly with one or more of these priorities will be viewed favourably during the assessment process.

3 Who can apply?

Applications are welcome for projects that fit the following criteria.

Eligibility is the first step If your application is not eligible, it will not be scored. If you are unsure about an eligibility rule, contact languagesfunding@mpp.govt.nz before you submit.	
We meet the applicant-type and New Zealand location rules.	☐
Our project has a clear Pacific language focus. Cultural activity must lead to language learning, use, or sharing.	☐
Our project will start after funding is approved and finish within the approved period.	☐
We have completed reports for earlier Ministry-funded projects, unless an approved project is still underway.	☐
We are not asking two funders to pay for the same costs.	☐
We can sign a funding agreement and meet monitoring, reporting and record-keeping requirements.	☐

4 What the Fund supports

4.1 Language initiatives the PLCF supports

- Language classes, conversation groups, immersion activities, or family learning
- Learning across generations, led by speakers, elders, educators, or community leaders
- Youth-led language activities with meaningful roles for young people
- Language resources that are created and tested for a clear learning or use outcome
- Events, performances, or cultural activities where language learning and regular use are central
- Training that helps communities continue delivering language activities

4.2 Eligible project costs

- Fees for tutors, facilitators, coordinators or specialists who work directly on the project
- Venue and equipment hire
- Learning materials, resource production, and reasonable printing
- Promotion needed to recruit participants or reach the language community
- Reasonable food costs when food is needed to help people take part
- Administration and evaluation costs that are specific to the project

4.3 Ineligible activities and expenses

- Costs from before approval or outside the agreed project period
- Ongoing administration or staff costs that are not directly linked to the project
- Debt, interest, fundraising costs, prize money or competition entry fees
- Building work, restoration, permanent facilities, or general asset purchases
- Equipment purchases, unless they are allowed and essential for delivery
- Commercial production, unrelated travel, or activities mainly outside the Fund's purpose
- Education institutions including early learning, primary, secondary, and tertiary providers (funding for this sits in other sectors)
- Academic research or other research activities

5 How to complete the application

5.1 Applicant details

- Use the legal name of the person, group, or organisation responsible for the funding.
- Give two contacts who can answer questions about the application.
- Provide registration, GST, and bank account evidence if requested.

- Explain how your organisation is governed, how money is controlled, and who can sign the agreement.

5.2 Project summary

Write a short, clear summary. Say what you will do, where and when it will happen, who will take part, and which language you will use.

> **Example**
>
> *Ten weekly conversation sessions in gagana Tokelau for 30 parents and children in Porirua, led by two fluent facilitators from February to May 2027.*

5.3 Location, dates and participant numbers

- Give the venue, suburb or town, and region.
- Choose realistic start and finish dates within the approved period.
- Count active participants separately from wider audiences. Do not count casual passers-by and non-participants.
- Use realistic numbers that you can prove with registrations, attendance records or other evidence. You will report actual numbers later.

5.4 The idea and need

- What language need or opportunity have you identified?
- What will change for participants or the language community?
- Why is funding needed now?
- What evidence shows the need? Who helped shape the project?
- If similar activities already exist, how is your project different or complementary?

5.5 The delivery process

- List the main stages from preparation to completion.
- Include dates, the person responsible, and evidence that each stage is complete.
- Explain how you will recruit and support participants, manage attendance, and handle risks.
- Explain how people will learn, practise and keep using the language.
- Explain how you will measure progress and outcomes.

5.6 The people

- Name the project lead, language facilitators, finance contact and delivery partners.
- Explain each person’s role, relevant experience, and available time.
- Attach short biographies, CVs or letters confirming involvement if useful.
- If another organisation is involved, say who is responsible for each task, cost, and report.

6 Address the assessment criteria

You will need to address each criterion and its weight and include relevant evidence. The full assessment matrix and scoring bands are available in **Appendix C**.

Criterion	Weight
Language revitalisation	30%
Community-led design	15%
Sustainability	10%
Youth and intergenerational	10%
Capability	20%
Budget	10%
Timeframe	5%
Total	100%

7 Prepare your budget

Show the full cost of your project, not just the amount you are asking for. Show how you calculated each cost so assessors can check that it is reasonable and offers value for money.

