



NEW ZEALAND  
IMMIGRATION

# SETTLEMENT SUMMIT 2016 PROCEEDINGS

## Collaborating for Outcomes



MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT  
HĪKINA WHAKATUTUKI

[immigration.govt.nz](http://immigration.govt.nz)

**ISBN 978-0-908335-46-6 (Online)**

**ISBN 978-0-947524-03-6 (Print)**

**DISCLAIMER** The opinions and statements of facts expressed in these proceedings are those of the presenters and delegates and do not necessarily represent those of Immigration New Zealand.

Information has been sourced from the presenters, audio recordings and written notes taken during the workshops, transcribed and edited to produce these proceedings.

# Contents

Opening Address	2
New Zealand Migrant Settlement and Integration Strategy: A Framework for Collaborative Action	5
Learning English for Settlement: Conditions, Corridors, Complexities	10
Helping Migrants Find Work: Who needs help and why?	14
Bridging and Bonding: the role of social networks in labour market outcomes for migrants	17
Cultural Competence: What is it and why is it important?	23
eCALD® Resources for the New Zealand Health Workforce	27
Key principles to successful interpreting: effective practice	32
The Challenging Interface between Secondary and Tertiary Education for Young Migrants	36
Supporting Good Settlement Outcomes with Trusted Information	41
Panel Discussion: Funders' Perspective on Migrant Settlement	45
Summary of Outcome Workshops	52
Summary of Regional Workshops	55
Summit Summary	57
Summit Reflections	58

Full scale Summit PowerPoint slides can be viewed at:

<https://www.dropbox.com/sh/itu1147384g654o/AAAMKC51tK3yKvtGlzu04h8ha?dl=0>





## Opening Address

**Hon Michael Woodhouse,  
Minister of Immigration**

It's nice to see so many faces, and so many familiar faces, and I want to congratulate Immigration New Zealand for establishing what is the first, I think, of many future settlement summits, because this is such an important issue.

It's been well over three years since I had the privilege of being given the Immigration portfolio and as a boy from the Deep South, I'm probably not as exposed to the cultural diversity of this great nation of ours, but that has certainly been remedied in this role. We spend a lot of time away from our home bases and I'm looking forward to getting back tomorrow. On Saturday my nine-year-old daughter is competing in the Otago Primary School Swimming Champs and she will be contesting a few events including the relay. Now, two of her schoolmates who are in that relay team are the grandchildren of the Vietnamese refugees that my local parish sponsored when I was a child. I remember it well when in response to the Vietnamese crisis New Zealand opened its doors and its arms to a number of families from that region. I was probably in form one or two at a school that had three Māori in it and one Samoan and that was about it out of 300 kids. We had children of Dutch settlers, Polish immigrants, plenty of 10-pound Poms, but most of them looked like me.

When I go to shared lunches at my daughter's school now, when the kids are encouraged to

reflect their culture in that lunch, I think we can be really proud of the change that has gone on in the last two generations in this country. The countries that are represented in our communities now are probably the most diverse representations that any country could produce, and we should be very proud of that.

The broader picture of settlement is such an important one. We are in a global contest for skills, for students, for tourists, for entrepreneurs, for investors – and the degree to which we succeed in that contest is very much a function of our policies, our processes, but also the way in which the community welcomes newcomers to this country.

We should not worry in this increasingly interconnected global environment that we welcome highly skilled people in who may not stay for ever – they may come and go, but have formed links here: trade, business, cultural, social links with other countries. The opposite of that is that we don't provide good support for migrants and they stay but are isolated. There are plenty of examples around the world where that is occurring right now and we should be very concerned to ensure that does not happen here in New Zealand.

The theme of the Summit is *Collaborating for Outcomes* and I want to talk about what the Government's been doing to deliver better outcomes for migrants settling here in New Zealand and to give you a bit of an update on some of the new initiatives in that settlement space.

In 2014, the Government approved the *New Zealand Migrant Settlement and Integration Strategy* to strengthen the direction and the measures of success for Government and non-government effort in settling migrants. The Strategy focuses on measurable outcomes that have a real impact on migrants' lives in New Zealand and on their ability to settle well here; outcomes such as making sure working age migrants have work that matches their skills and New Zealand-ready qualifications; and supporting them to confidently use English in their daily lives. Now those two things would seem obvious, but they don't just happen.

There were plenty of war stories from the '90s, particularly here in Wellington, of doctors driving taxis – where they had the skills to come in, but various professional bodies wouldn't allow them to register. I think we've fixed that largely, but we've got to be sure that we are getting not only the right people with the right skills, but that they have the right support to use those skills.

The Strategy does that. It encourages collaboration across agencies and organisations, and so far New Zealand is the only country whose Strategy is measured across a broad range of outcomes, not just simply looking at immigration data. The Strategy also identifies priority groups for settlement services, such as Skilled Migrant Category visa holders and graduate international students at level 7 and above on Post Study work visas.

Why go into all of that effort of having a strategy for migrant settlement and integration? Quite simply, the world is becoming more mobile. While New Zealand's immigration policies will always have 'Kiwis first' as its foundation, there's no doubt that immigration policy will be part of the pipeline for labour and skills supply. We have a short supply of both, in certain parts of the country. The immigration system is designed to bring the best to New Zealand and, once they're here, it makes sense to invest in making sure that they're welcomed, well-settled and that they stay to contribute fully to our economy and community.

As I mentioned graduate international students are an important source of those future skills. The trend in both source country and method of skilled migrant settlement has changed in the last 10 to 15 years. Traditionally skills have come from offshore into New Zealand based on identified demand, but increasingly skilled migrant residents' applications are approved from onshore, many of whom have already studied in our tertiary institutions. Research suggests that they actually adapt more quickly to local opportunities and conditions, because of their experience of our culture while studying here. So one of the Strategy's focuses is increasing the stay rate of the graduate international students so we can reap the benefits in areas of the labour market where we need their skills and talents.

There have been some very good new initiatives that contribute to the Strategy outcomes and they demonstrate our cross-government approach. One of these is *Work Connect*, a new pilot programme led by Careers New Zealand with support from Immigration New Zealand. This job readiness programme is aimed at those graduate international students whose qualifications at level 7 are in fields where businesses need skills. It also targets the partners of skilled migrant visa holders. These are both priority groups for settlement services under the Strategy.

