



Rūaumoko's Walk – Multilingual Project | EVALUATION

30.09.22

EXECUTIVE SUMMARY

The picture book *Te Hiko i a Rūaumoko / Rūaumoko's Walk* is a bilingual book for young children and their families. This resource is designed to support Early Childhood Education and primary school teachers to engage with children and their families about earthquakes and tsunami.

Initiated by the Me Noho Takatū group in 2014, the story is based on matauranga Māori. It teaches tamariki and their whānau what to do in an earthquake and what they need to do if they are in a tsunami zone. It has been widely distributed to schools, libraries and families throughout New Zealand. In Hawke's Bay it is given to just over 2,000 children per year at their B4 School Check.

Aotearoa is increasingly becoming multi-cultural. Many families speak more than one language and may not speak English at home. Effective disaster management messaging should be tailored to the population and community it is intended for.



This project was to translate the original bilingual story into five additional languages identified as most in need of this resource in New Zealand. With each book being bilingual, it enables the wider community to understand the key messages and develops their resilience to earthquake and tsunami risk. It also provides an opportunity for intergenerational learning at home, or community settings with their whānau.



After early consultation with several groups and stakeholders, the decision was made for this to remain a Māori story translated to other languages, rather than cultural or belief based variations on an earthquake story. This made the brief clear and easier for all participating writers, and allowed the work to be completed within budget and time constraints.

The project began in August 2021, with the introduction to language community leaders in November and December 2021.

The community engagement and subsequent writing process took longer than anticipated. Covid 19 lockdowns and community vaccination drives were a key contributor to participants being unavailable in the later months of 2021 and early 2022. Multiple national emergency management incidents also required our HBCDEM resources, creating unavoidable delays.

The project successfully met its outcomes, and feedback from participants was very positive. All were glad to be involved and were happy with the koha payment for services. All were happy with the process, although two languages ended up being rushed and would have liked more time. Overall feedback from participants was that it was an enjoyable project, and they learnt from their involvement in the project, including learning more about their first language.

Multiple groups commented on the value of team work with the translation process, and the need for sharing it with others to get feedback. All are happy with the resource and proud to share it with their language community.



Translation of the book into all 5 languages was completed, with a thorough proofing process and 1,000 copies of each language was printed by the end of July, just in time for Cook Islands Language Week.

The books were officially launched at the Cook Islands Takah Centre (Taokotaianga Apii Kuki Airani Early Childhood Centre) for Cook Islands Language Week and covered in the media by Hawke's Bay Today. Copies were gladly received by the Takah centre.

PROCESS

Initially when considering which language groups were most in need of this resource, it was considered that Chatham Island Moriori would be a logical choice for one of our five languages. However, they wanted to use their own traditional story rather than translate or adapt a Māori story, which was outside of the project scope. From various conversations and consultation with The Hawke's Bay Multicultural Association and Te Whatu Ora Te Matau a Māui Pacific Liaison, three Pacifica languages were agreed upon— Samoan, Tongan and Cook Islands Māori. Hindi and Simplified Chinese were the other two languages agreed to be a priority community need, with large Indian and Chinese populations living in Aotearoa.

Initially an open brief was explored, allowing cultures with similar stories to modify the Māori story or use their own cultural stories. However, some of the Samoan leaders felt that their old stories clashed with their Christian beliefs, and they would be keen to see a new story with a Christian viewpoint instead. The project team, in consultation with NEMAs Pasifika Advisor, decided the simplest way forward was to agree that the story should be the Māori story, translated to other languages, as is done with other ancient stories from Greek culture etc. Thereby making the brief clearer and easier for all.

All of the initial language contacts came from the HBCDEM Community Engagement Team Leader, from her existing network.





Early in the process a hui was held with multiple language representatives and one of the original authors, enabling a better understanding of the original text. This formed the literal translation that was provided to all groups to use as a basis for translation.

The entire process took longer than anticipated. Covid lockdowns and community vaccination drives were a key contributor to participants being unavailable in the later months of 2021 and early 2022. Plus multiple national emergency management incidents that required HBCDEM resources, making for unavoidable delays.

However, by extending the print deadline by 4 weeks all 5 language translations completed, with a thorough proofing process and 1,000 copies of each language printed by the end of July, just in time for Cook Islands Language Week. The final printed result is great.