Cost	Calculation	Total
eg. Venue hire	*10 sessions x $150*	*$1,500*
eg. Learner resources	*60 workbooks x $18*	*$1,080*
eg. Coordination	*50 hours x $45*	*$2,250*

8 Budget and supporting material

Please have supporting documents for your costs ready. We may ask for these during assessment, but you do not need to submit them with your application. In particular:

- show any costs that will be paid from other sources and the matching income
- tell us whether grants, contributions, fees, fundraising and in-kind support are confirmed or unconfirmed
- show the full value of any discounts or donated services as both a cost and income
- check the GST requirements and make sure your totals add up.

You should keep supporting information short and relevant. Include letters, examples or links where they help strengthen your application. However, please answer all required questions in the application form – supporting information can add to your answers, but should not replace them.

9 Checks, privacy and safety

- Be ready to confirm your registration, authority, bank account and financial details.
- Declare any actual, potential or perceived conflicts of interest.
- Collect and store participant information safely and use it only for an authorised purpose.
- Meet child-protection and safety-checking requirements if children or young people take part.

- Get informed consent before using photos, videos or participant stories.
- Tell us if you used artificial intelligence.
- Check that all information is correct.

10 After you apply

- The administrator checks that the application is eligible and complete.
- Independent assessors score eligible applications against the published criteria.
- Scores and reasons are reviewed to resolve major differences and unsupported assumptions.
- Recommendations also consider due diligence, conflicts of interest, available funding and any approved threshold.
- You will be told the decision in writing. Funding is not confirmed until the agreement is signed.
- If funded, you must keep records and report what you delivered, participant numbers, outcomes and spending.

11 Final checklist

Application task	Done
I have checked the published opening and closing dates, project period and submission instructions.	☐
My organisation and project meet the eligibility requirements and at least one project priority.	☐
I have answered all required questions and explained the language benefits and community need.	☐
My workplan, responsibilities and participant estimates are realistic.	☐
My budget includes all costs and income, follows the GST instructions and adds up.	☐
I have included required financial information and relevant supporting material.	☐
I have disclosed other funding, conflicts of interest and any AI use.	☐
I have read the declaration and terms and kept a copy of my application.	☐

12 Key dates and help

Check the published PLCF fund notice and application page for the confirmed opening and closing dates, project period, how to apply, and applicant-support contact details.

Appendix A: Online application form

Application Form Pacific Languages Community Fund 2026/27

A1: Eligibility

The following information is required when you complete your online application in Kātoatoa and determines your eligibility for funding. You will be able to proceed with your application if you meet all the eligibility criteria outlined under Who can apply.

Question	Answer
1. Is the organisation applying for funding an education institution, e.g., a private or public early learning centre, school, university, college, or Wānanga? Note, education institutions are not eligible to apply.	*Drop-down list (select one option):* *1. Yes* *2. No* *(If yes, applicant is ineligible)*
2. Please indicate the organisation's registration status in New Zealand.	*Select all that apply.* ☐ Registered at the Companies Office as a company ☐ Registered at the Companies Office as a charitable trust ☐ Registered at the Companies Office as an incorporated society ☐ Registered at the Companies Office as a limited partnership ☐ Registered at the Companies Office as an unincorporated organisation *If any of the above are selected, go to question 3.* **OR** ☐ None of the above *If this option is selected, go to question 4.*
3. Please provide the organisation's registration number (NZBN) with the New Zealand Companies Office	Enter registration number (NZBN) **OR** ☐ The organisation is not registered with the New Zealand Companies Office
4. Is your organisation registered as a charity under the Charities Act 2005?	Select yes/no *If yes, go to question 4.1.* *If no, go to question 5.*
5. Please provide the organisation's number in the New Zealand Charities Register | Te Rēhita Kaupapa Atawhai.	Enter charity number **OR** ☐ The organisation is not registered with the New Zealand Companies Office

Question	Answer
6. If you have received funding for a Ministry for Pacific Peoples initiative before, did you complete all required reporting?	Select one option *If no, applicant is not eligible.*
7. Which of the following criteria does your project meet?	☐ It helps to revitalise or maintain vagahau Niue, gagana Tokelau and/or te reo Māori Kuki Airani. ☐ It is being delivered in a region outside Auckland or Wellington regions. ☐ It will increase the learning and/or use of Pacific languages across different generations of people (eg, elders with parents, parents with children, elders and grandparents with children). *At least one criterion must be selected, or applicant is not eligible.*

A2: Applicant details

By providing the following information, we will learn more about your organisation and the project for which you are seeking funding.