The effective settlement of primary applicants depends on their partners, spouses and children being welcomed and settling well, and that's an important part of the Strategy. So *Work Connect* combines workshops and one-on-one coaching to give the participants everything they need to start job hunting, secure interviews and make a good impression with Kiwi employers. The programme is currently being trialled in Auckland where it will link with an existing programme run by the Chamber of Commerce. Careers New Zealand was receiving enquiries about the programme before it had even started, which is a measure of the need for it.

Migrants' sense of belonging to their local community and to New Zealand is another positive outcome that good settlement services promote. One aspect of feeling connected to a country is contributing to democracy by voting in local and general elections, and the proportion of recent migrants with residence who vote in those elections is one of the Strategy's measures. According to Statistics New Zealand, this was 63 percent for the 2011 election. The overall rate was about 74 percent. When compared with other nations, that's relatively high, but it's still materially behind the general population, so work has recently begun with the Electoral Commission to better understand barriers to voting that migrants might face. From there the Commission will develop targeted tools and resources to ensure and encourage migrants to vote.

We need to acknowledge as a country that we've got a way to go to address issues of discrimination amongst migrants and of their feeling safe. According to the Ministry of Business, Innovation and Employment's 2015 Migrant Survey, 18 percent of recent migrants reported that they had experienced discrimination in New Zealand. And of course the other one is safety and only 71 percent of migrants in that survey reported that they feel safe in New Zealand. For a country that prides itself on being safe, egalitarian and giving people a fair go, I don't think that's as good as it should be. Immigration New Zealand's Settlement Unit is working with partner agencies, the New Zealand Police and the Human Rights Commission on improving this.

As the former Minister of Police, I know how hard our New Zealand Police forces are working. Firstly, to have a Police force that represents the communities they serve and looks like the communities they serve – geographically, gender and in ethnicity.

The Human Rights Commission is developing a new 'tackling casual racism' initiative that includes a social media empathy campaign. It aims to build New Zealanders' understanding of and acceptance of our increasing cultural diversity. It will also develop resources to help new migrants understand their human rights and to help business improve their recruitment practices.

Migrant activity and migrant settlement is not just a Government activity. It's a complex process and its success requires multiple players to get things right. So I want to take the opportunity to acknowledge you all and thank you – the NGOs and the council organisations and other private enterprises, as well as those from philanthropic organisations and other bodies that together make up a very rich settlement landscape. I want to also acknowledge the very strong contribution made by volunteers to migrant settlement, for example, the volunteers who staff the face-to-face Settlement Information Service at Citizens Advice Bureaux around the country. And few know the excellent support that Volunteer New Zealand branches provide to partners and spouses of migrants who need the confidence of voluntary work experience to get a job. Sometimes it's simply an individual's efforts which can make a difference for new migrants, and I'd like to highlight the work of Dr Margriet Theron.

As a migrant herself, Dr Theron recognised a need and went on to develop the Professional Speaking for Migrants by working within the course requirements for Speech New Zealand's professional speaking qualification. The course teaches migrants how to talk with confidence and clarity about their careers, work experience, skills and community involvement. It was first offered through the Rotorua Multicultural Council in 2011 and is today offered throughout New Zealand. We know this type of programme makes a difference to migrants' integration into employment.

Sandeep Uppal's story is a good example. He came to New Zealand to study a Graduate Diploma in Infection Prevention in Rotorua. He was nervous about expressing himself in English and was encouraged to sign up for the Professional Speaking for Migrants course. In his fellow students, Sandeep found people like himself, and in Dr Theron he found someone who was always there to offer help and encouragement. For his examination speech, Sandeep delivered a talk about the science and practice of orthotics and prosthetics as if the audience were the students, parents and teachers at a high school careers



Dr Margriet Theron and Professional Speaking for Migrants graduate, Sandeep Uppal.

evening. Not long afterwards, Sandeep was offered a position as a clinical prosthetist at the Wellington Limb Centre, which is a fantastic outcome, and there have been many more, thanks to Dr Theron's initiative.

I want to finish where I started. Because as an 11-year-old watching the community support for Vietnamese refugees, I was convinced that all that help was going to lead to a good outcome and it certainly has.

And when we saw such a huge movement of people through Europe last year, the very best of New Zealand came out. Communities all around the country said, we must do more; what can we do? I want you to think about that. Because it's not only about Government providing settlement support, I think we've got to think more broadly about the way in which we connect with our local communities to encourage them to provide settlement support. Yes, it's about work opportunities, it's about English language, it's about encouraging somebody to join the local Lions Club or coach the kids' soccer team, but really, it's about encouraging the community to reach out and welcome new migrants.

# New Zealand Migrant Settlement and Integration Strategy: A Framework for Collaborative Action

Judi Altinkaya,  
Immigration New Zealand

For 13 years Government agencies have been working together to support newcomers to New Zealand. That's either directly by their own agency's service delivery or through contracting that to NGOs to deliver at the community level.



This collaborative approach started in 2003, when the *New Zealand Settlement Strategy* was approved by Government for migrants, refugees and their families. Its six goals for action were, in 2006, extended to seven goals, and three high level focus areas were added along with a comprehensive action plan and a sense that settlement was no longer just about migrants, refugees and their families, but also about us as New Zealanders. Nothing stays still for ever and eight years later the Settlement Strategy and its approach were again revised.

In July 2014 Government approved the *Migrant Settlement and Integration Strategy*, which built on the previous strategy work, but focuses much more on measuring the effectiveness of our collaborative effort. Across the five outcomes there are 16 success indicators that we are measuring our progress with. We're identifying where we're doing well, but we can also see where we need to place more effort.