Overall, the project was a success. Participants were glad to be involved and were very glad for the koha they were offered. All left positive comments in the project evaluation, were happy with the process, and proud of the result for their respective language communities.

While having direct community involvement and engagement felt like the best option in terms of a well-accepted result, knowing that it was done as a team with plenty of cross checking and deliberation; the most efficient translation was done with the least engagement. The translation with the least engagement was still peer reviewed by several fluent speakers, giving us confidence that the end product was at a good standard.



During August and September 2022, we recruited and recorded voice talent for the male narrator and female teacher parts for each language, recorded locally in Hawke's Bay. Although many were nervous, once they got to the recording studio all participants really enjoyed themselves, and one even offered to sing a song to record for the project. We now have seven narrated videos on YouTube – Te Reo Māori, English, Cook Island Māori, Samoan, Tongan, Hindi, Simplified Chinese. The YouTube versions are a single language layout, with the bilingual English accompaniment removed, and text made bigger.



DISTRIBUTION OF RESOURCES

Auckland Emergency Management	1000	Project partner Group
Hawke's Bay Multicultural Association	500	For distribution via temples, community leaders and organisations
Hawke's Bay libraries	35	One of each book to each library
Te Whatu Ora Te Matau a Maui	500	For distribution via Pacifica leaders and churches
Health HB	250	For distribution via B4School Checks
CDEM Groups	75	One of each book to each CDEM Group
NEMA	50	10 of each book
Minister of Emergency Management	5	One of each book
Ministry of Education	10	One of each book to national and HB office
Ministry of Pacific Peoples	30	10 of Cook Island, Samoan and Tongan versions
Ministry of Ethnic Communities	20	10 of Chinese and Hindi versions



TRANSLATOR SUMMARIES

Hindi

Coordinator – Sonam Bhandari - Community Connector, Multicultural Association Hawke's Bay Inc.

The Hindi translation team was very engaged with the project, and really enjoyed the journey. Even though they were early to translate initially, the editing took the longest, partly due to technical issues with Devangari fonts, and partly due to written language uncertainty. They found that while they speak together in Hindi all the time as their first language, they rarely see it written, and have not written using Hindi script themselves since attending school – a while ago. So Hindi had the most edits. The Hindi translators seemed to have a lot of fun with the process. They always met in person as a team, so shared food and tea etc as part of the process.

Chinese

Coordinator – Rohan Jaduram, Resilience Advisor, Auckland Emergency Management.

Chinese translations were completed in Auckland, coordinated and supported by Auckland Emergency Management, with support from other colleagues at Auckland City Council. The process was very efficient, with great communication and all work completed on time. The narration was completed in Hawke's Bay. Due to different dialects being used across China there was some discussion around choice of words, and pronunciation of words. Both translators and narrators used their own local dialect for this project.

Samoa

Coordinator – Rachel Motusaga, Senior Adviser Pacific Education, Te Mahau, Ministry of Education.

Samoa started with potential issues with the desire for a new story with a Christian viewpoint. This was resolved with the decision to narrow the scope to a direct translation of the original Māori story, and everything went very smoothly from that point on. Communication for translation and narration was through the project coordinator, who was very prompt and easy to deal with.

Cook Islands

Coordinators – Berry Rangi and Kimi Joel, Taokotaianga Apii Kuki Airani Early Childhood Centre.

Cook Islands initially had a hurdle with strong commitment to the project but difficulties with communication and time commitments. A second translation team was formed, who had a very short time frame to work with. Once the new team was briefed, they quickly came up with a draft translation. The editing process has multiple checks and proofs, resulting in a lot of communication at the later stages. The launch of all the books for Cook Islands Language Week was a success, and copies of the book for the tamariki were gladly received by the Takah early learning centre.

Tongan

Tongan translator – Story translation by Finehika Veikoso, editing by Tauafu Fonua, Auckland DHB

Tongan community engagement was very limited. Translation of the story was great, and done quickly, but the translator was not available for proofing and further translations. A Pacific Islands commercial translation service was contacted, but they were very slow to respond. In the end a Auckland DHB Pacifica team staff member provided support to complete the project. The result in the end was prompt, albeit over our deadline at that stage.

SURVEY REPOSSES

Number responses are a scale of 1 (poor) to 5 (great).