Question	Answer
1. What is your organisation's name?	Enter organisation name
2. Who is the primary contact for this project?	Select one option First name Surname
3. What is the primary contact person's contact details?	Phone: Enter phone number Email: Enter email address
4. What is the primary contact person's position in the organisation (eg, Owner, Director, Business Development Manager)?	Enter position
5. Who is the secondary contact for this project?	Select one option First name Surname
6. What is the secondary contact person's contact details?	Phone: Enter phone number Email: Enter email address
7. What is the secondary contact person's role in the organisation (eg, Owner, Director, Business Development Manager)?	Enter position
8. In which region is your organisation based?	***Select all that apply:*** ☐ Northland | Te Tai Tokerau ☐ Auckland | Tāmaki Makaurau ☐ Waikato ☐ Bay of Plenty | Te Moana-a-Toi ☐ Gisborne | Tūranganui-a-Kiwa ☐ Hawke's Bay | Te Matau-a-Māui ☐ Taranaki

Question	Answer
	☐ Manawatū-Whanganui ☐ Wellington | Te Whanganui-a-Tara ☐ Tasman | Te Tai-o-Aorere ☐ Nelson | Whakatū ☐ Marlborough | Te Tauihu-o-te-Waka ☐ West Coast | Te Tai Poutini ☐ Canterbury | Waitaha ☐ Otago | Ōtākou ☐ Southland | Murihiku ☐ Chatham Islands | Rēkohu / Wharekauri

A3: Project details

This section provides information to assess whether your project supports the objectives and priorities of the Fund.

Question	Answer
1. Project name	Enter project name
2. What Pacific language(s) will your project support?	*Select all that apply.* ☐ Te gagana Tokelau ☐ Vagahau Niue ☐ Te reo Māori Kuki ’Āirani ☐ Gagana Samoa ☐ Lea faka-Tonga ☐ Vosa vakaViti ☐ Te gana Tuvalu ☐ Te taetae ni Kiribati ☐ Fäeag Rotuạm ta ☐ Solomon Aelan Pijin ☐ Tok Pisin ☐ Bislama ☐ Other – please specify
3. Provide a brief description of your project.	Enter description (3 to 4 sentences)
4. What location will your project run in?	*Select all that apply.* ☐ Northland | Te Tai Tokerau ☐ Auckland | Tāmaki Makaurau ☐ Waikato ☐ Bay of Plenty | Te Moana-a-Toi ☐ Gisborne | Tūranganui-a-Kiwa ☐ Hawke's Bay | Te Matau-a-Māui ☐ Taranaki ☐ Manawatū-Whanganui

Question	Answer
	☐ Wellington | Te Whanganui-a-Tara ☐ Tasman | Te Tai-o-Aorere ☐ Nelson | Whakatū ☐ Marlborough | Te Tauihu-o-te-Waka ☐ West Coast | Te Tai Poutini ☐ Canterbury | Waitaha ☐ Otago | Ōtākou ☐ Southland | Murihiku ☐ Chatham Islands | Rēkohu / Wharekauri ☐ Online delivery
5. What is the approximate start date of your project?	Click to select date
6. What is the approximate end date of your project?	Click to select date
7. What funding tier are you applying for?	*Select one.* ☐ Tier 1: $50,000 to $100,000 ☐ Tier 2: $20,000 to $49,999 ☐ Tier 3: Under $20,000
8. Which of the Fund's priorities does your project meet? Tick all that apply	*Select all that apply.* ☐ It helps to revitalise or maintain vagahau Niue, te gagana Tokelau and/or te reo Māori Kuki Airani. ☐ It is being delivered in a region outside Wellington or Auckland. ☐ It will increase the learning and/or use of Pacific languages across different generations of people (eg, elders with parents, parents with children, elders and grandparents with children).
9. What type of project are you delivering?	*Select all that apply.* ☐ Language classes ☐ Conversation groups ☐ Family or intergenerational activities ☐ Cultural activities ☐ Youth programmes ☐ Resource creation ☐ Digital content ☐ Other – please specify
10. How will your project support Pacific languages? *What types of activities and opportunities will your project create for your community, and how will they meet the fund priorities you have selected for your project?*	
11. How will your project meet the needs of your community? *Was the project designed with community; what community needs does it meet; can you include*	