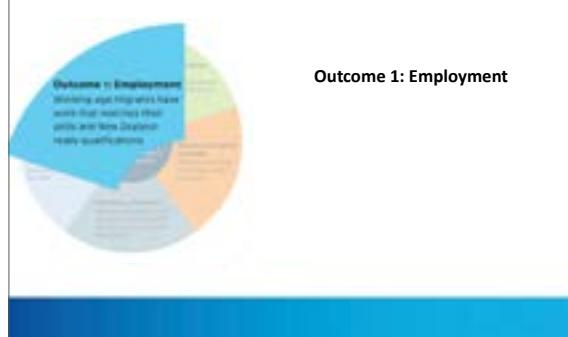
New Zealand Migrant Settlement and Integration Strategy, continued



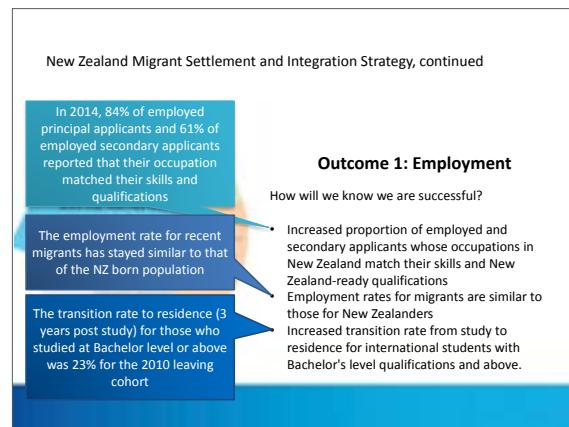
We expect migrants to be able to live in New Zealand as we do. We looked to Census measures, to the New Zealand General Social Survey, to the Integrated Data Infrastructure where agencies' data can be safely shared and the Household Labour Force survey. These are the surveys that we all are measured by and migrants too. In addition there are a couple of surveys for migrant specific measures – they measure things like participation in ESOL classes, or the feeling of belonging here.

One year after the Strategy was approved we were able to collect our first outcome data. This is the baseline of data that we can look to future progress from.

New Zealand Migrant Settlement and Integration Strategy, continued



Of paramount importance is employment. Employment is important to migrants and it's important to New Zealand. We have a 'New Zealanders first' approach for jobs, but our labour market and our businesses tell us that we still require skills from offshore. And to maximise the skills that migrants contribute, they need to be in work that's commensurate with their skills and their qualifications.

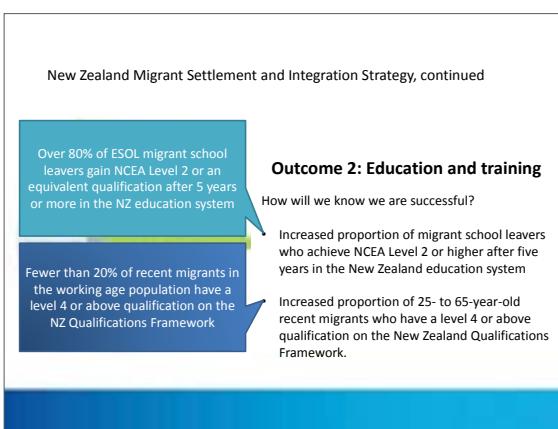


Let's look at the three indicators for success for employment. We are doing quite well for principal applicants in the skilled migrant category. There's room for improvement, but about 8-10 percent of successful applicants have skills so much in demand that they don't come to a job – they're given time to find that job here. This doesn't always work out for them. They need support to find work in their field.

We have a body of work ahead of us for the partners and spouses of skilled migrants, with only 61 percent of those being in employment. So this is also the focus of new Strategy activity.

With our second measure, there are no more migrants unemployed than there are New Zealanders.

For the last measure, it makes sense to encourage students who study here at degree level in subjects where there are labour market shortages to stay on and work here. After all, they've lived and studied here so they'll find settling here much easier, settling into work – to say nothing of saving an employer the cost of recruiting someone from offshore. We do see work ahead of us with the measure, because for every 100 of those students who have graduated at level 7 and above who go to the effort of getting a Post Study work visa to find work within two years – only 23 do.

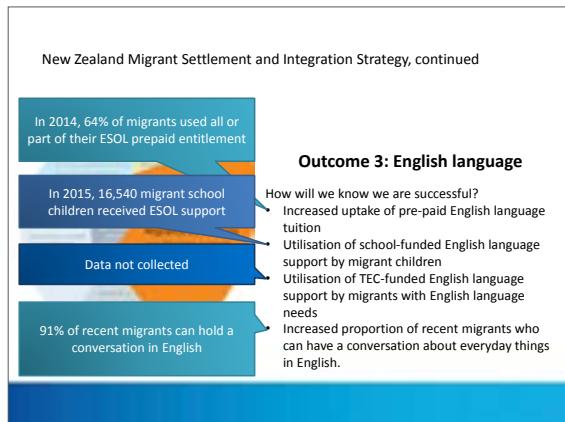


Migrant children do well in Level 2 NCEA achievement.

If we look at the working-aged migrant, aged 25 to 65, and whether they've achieved qualifications, we have an interesting result. Most migrants come here with qualifications from abroad. So they're not actually coming here to gain more qualifications – they're coming here to use their qualifications and their experience and skill in work. So we do wonder whether this is in fact the right measure for education and training. One of the suggestions we will be working on in the next year is defining a measure for migrant youth achievement (17 to 25 years).



English language is crucial for living and working in New Zealand and yet this outcome acknowledges the reality that people operate in different contexts. You cannot compel an adult to learn English, but for all adults the opportunity to learn needs to be available.



We're looking at an indicator for people who come in and who don't meet the required level of English. They're paying to purchase English in advance. If people have paid the money, they need to be able to access the tuition. We're working with TEC on a tool so that settlement providers know where to direct people to learn English – because we want to take that 64 percent uptake a little higher.

