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

Pacific Languages Community Fund

Help for writing your Tier 3 application

Purpose of this document

This document has made-up examples of good long answers to questions in the Pacific Languages Community Fund Tier 3 application form. Each model answer includes prompts to help you fill in each question with the right level of detail. There are also example answers about money to help you provide your project costs in your application. This document should be used as a guide only.

Section A3 - Project details

Question	Prompt	Model answer
Question 4: Provide a brief description of your project.	*Tell us what you will do, what activities you will deliver, who will be involved and who will benefit.*	We will deliver a 16-week online intermediate course in vagahau Niue. There will be 32 full-immersion lessons (two a week), each 45 minutes. Up to 30 people aged 15–30 of Niue descent across Aotearoa New Zealand can attend. At the end of the course, we will hold two vagahau Niue conversation cafés, one in Christchurch and one in Auckland. Learners will practise vagahau Niue with fluent speakers and community members in a welcoming, informal setting.
Question 10: How will your project support Pacific languages?	*In your answer, clearly explain the following:* ○ *What the goal of your project is.* ○ *How your project will help revitalise your specific language.* ○ *What opportunities it will create.* ○ *How it will strengthen the connection between language, culture and identity.* *Ideally your answer should include a sentence on each of these four points.*	Niue youth will have an intermediate learning pathway that we do not think currently exists. Our project will help young people move beyond a basic understanding of vagahau Niue to speaking it with more skill and confidence. This will strengthen their language retention and increase the use of vagahau Niue in their homes and communities.
Question 11: How will your project meet the needs of your community?	*Tell us what need in your community this project will address and how you know it is needed.* *Include any feedback, experiences or evidence that has helped you identify this need.*	Many of our young people already understand some of their heritage language but have limited opportunities to develop their skills further. Our course will give them the chance to build on what they already know and become more confident speakers.

	Tell us how your wider community has been involved in the planning and design of your project. This may include churches, families and villages.	Because the course will be taught entirely in vagahau Niue, we will use a pre-course assessment to make sure learners have the language skills they need to participate confidently. We want them to feel challenged but not out of their depth. An online course means Niue youth can join from anywhere in Aotearoa, including places where they may not know other Niue youth. It will help them learn together, build friendships, and feel more connected to their identity and community.
Question 12: How will your project support ongoing language learning or use once delivery is complete?	*How will the benefits of your project continue after it finishes?* *Tell us how people will keep learning, using or sharing the language in their daily lives.*	Learners will keep the downloadable vocabulary lists, grammar guides, exercises, and cultural notes so they can continue practising after the course. We will encourage participants to stay in touch, practise conversation with one another, and use their new skills with family members. The relationships formed through the online classes and conversation cafés will also help connect learners with other people who speak vagahau Niue. If the course is successful, we would like to explore offering it again.
Question 13: Describe whether/how your project will involve youth engagement or multiple generations.	*Tell us how your project will actively involve young people in the design and delivery and/or create opportunities for intergenerational learning.* *How will different generations learn from, support or work with each other to contribute to the success of the project?*	The course is designed specifically for young people aged 15–30 who already have some knowledge of vagahau Niue. They will learn with peers from across Aotearoa and practise through shared discussions and activities. At the conversation cafés, we will invite parents, grandparents, and other community members to practise vagahau Niue with learners. We hope this will encourage continued learning across generations.

Section A4 – Capability to deliver your project

Question	Prompts	Model answer
Question 1: Describe who will be involved in delivering the project and their relevant experience.	*Tell us who will deliver the project and what skills, experience, knowledge or community connections they bring.* *Include any language, cultural leadership or project management experience that will help make the project successful.*	Our project coordinator, [Name], will manage pre-enrolment testing, enrolments, the online timetable, communications, the conversation cafés, and reporting. [Name], our language teacher, will design the pre-enrolment test. She will also teach the course, including conversation, grammar, and cultural content. Members of our youth-led community group will help with recruitment, participant engagement, and the conversation cafés.
Question 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.	*Include funding information, what you achieved and whether this proposed project builds on lessons learned, community feedback, or previous success.*	Our group has experience bringing young Pacific people together through community activities and events. [Name] has taught in-person vagahau Niue courses for the last 5 years. Together, we are confident we have the experience to make a welcoming, culturally grounded programme that is accessible to young people across Aotearoa.

Examples of answers about money

Use this example table below as a guide to help you give good answers about your project costs:

Item	Detail	Amount
Language teacher and course materials	Design pre-enrolment test. Teach 32 online intermediate lessons (16 weeks × 2 × 45 minutes). Create downloadable resources and certificates.	$6,800
Niue conversation cafés	Two conversation cafés: venues, kai, certificates, and basic event costs (combined budget)	$3,200
Contingency	5% of the $10,000 delivery budget for unexpected costs	$500

Total project costs $10,500

Use this example table below as a guide to help you give good answers about your project income:

Item	Detail	Amount
Other income		$0
Total income		**$0**
Costs less income		$10,500
Amount requested from the Ministry for Pacific Peoples		**$10,500**

Use this example table below as a guide to help you give good answers about other funding sources:

Date	Who to	Amount	Confirmed
		$0	

Use this example table below as a guide to help you give good answers about timeframes:

Key milestones	Timing
Confirm enrolment process, create pre-enrolment test and online teaching plan	February–March 2027
Invite and enrol up to 30 young people; record starting language confidence	March 2027
Deliver 32 live online lessons over 16 weeks	April–July 2027
Hold two vagahau Niue conversation cafés for learners to practise with fluent speakers	August 2027
Gather final learner feedback and information about their language progress	August 2027
Complete budget reconciliation and final report	September 2027