Question	Answer
evidence of community consultation or letters of support?	
12. How will your project support ongoing language learning or use once delivery is complete? *Will your project form new partnerships, develop reusable resources or connect people to additional opportunities to continue their language journey?*	
13. Describe whether/how your project will involve youth engagement or multiple generations. *Are young people involved in participating in or designing and delivering the project, and will there be participation across generations (e.g., elders, parents, children) provide opportunities to learn and use the language together?*	

A4: Capability to deliver your project

This section is designed to assess whether you have the experience and capability to deliver your project on time, within budget and to a high standard.

Question	Answer
1. Describe who will be involved in delivering the project and their relevant experience	
2. Describe previous experience you or your team may have had delivering a project for the Ministry or another organisation and whether this project builds on previous ones *Tell us about specific examples of previous funding (from the Ministry or other organisations) – what was achieved, whether reporting was completed, what learnings you have and how this project might build on your previous ones.*	

Budget

Are you GST registered?

☐ Yes (do NOT include GST in your budget)

☐ No (include GST in your budget)

Project costs

Use the table below to provide all the costs of your project and include the details (eg, materials, venue hire, promotion, equipment hire, language experts, and project management costs).

Item	Detail	Amount
Enter text (eg, hall hire	Enter details (eg, 3 days' hire at $100 per day	$ Enter amount (eg, $300.00)
		$
		$
		$

Item	Detail	Amount
		$
	Total costs	**$**

Project income

Write down any sources of additional income that will contribute to the project if there are any (eg, your own funds, other fundraising, sale of resources or koha for participation in activities).

Income	Detail	Amount
Enter text (eg, Council grant	Enter details (eg, Christchurch Creative Communities Grant)	$ Enter amount (eg, $1,000.00)
		$
		$
		$
	Total income	$
	Costs less income *(This is the maximum amount you can request for your project.)*	$
	Total requested from the Ministry for Pacific Peoples	$

Other funding sources

Tell us about any other funding you have applied for or received for this project.

Date	Who to	Total funds	Confirmed (yes/no)
Click to select date	Enter text	$ Enter amount	Select yes/no
		$ Enter amount	Select yes/no
		$ Enter amount	Select yes/no
		$ Enter amount	Select yes/no

Previous funding from the Ministry for Pacific Peoples

List any other grants you have received through the Ministry for Pacific Peoples in the past three years.

Date	Project title	Amount received	Project completion report submitted (yes/no)
Click to select date	Enter text	$ Enter amount	Select yes/no
		$	Select yes/no

		$	Select yes/no
		$	Select yes/no

Other financial information

Groups or organisations must provide a copy of their latest financial statement. This can be a copy of the audited accounts, an income and expenditure statement or a copy of the unaudited management accounts. If your group or organisation has reserves which are not being used for this project you should include your reserves statement or policy.

Timeframes

List key actions/milestones for your project and your estimated timing for undertaking these actions.

Key milestones	Timing

A5: Declaration

- I confirm that the information I have provided in support of my application is true and correct as of the date of signing.
- I will notify the Ministry for Pacific Peoples without delay if I wish to withdraw my application.
- I authorise the Ministry for Pacific Peoples to verify information provided in this application.

I confirm and understand that:

- The Ministry reserves the right not to process applications it deems ineligible.
- The outcome of the selection process is final, and there is no appeal process for applicants who are not successful.
- Due diligence checks will be conducted of shortlisted applicants' registration in New Zealand; compliance with the Privacy Act 2020, including verification of privacy and data protection practices, and data handling measures for participant information; compliance with the Children's Act (2014) should their projects involve persons under the age of 18 years; disclosure and assessment of other funding sources; reference checks for the organisation and named personnel.
- Should a successful applicant not sign the funding agreement by the advised date, the allocated funding will be forfeited.
- The Ministry reserves the right to release the names of successful applicants, and funding awarded.
- Successful applicants must provide the Ministry with progress reports, data and relevant information needed to assist with the monitoring and evaluation of the Pacific Language Community Fund.