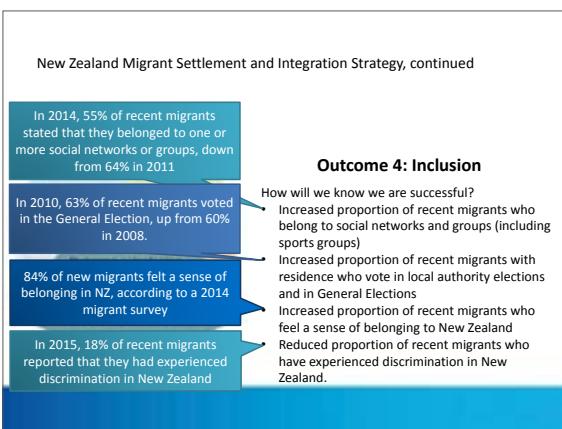
Our second measure for English language is the uptake of tuition in ESOL in schools, and there's a tremendous amount of activity in this area. This number tells us why our NCEA Level 2 achievement for migrants is so good: because we put an awful lot of effort into teaching these children in schools around New Zealand.

We'd like to know about the utilisation across the board of all the TEC funded programmes that are offered to teach English and TEC are collecting that data from this year.

We have an interesting measure from the Census because if we look at our outcome for English language, it says that people need to be confidently using English in their daily lives. This self-reported measure is a good indication of confidence and, is remarkably high.



It's really important that people feel they are part of the community where they live, and not apart from it, so we want to see more people participating in activities in their communities.



Fewer people in 2014 are participating than in 2011. Are we participating less? Are we getting busier at work? We need to get information about that 10 percent drop and how to address it.

We're also looking to people voting in the Election. Whilst it increased from the previous Election, it was still not quite at the level of New Zealand voting. But a really impressive percentage of migrants feel that they belong in New Zealand, and this is an important measure of how many migrants perceive their inclusion in our society.

Again we cannot be complacent. We have one of the lowest reported figures of discrimination in the OECD. We're not the best, but we're there with the best. But what's really fascinating about the OECD data is that, unlike most other countries in the OECD, New Zealanders, when they discriminate against migrants, do not differentiate the migrant groups. So in other countries, people discriminate more against migrants who are visibly different. Our discrimination levels are the same if you're from the UK, USA, Malaysia, or China.

New Zealand Migrant Settlement and Integration Strategy, continued



### Outcome 5: Health and wellbeing

The Strategy outcomes are interconnected. If you're not well or you're not feeling safe, your participation in work or in social groups, for example, will decline

New Zealand Migrant Settlement and Integration Strategy, continued

64% of recent migrants were enrolled in a primary health organisation, according to 2013 health data match

71% of recent migrants reported feeling safe or very safe when walking alone at night in their neighbourhood

The proportion of recent migrants who reported being victims of crime decreased between 2009 and 2013

### Outcome 5: Health and wellbeing

How will we know we are successful?

- Increased proportion of recent migrants enrolled with primary health organisations (if feasible)
- Increased proportion of recent migrants who feel safe in New Zealand
- Fewer recent migrants are victims of crime.

For Health and Wellbeing our measures are: we look at people enrolled with a doctor and 64 percent of recent migrants were. We're looking at whether people feel safe, and results show more than a third of migrants don't feel safe when walking alone at night in their neighbourhood. The NZ Police are rolling out some great new programmes, to address this and we have had a decrease in the number of migrants who reported being victims of crime.

New Zealand Migrant Settlement and Integration Strategy, continued

Trusted, accurate **Information for Settlement** is essential to the achievement of all Strategy outcomes.

Online



Free Phone



Face to Face



Migrants need to know where to get support and where to find out about services. So underpinning the Strategy outcomes are excellent channels for information for newcomers. Migrants can get information in many different ways and it's their preference as to how they access that information. What we have to be sure of is that when they access that channel, they get the quality that they need in terms of trusted information.

New Zealand Migrant Settlement and Integration Strategy, continued

### Priority Groups

Permanent Residence visa holders

- Skilled Migrant Category

Skilled temporary visa holders:

- Essential skills visa holders in skilled employment
- Work to residence visa holders
- Former international students on Post Work Study visas with a qualification at level 7 or above

Partners and families of these groups

\*All migrants are a priority for accessing settlement information

Priority groups are those who come to New Zealand to contribute their skills, and they can come as Permanent Resident visa holders or they can come as temporary visa holders (those who are in essential skills, here for short-term periods in areas of absolute skill shortage with those who are working to residence and former international students with bachelor's degrees or higher). Also of priority are the partners and families of these groups. But all migrants can access settlement information services.

New Zealand Migrant Settlement and Integration Strategy, continued

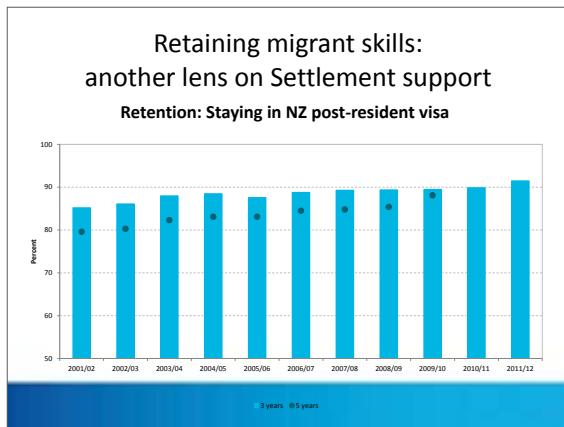
### Retention:

The key Migrant Settlement and Integration outcome



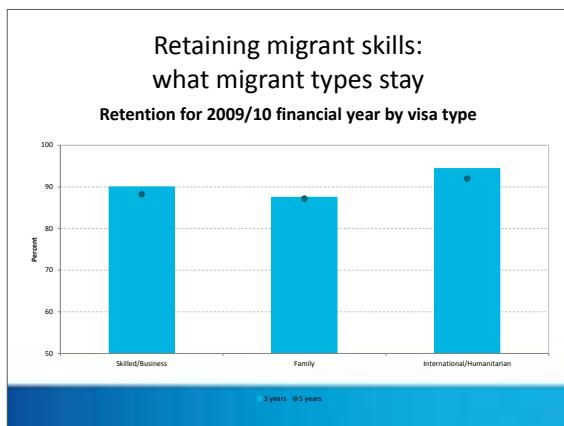
I want to finish with another take on the outcome of good support for migrant settlement and integration.

And this is where the community at large and employers in particular have a role to play.