Was the brief clear of what we expected of you?	5	5	5	4	5	4
Did you receive any training or advice on how to go about your task. What? Was it helpful?	Yes	We had few Zoom Meeting in the Beginning and Kristi was always helpful	All the suggestions and the Te Hikoi a Ruaumoko booklet I was given, was very helpful as a guideline.	No training, however it was helpful working alongside others who understood the Samoan language and culture well.	Explanation was given and follow-up explanations were prompt and clear.	N/A
Have you done any translation previously?	Yes	No	Some	No	Yes	No
As your reference, which text did you use mostly to work from?	English text	English text	Te Reo Māori text, Literal Māori translation, English text	English text	English text	English text
Did you involve your family or friends in the process? If so, was that helpful?	No	Yes it was helpful	My family (husband) was involved. Reading aloud was very helpful for the flow of the story and the sentences.	Yes, worked well. Team of four working together	I did consult a couple of people about Maori terms as a verification of my understanding of the story	N/A
Have you read it to your children? Or have they read it themselves? If so, how did it go?	yes	Great they understood the book read they english text and then hindi text.	Have read it to my grand children (they know very little of their ethnic reo) They found it interesting. Having the English translation helped them understand the story. Have also read it at school to my 9 year old granddaughter's class. There were lots of questions mainly the meaning of the different words.	Not have yet read to my children	No I haven't	N/A
How do you feel about using and	n/a	Great	I am so proud that there is such resource in my ethnic	great resource	I am happy that the resources are available	Confident that it will be used

sharing the resource?			language to share			
Has the resource changed how you view emergency management? If yes, in what ways?	n/a	I feel more confident in explaining kids the importance of emergency management.	Our family is conscious of the emergencies that could happen in the Bay with living on the fault line and on the coast open to the sea.	A great way for children to get a better understanding of earthquakes and tsunami	It is a clever way to get children to understand about earthquakes in the NZ context but using their mother tongue. Parents will find the books useful too.	N/A
What is your overall impression of the project for your language community?	Awesome, more ethnic scripted information is needed so we can get the community all involved, if English is their second language.	Great experience would definitely want to be part of it again if an opportunity arises.	I am so pleased to have the opportunity to have my language included in this project. Some people are not aware that there is such a resource.	very impressed, would love to do it again	The project not only improves the understanding of emergency management (earthquake) but also provides an educational tool for language learning.	Excellent project management and the requirement to have grassroots people involved has to be commended. There is difference between literal translation and understanding context. Can't just contract this to translations service company. Just need to be agile enough to provide community processes
How were your dealings with the project team – project manager and Hawke's Bay Civil Defence Emergency Management?	5	5	4	4	5	4
Do you feel the financial "koha" reimbursement was a fair amount?	5	5	4	3	5	4
Did you track your time spent on this project? If so, approximately how many hours	3 hours altogether about 45mins for 3 days	about 18-20 hours	I did not track my time but, I know I did a fair amount of running around to encourage the others to keep on track and finish the project.	did not track the exact time, but it took many hours of consultation and for all to come to an agreement	Approximately 10 hours	Not application as I wasn't the writer . I just set up and facilitated the meetings

did you spend in total?						
What learnings did you have in the journey of creating your language edition?		Understanding better of our own language as well as , team work, patience and encouragement to try new projects	It is better to do it with one or two other people, read it out loud and listen to what others are trying to say.	the importance of using the right word for the context	It's been fun. It's helpful to have the Maori version available as it serves as a reference to enhance understanding of the context. The English version is also helpful.	To identify trusted leaders in community first and then have confidence that they have the right connections to sit up their own peer review process. Determining whether it is a working or advisory group or even a reference group is important.
How could we improve our process for other language groups in the future?		Communication more face to face meetings if possible. use similar systems.	Get to know your community, ask around first for recommendations before choosing the person or people to do the work.	to create a story in our respective languages and culture	It might be helpful to hold a meeting (even if online) where all translators come together for a briefing and an understanding of the task required. It might be a good opportunity to clarify concepts and expressions.	
Any other comments?		overall a great adventure for us at Indian Mums Group	Thank you for the opportunity to have my language included in this resource.		No, thank you.	Some flexibility with timelines was appreciated. Reporting and timelines need to fully appreciate community processes so flexibility is important. We also enjoyed hearing the experiences of the initial authors of the original resource.