By submitting an application, you are agreeing to all Terms and Conditions.

Use of artificial intelligence (AI)

The applicant must disclose whether generative AI or other AI tools were used to prepare any part of this application or supporting material and identify how they were used. The applicant remains responsible for reviewing and verifying all AI-assisted content, including its accuracy, completeness, originality and compliance with privacy, confidentiality and intellectual property requirements. Do not enter personal, confidential or sensitive information into an AI tool unless you are authorised to do so and appropriate safeguards are in place.

Use of photos and videos

The applicant authorises the Ministry for Pacific Peoples to use, reproduce, edit and publish photos, videos and other visual material provided with this application or in project reports for public communications about the Fund, including Ministry websites, social media, publications, promotional material and public reporting.

The applicant confirms that it has obtained all necessary permissions, licences and informed consents from the people shown, and from any parent or legal guardian where required, for this use. Any restrictions on use must be clearly identified in writing when the material is provided.
By entering your name below, you acknowledge your understanding of these statements and agree to the terms. **Full name of applicant:** Enter text

Appendix B: Completed Community Language Project Example

This example is based on a completed community language project. We have removed or changed names, places and identifying details. It shows one way to organise an application and include evidence. Use information about your own community and proposed project.

B1. Example project summary

A community language organisation plans a six-month programme. It will hold six beginner workshops for young people, adults and families. It will also hold 12 playgroup sessions for children under five and their caregivers. The sessions will use songs, games, stories, prayer, movement and everyday language. Fluent speakers, elders and families will help plan and run the programme. Participants will receive simple resources to use at home. The organisation will record attendance, feedback, confidence and language learning.

B2. Example responses to the assessment criteria

Criterion	Weight	Example response
Language revitalisation	30%	Participants will learn and regularly use greetings, songs, family terms and everyday words. Playgroup sessions will use the language during stories, play and daily routines. Participants will complete a short test and confidence survey at the start and end. In a similar past project, people who completed both tests recognised many more words.
Community-led design	15%	The community asked for beginner-friendly learning and stronger family connections. Speakers, elders, parents, young people and facilitators will help plan and run the programme. Session times, venues and teaching methods will help people take part and feel culturally safe.
Sustainability	10%	Phrase cards, booklets, songs and simple digital resources will help families practise at home. Parents will learn with their children. Facilitators and volunteers will gain skills for future programmes. Evaluation results will help plan the next stage.
Youth and intergenerational	10%	Children, parents, young people, adults and elders will learn together. Young people will help with activities, promotion and digital resources. Fluent adults and elders will model the language and cultural practices.
Capability	20%	The governance group will oversee the project. A project manager will manage delivery, finances and reporting. Experienced language and early-learning facilitators will lead the sessions. The team has run similar workshops and playgroup sessions and completed an evaluation report.
Budget	10%	The budget will list each eligible cost, quantity, rate and calculation. It will show how each cost supports the project. Costs include facilitators, venues, learning resources, coordination and evaluation. Donated time and discounts will be listed separately so the full project cost is clear.
Timeframe	5%	The six-month workplan will cover planning, recruitment, delivery, evaluation and reporting. Each milestone will name the person responsible, the due date and the evidence that it is complete.

B3. Example outcomes and evidence

Outcome	Measure
Increased language confidence	Ask the same confidence questions before and after the programme. Report the number of people who completed both surveys.

Improved language knowledge	Use a short test before and after the programme. Test only the words taught during the programme.
More regular language use	Collect examples of people using the language at home, school, church, work or community events.
Intergenerational learning	Record participants by age group. Ask children, caregivers and elders for feedback.
Quality delivery	Use attendance records and short feedback forms after each session.
Completed outputs	Track sessions, resources, evaluation work and reports against the workplan.