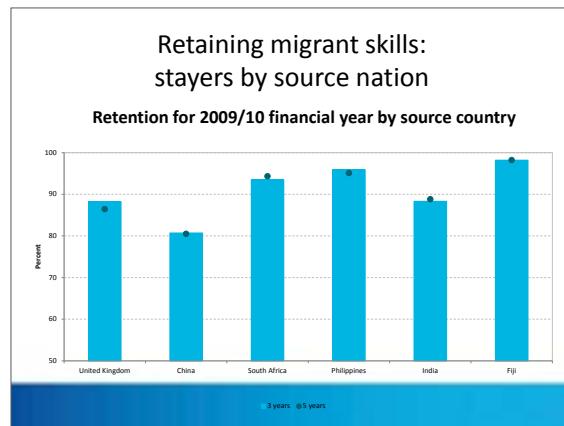


It costs a lot of money to recruit a skilled migrant and employers want to retain the staff that they've recruited. It costs a migrant a lot of money to come to New Zealand with their family and they want a positive outcome for their investment. We measure skilled migrants who have left New Zealand at a point three years after they've received permanent residence. That is the blue bar. So if we're measuring with the migrants who have come here in 2001/2002, three years later 87 percent were still here. That meant 13 percent had left. But they could have gone on a holiday, so we measure them again at five years. That's the black dot. We can see that we lost 20 percent of skilled migrants who came in 2001/2002.

What this picture shows is that when migrant activity started 16 years ago businesses were losing 20 percent of the skilled migrants they'd attracted. We're improving our retention gradually with only 12 percent loss of the most recent cohort we can measure, who came here five years ago.



I think we have something to investigate about family, because it seems that people who get residence to join their family rank the lowest in terms of retention.



Over the last few years many Chinese migrants have been attracted back to their country. They've lived abroad, they speak English, they've worked abroad and they're of real value now in their own country and they are going back. So that's another focus in trying to retain migrants. Thinking of migrants countries trying to attract them back as well as those other countries that are in competition with us for skills trying to attract them.

My intention today is to impress upon you how really complex and interrelated settlement and integration is. We're the only migrant receiving country that's come up with this framework and there's a keen interest from other migrant receiving countries in what our measures are and how migrants here are settling.

I look forward to future reporting opportunities.





# Learning English for Settlement: Conditions, Corridors, Complexities

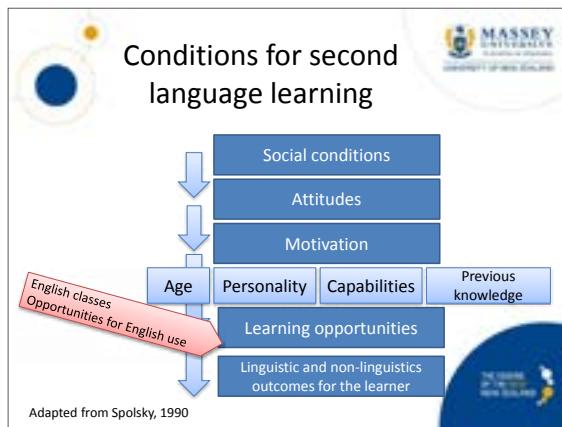
Dr Gillian Skyrme, Massey University

An assumption is often made that the first job of any newcomer to New Zealand who had the misfortune to be born a speaker of another language is to learn English and to learn English quickly.



This image is from the “English-only” American movement, but the same sentiment exists here. This is based on various fallacies among which are that anybody at any point in their life is in a condition to learn English. Another fallacy is that it is easy and quick to learn a language if you are in a total immersion situation. And the third one is that New Zealand is a total immersion situation for newcomers, that they are surrounded by people who are willing to give them the opportunities to learn and use English.

Below are some of the complexities around language learning including the complexity of language and language learning itself, the complexity of settlement and finally some complexities around teaching language.



This model from Bernard Spolsky (1990) relates to the conditions for second language learning. The learning opportunities only appear near the bottom, because learning opportunities exist in an environment and we have to take those into account.

**Social conditions** – Does the migrants’ life allow them to step aside and take the investment of time that English language learning is going to require of them or are they involved in some other personal needs like settling their children into a new environment?

**Attitudes** – Do they see the new society as inviting them in so that learning English will show them a pathway to being accepted into this new society? Attitudes also relate to themselves as learners. Does their previous learning experience lead them to think that they are going to be able to take the opportunities in the form that we offer them and become users of this new language?

Suppose those two situations are such that they are motivated to pick up their learning. **Motivation**, however is another complexity in that language learning takes a very long time, so it’s not enough to be motivated at the start. They have to be motivated to persist, and that can be driven by their personal motivation, but also by their teacher.

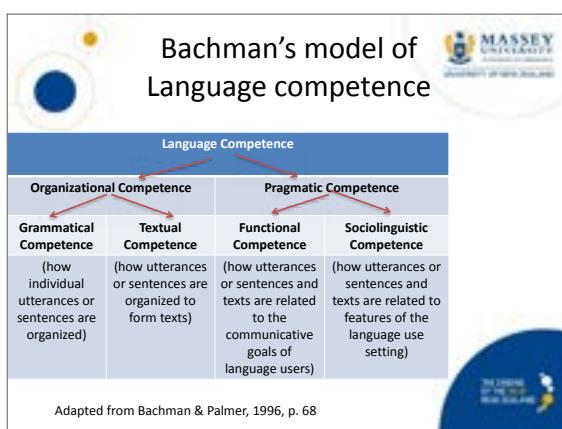
There’s another band that we have to take into account. **Age** – taking into account that we have different tools available to us at different ages.

**Personality** – some people are very outgoing. They don’t care if they trip over and make mistakes, as long as they get their message across. Other people are vulnerable to a deep sense of humiliation

and are much more reticent in trying out their new language. Both kinds of people can learn, but they learn differently. **Capabilities** – some people just seem to have more aptitude for language learning than others. **Previous knowledge** – for example, the amount of English they arrive with and the degree of literacy that they have in their first language or the second language. All of these create different conditions for learning.

Finally, there are **learning opportunities**. One of the learning opportunities that people have is the English classes that are offered to them. But another aspect that they need are opportunities to use this language that they are learning – to cement it, to validate it, to extend it, to make it their own so that they can feel that they really are users of the language.

These things do all come together. People do learn language and we end up in the bottom box with **linguistic and non-linguistic outcomes**, and some of the non-linguistic outcomes will be those that fit in the other segments of the settlement diagram. But what is needed to achieve the language learning outcomes?

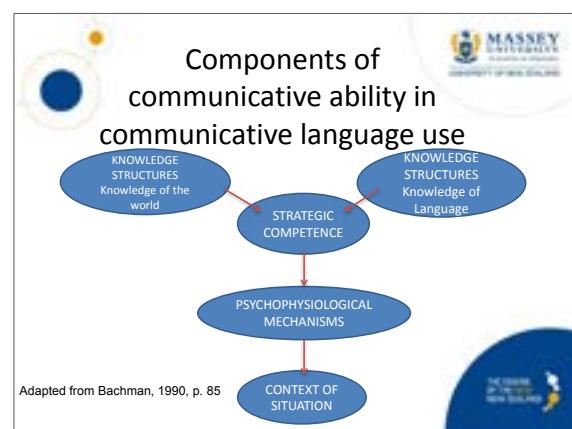


Language isn't just about grammar and vocabulary. Grammar and vocabulary (see the first column) mean you can make really good sentences, but language isn't just about sentences. Sentences have to come together into conversations. You have to be able to listen to the last sentence and give an appropriate, flexible answer in your next sentence. Written texts have to take particular forms. A pertinent example would be the letter of application for a job. Having grammatical competence is not enough. What matters is that you know how to create a text that is fit for purpose. That's what is in the second column of the diagram – **textual competence**, organising language together.

Pragmatic competence is important too. **Pragmatic competence** is what we do with language. Language isn't an intellectual exercise. It's a social practice. We're using it to make things happen.

**Functional competence** – what is the intent of the language that we are using or that we are hearing? A very simple example of that is '*lovely day, isn't it?*' Now we know that's not an invitation for a weather bulletin. It's small talk. It's small but it's not trivial. It's about creating and maintaining a relationship. That could be a really important conversation for that process of inclusion.

**Socio-linguistic competence** is about making appropriate choices e.g. knowing what level of formality to use in particular situations, such as a New Zealand workplace. These right hand columns are quite subtle, very difficult to learn and yet they may be the aspects on which people are most harshly judged. If someone comes along with a very strong foreign accent and they make some grammatical errors, you can forgive that. But if somebody comes along with a beautiful accent, clear English, complex grammar and they don't say thank you in a place where we believe it to be obligatory, then people may judge them as rude.



This next diagram is about communicative ability in communicative language use, and that's what settlement is about. It's about knowing how to use English in your new community. So in the right hand oval, we've got the pragmatic competence and organisational competence, the language knowledge that we're ready with, but it doesn't sit there by itself. It's got to come into play with our previous **knowledge of the world** – within our work situation, for example, all those technical things we've been talking about in our professional area of expertise in our first language for years. Well, we're going to have to work out how to bring them together and do that in English.

And in order to do that, we've got to have a few strategies. So our **strategic competence** – let's take one important one, and that is knowing how to muster your confidence to say something when you don't know how to say it, but you have to. You might be in a work situation where something must be said and you think, I don't have the English for that but I'm going to have to get that across somehow e.g. maybe it is body language.

That all has to happen too with your brain and your musculature around your voice box doing all sorts of things that they've never had to do before. But you have to do it at the speed of normal conversation – you can't just sit there and work on where your tongue should be. And then all of that has to be available to meet the needs of settlement.



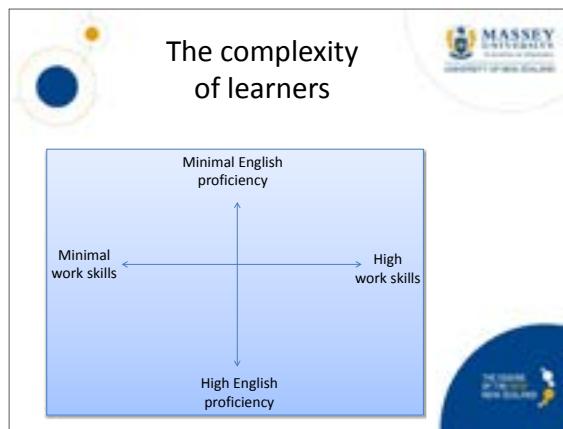
The language to operate in settlement is enormously complex and many migrants who arrive in New Zealand have extensive experience of learning English prior to their arrival, but that learning has been done to pass exams that are based on individual grammatical choices. Memorisation is a useful tool in all language learning, but it's not enough for language learning for settlement.

Let's look at the complexity of the settlement situation. We've got the English language outcome, but all of the other outcomes are mediated by language, so that English language learning is implicated in every single outcome.

Now it's not the job of English language classes to be the only place where learners learn about these other outcomes and learn the language that they need for them, but for learners with low proficiency, their early language classes need to be places where they are given information about how their language can operate in their new world.

This includes knowing where they can go to get further information.

Early English language classes are one of the first places that migrants can experience inclusion. It's somewhere that they can share the struggle to express themselves, and that struggle is legitimised by empathetic tutors.



And there's another complexity to take account of. There are many ways in which learners are complex and I've chosen these two perspectives here because they're important outcomes – work proficiency and English proficiency. The skilled migrant process results in many people being in the highest quadrant for both, but we also know that migrants come in many forms. So our language learning processes have to take into account that kind of complexity.



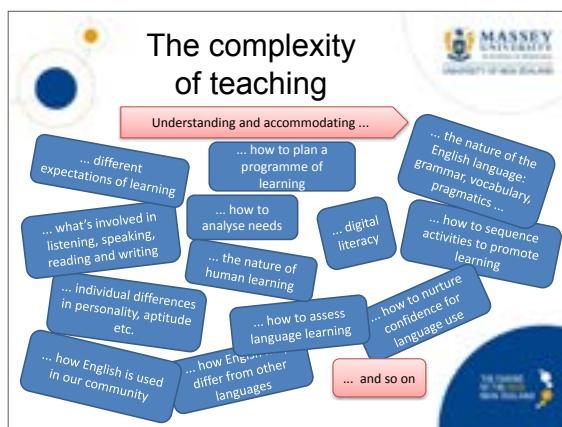
This snapshot shows a sense of the progression that is available for people with minimal formal education and perhaps minimal literacy in their first language. The box with the English language community groups, home tutoring etc. is to the right because they are less subject to that sense of progression. They are much more adaptable to a very wide range of situations.