B4. Example workplan

Milestone	Timing	Owner and evidence
Confirm the learning plan, venues and facilitators	Month 1	Project manager; approved programme, bookings and agreements
Recruit participants and collect starting information	Months 1–2	Community coordinator; promotion, registrations, starting survey and test
Run workshops and playgroup sessions	Months 2–6	Lead facilitators; attendance records, lesson plans and feedback
Give participants resources to use at home	Throughout	Resource lead; distribution record and final resources
Evaluate the programme and report results	Month 6	Project manager and evaluator; final survey, test and report

B5. Why this example meets the assessment criteria

- Language learning is the main focus. The project has clear ways to measure learning and regular use.
- Community members help plan and run the project. They do more than give general support.
- Reusable resources, home practice and stronger teaching skills will support future learning.
- Young people and people from different generations learn together.
- Clear oversight, roles and past experience show that the team can deliver the project.
- The budget lists eligible costs, calculations and other contributions. It also shows how costs link to activities.
- The workplan covers every stage. It says who is responsible and what evidence will show that each stage is complete.

Evidence reminder

Report how many people completed both the starting and follow-up checks. Where possible, compare results from the same people. If you have limited evidence, say the findings are only an indication. Do not claim more than the evidence proves.

Appendix C: Assessment matrix and scoring bands

C1. Language revitalisation outcomes (30%)

Score	Descriptor	Evidence standard
1	Poor	Little or no evidence of language learning or increased use.
2	Adequate	Some language outcomes, but weak links or limited opportunities.
3	Good	Clear outcomes and reasonable opportunities to learn, practise or use the language.
4	Very good	Strong outcomes with regular, meaningful learning and use.
5	Excellent	Compelling evidence connecting learning, regular use and intergenerational transmission.

C2. Community-led and culturally grounded design (15%)

Score	Descriptor	Evidence standard
1	Poor	Little evidence of community priorities or involvement.
2	Adequate	Some consultation, but involvement is limited or symbolic.
3	Good	Community needs are clear and members contribute to design or delivery.
4	Very good	Speakers, elders or leaders have meaningful roles and the initiative responds well to need.
5	Excellent	The language community leads design and delivery, reflecting its values and aspirations.

C3. Sustainability and ongoing language use (10%)

Score	Descriptor	Evidence standard
1	Poor	Benefits are unlikely to continue after funding.
2	Adequate	Some benefits may continue, but ongoing use is limited.
3	Good	Some ongoing use, reusable resources or stronger skills are likely.
4	Very good	Clear plans support ongoing learning, resource use or partnerships.
5	Excellent	Lasting language use, stronger capability and long-term benefits are highly credible.

C4. Youth and intergenerational engagement (10%)

Score	Descriptor	Evidence standard
1	Poor	Little evidence of youth or intergenerational involvement.
2	Adequate	Involvement is present but limited.

3	Good	Meaningful opportunities exist to participate together.
4	Very good	Strong involvement is built into delivery.
5	Excellent	Young people lead or strong language transmission between generations is embedded.

C5. Capability (20%)

Score	Descriptor	Evidence standard
1	Poor	No evidence of relevant delivery capability.
2	Adequate	Limited experience and significant delivery concerns.
3	Good	Relevant experience and a realistic delivery plan.
4	Very good	Strong experience and evidence of successful similar delivery.
5	Excellent	Extensive experience, strong delivery record and continuous improvement.

C6. Budget (10%)

Score	Descriptor	Evidence standard
1	Poor	No budget or an unsuitable budget.
2	Adequate	Important costs may be missing or ineligible; value is unclear.
3	Good	Adequate budget and reasonable value for money.
4	Very good	Clear budget and good value for money.
5	Excellent	Complete, well-supported budget and excellent value for money.

C7. Timeframe (5%)

Score	Descriptor	Evidence standard
1	Poor	No timeline or it cannot meet requirements.
2	Adequate	Timeline lacks enough detail to demonstrate delivery.
3	Good	Timeline meets requirements.
4	Very good	Detailed and realistic timeline meets requirements.
5	Excellent	Complete, well-planned timeline covers all milestones and requirements.

Appendix D: Weighted-score calculation example

Criterion	Weight	Score	Weighted points
Language revitalisation	30%	4	24
Community-led design	15%	3	9
Sustainability	10%	3	6
Youth and intergenerational	10%	4	8
Capability	20%	4	16
Budget	10%	3	6
Timeframe	5%	4	4
Total	100%		73

Formula: score % 5 x criterion weight

In this example, the total is 73, which is in the indicative Medium band. This does not guarantee funding.