English language provision in New Zealand has been characterised over recent years by a much more specific process of thinking about need, and provision for specific needs. Foremost among these are employment and ongoing education and training.

This sense of progression shown here responds to the idea that learners are all different – you can't specialise in English language in specific areas like employment until you've got a general level of proficiency. So we provide for that general level of proficiency for new arrivals who have minimal previous English, and for some of them it takes a long time to get through that before they can become more specialised.

At the other end, English for Professional Purposes focuses particularly on the pragmatic side of the earlier diagram on language competence, knowing that even people with high levels of English need help to understand how language operates in a New Zealand workplace to overcome some of the barriers that they experience.

Although this list indicates a lot of careful thinking, we haven't got it entirely right yet. Sometimes English language providers say that there's a thrust to push people out to employment, before their English is ready, perhaps to meet those other settlement outcomes. Even, perhaps, before it's got to the stage where that particular migrant can reach their optimal economic value for themselves, their family and for us as a community.



And then there is teaching. Some people believe if you can speak English, you can teach it. If you can speak English, you can certainly support the learning of learners of English by offering them opportunities to interact with you, by taking the time to go beyond the 'where do you come from' conversations that some migrants feel condemned to.

To take a formal role in English language teaching it's imperative that you recognise it's complex. You have to know not only how to do it but how to talk about it and teach it.

In New Zealand you can start off as a trained volunteer with English Language Partners. If you want to go further and take a formal role in teaching classes, there are entry level qualifications, such as the newly NZQA accredited, New Zealand Certificate in Language Teaching or at a higher level, the kind of postgraduate qualification that I teach on at Massey University.

If you are an administrator of any sort of programme that has an English language component, it's really important that you recognise the need for proper preparation for that and that you also provide ongoing opportunities for professional development which respond to the specific needs of the people that you're working with. An example of that is English Language Partners, which has recently built in a new qualification specific to their needs, building on general English language teaching training, but responding to the more informal and community-based groups that they tend to teach.

## Reference List

- Bachman, LF 1990: *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bachman, L.F. & Palmer, A.S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford: Oxford University Press.
- Spolsky, B. (1989). *Conditions for second language learning: Introduction to a general theory*. Oxford: Oxford University Press.



## Helping Migrants Find Work: Who needs help and why?

Campbell Hepburn,  
Presto Resourcing Options

**Campbell Hepburn**

- Migrant family
- Recruitment specialist
- 18+ years experience
- Off shore sourcing
- Workplace Communication Programme
- Business owner
- Employee / manager / community

[www.prestopro.co.nz](http://www.prestopro.co.nz)

I'm from a migrant family (my parents moved here in the 70s). I have worked in recruitment for close to 20 years and have placed a significant number of migrants into employment. I have worked in IT, which is an area that creates a lot of opportunity for migrant talent. I have also worked offshore to engage international talent at trade fairs and I have developed and led international talent sourcing strategies for New Zealand recruitment firms. I was also actively involved in the skilled migrant in the workplace communication programme, led by Victoria University.

I have always worked with migrants – it's just the way it is in New Zealand – both in the context of being a peer and being an employer.

### Recruitment Industry Context:

- › Not much knowledge of migrant support services in the industry.
- › Varying degrees of exposure to and knowledge of visa guidelines.
- › Length of an employment cycle results in recruiters providing a level of coaching and advice and post placement pastoral care to migrant talent.
- › Work across all eligible migrant groups – skilled talent, their partners and graduates.
- › Offshore and onshore enquires from migrants.

### Migrant Employment Challenges

New Zealand paradox

- Significant attraction
- Migrant expectations / guidance
- Realities bite
- Cultural nuances
- Employment barriers
- Support

[www.prestopro.co.nz](http://www.prestopro.co.nz)

### New Zealand Paradox:

The appeal to come to New Zealand is really high. We're doing a really good job in terms of promoting ourselves internationally to attract talent – there's often quite a big pull (e.g. quality of life) or push factor (e.g. job transfer) for migrants coming in.

Migrants have high expectations. They are not always prepared for the realities of the market. More often than not, we're working with skilled migrant partners and spouses. Migrants don't know the local market and how our recruitment processes work particularly with behavioural interviewing and competency evidencing.

The lack of market knowledge as well as cultural barriers extends to fundamentals like: where are the jobs and who are the employers, what jobs to apply for, how to represent themselves on paper, how to prepare for interviews, how to learn from rejections, what are the implications of taking on the wrong role.

Biases and prejudices do exist, there are plenty of professional situations where the door gets closed and we get told: "I want local experience; I want a New Zealander in this job."

There is also a lack of willingness to consider skills transferability within the New Zealand job market. In New Zealand we tend to have broader roles, while migrant talent can be quite specialised and can therefore get overlooked. Employers look for the perfect match over great potential or extended international experience.

There are many language challenges. The employer's perception of the way the English language is used or, the confidence with which the person speaks or if there's a written assessment, the way that the language is applied as well.

Another challenge is that migrants don't know our New Zealand brands. They don't know the employment value proposition that's on offer with an organisation. A sense that anything will do grabs hold and can end up with the wrong person in the wrong job in a misaligned workplace culture.



What migrants need is one true source of shared information (central repository) that we all use and work with (representing the A to Z of questions from an employment and recruitment market perspective).

Access to employers is the fundamental key to the whole process. I have been to a number of really great employment information sessions that are run to support migrants – but there's an under representation of actual employers.

More often than not, recruitment processes in New Zealand are traditional and formal. Migrants need more work placement programmes and networking opportunities. New Zealand needs to keep developing all talent in the market – migrants come with their own unique value propositions and international learnings to share.