Appendix E: Reporting template

This completion report captures what was delivered, who participated, the resources created, language and youth outcomes, sustainability, and feedback on the funding process. Complete the sections that apply to your project and keep evidence to support your answers.

E1. What was delivered?

Reporting field	Response
Project name	Enter project name
Funding received	$ Enter amount
Region	Enter region
Project start date	Click to select date
Project end date	Click to select date
Activities delivered	*Select all that apply.* ☐ Language classes ☐ Conversation groups ☐ Family or intergenerational activities ☐ Cultural activities ☐ Youth programmes ☐ Resource creation ☐ Digital content ☐ Other – please specify
Were there any significant changes from the original plan? *If yes, briefly explain.*	Select yes/no Enter explanation if relevant
Project included	*Select all that apply.* ☐ Classes or group activity-based learning ☐ Resource creation

E2. Participation

Complete this section if your project included classes, group activity-based learning, or both.

Measure	Response
Total participants	Enter number
Participants under 30	Enter number
Adult participants aged 30 and over	Enter number
Families participating	Enter number
Elders or fluent speakers involved in delivery	Enter number
Sessions or activities delivered	Enter number
Average attendance per session	Enter number
Volunteers involved	Enter number

E3. Resources created

Complete this section if your project included resource creation or both activity types.

Measure	Response
Original lesson materials created	Enter number
Videos created	Enter number
Audio resources created	Enter number
Printed resources created	Enter number
Social media content created	Enter number
Other resources	Specify details Enter number
Estimated people who have accessed or used the resources	Enter number
Resources likely to continue being used	Select yes/no Enter explanation if relevant

E4. Language outcomes

Use participant or user feedback, observations, conversations, or other project evidence.

Measure	Response
Participants have more confidence to use the language.	Select one
Participants improved their ability to speak or understand the language.	Select one
Participants increased their motivation to learn and use the language.	Select one
Participants use the language more often outside the programme.	Select one
Participants strengthened and expressed their cultural identity.	Select one
Participants strengthened their self-confidence.	Select one
Participants increased their overall sense of wellbeing.	Select one
Participants feel more connected to their community.	Select one
Where are participants using the language more often?	*Select all that apply.* ☐ Home ☐ Community events ☐ Church settings ☐ School or education settings ☐ Workplaces ☐ Online ☐ With extended family ☐ Other – please specify

Intergenerational transmission

Complete this section if your project involved participants from multiple generations.

Measure	Response
Participants have more confidence using the language with older or younger generations.	Select one
Participants report increased language use with:	*Select all that apply.* ☐ Grandparents ☐ Children ☐ Siblings ☐ Other family members ☐ Other – please specify
Provide one example of increased language use within a family or community setting.	Enter details

E5. Youth outcomes

Complete this section if your project involved participants under the age of 30.

Measure	Response
Number of participants under 30	Enter number
Participants have more confidence using the language with older or younger generations.	Select one
Youth participants increased their pride in their language and culture.	Select one
Youth participants increased their motivation to use their language.	Select one
Youth participants increased their confidence using their language.	Select one
Youth participants gained leadership opportunities.	Select one
Youth participants were supported to produce content or resources	Select one
Provide one example of youth leadership or participation in the project.	Enter details

E6. Success story

Tell us about one meaningful change resulting from your project
Enter details (write 200–300 words

E7. Sustainability

To what extent would this project have happened without PCLF funding?	*Select all that apply.* ☐ Not at all ☐ Only a small part would have happened ☐ Most activities would have happened anyway ☐ The project would have happened without PLCF funding

Since receiving PLCF funding:	*Select all that apply.* ☐ The project is complete and no part will continue ☐ Additional funding is required for continuation ☐ New partnerships have been established ☐ Participants have moved into other language-learning opportunities ☐ The project will continue in a modified form ☐ The project will continue unchanged ☐ Other – please specify

E8. Funding process (optional)

What worked particularly well and helped you deliver the project?	Enter details
What was difficult or created delivery challenges?	Enter details
What could the Ministry for Pacific Peoples improve in the future?	Enter details