The recruitment industry no longer has as much interaction with support agencies and I am not aware of a consistent set of guidelines for employing migrants being infused through my industry.

Is the information migrant access about working here truly effective? Is it speaking to the realities of what they may experience and about how to self-improve with regards to their areas of weakness? In assessing a candidate could we recruiters better dovetail in with interview training, language training or NZ 101 information providers? My industry is falling short with being able to coach migrants and develop their interview preparation skills – a simple one-page hand out is often not enough.



The recruitment industry could do with more Immigration criteria training and learn how to best support migrant. We need closer links to the range of services, offered to support migrants who may have very specific development needs that we have identified and assessed, or are highlighted by the employers we work with as a reason they are not being offered employment.

## Summary

- Significant NZ attraction – push / pull
- Realities
- Individual needs
- Employment challenges
- Support
- Collective responsibility



www.prestopro.co.nz

There is a significant attraction to come to New Zealand – both push and pull factors.

For many, realities bite – our employment market can be difficult and challenging and the way of the Kiwi employment market is very confronting.

Employment challenges are real – are we informing and supporting migrants adequately?

Can we better align support services for people assessing migrant job seekers – can recruiters and HR people who reject talent better connect unsuccessful migrant candidates to services to help them develop market ready skills.

We have a collective responsibility – the quicker we can get everyone working, then the better the economic and social outcomes we achieve.

## Questions

**Q:** Is there a New Zealand Recruitment Association, that's one point of contact, that we could contact to disseminate information to migrants about what services are available out there?

*Campbell Hepburn:* The reality is they're not the only industry body unfortunately and they're not necessarily completely supported but they are a great starting point and like any profession, people that are committed to what we do in a passionate sense will have a touchpoint with that industry association.

**Q:** Is the recruitment industry interested or doing training with employers about what actually matters and what makes a difference?

*Campbell Hepburn:* I certainly engage with employers. We do some recruitment training. I run presentations on market trends and information. I've recently developed an economic labour market report which I've been presenting to literally hundreds of employers. So it's possible – you just

need someone with a bit of gusto behind them that's got the desire to take it on. Because it's an unpaid service, and it's that tension between being commercial versus, 'oh is it really going to add value'?

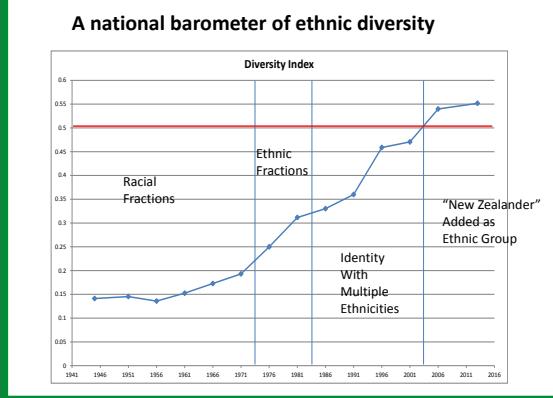
**Q:** [Migrants told] 'go and volunteer to get your work experience,' and what are employers thinking about that experience, in reality, on a CV?

*Campbell Hepburn:* If you get into the wrong job because of either a sense of desperation or just a deep desire to want to be doing something and to be feeling like you are contributing and it's the wrong job, you get boxed in. So employers will look at that job – you're being paid for it – versus if they look at you're working in a volunteer context it's quite different. So it's good to do volunteering and it's useful. The reality is, it may not be read on a document if it's not read properly, so often in our role we bridge that... we've got to make sure we turn it into skills and competencies and outcomes – the things that a manager would be looking for.

**Q:** You were saying that you'd like to find ways to connect better with some of the groups that are around the community, but we've reached out and asked recruitment agencies to come join our Board or to come and find out more about us. What would entice you to do that?

*Campbell Hepburn:* The reality is there's just apathy. A lot of people are just not that geared up to be into migrant recruitment and this could be where we've got so much work to do to get people working in a different way and a collaborative way in a way that they see these extra activities and support as being enriching and improving for the whole and the good of New Zealand and not just being a commercial thing. Some recruitment companies will turn up, but I've seen representatives from companies at 22-year-old graduate level going to events. They don't achieve too much.

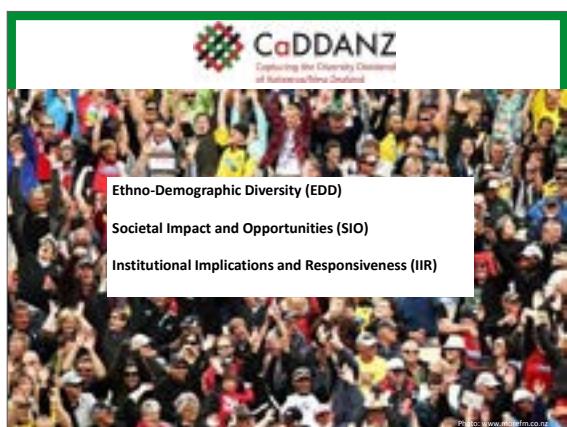




## Bridging and Bonding: the role of social networks in labour market outcomes for migrants

**Professor Jacques Poot,  
University of Waikato**

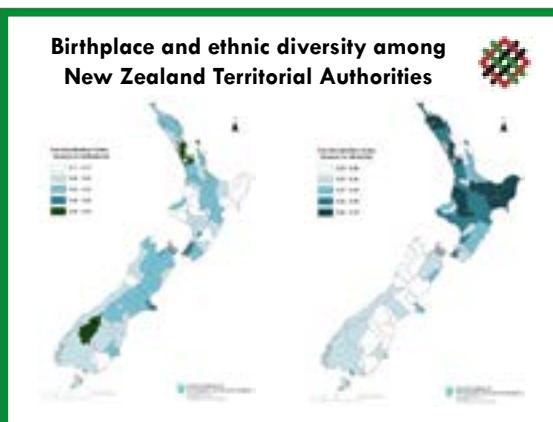
My presentation is based on a research project called Capturing the Diversity Dividend of Aotearoa New Zealand (CaDDANZ). It involves a team of 15 people from Waikato, Massey and Motu. CaDDANZ is an MBIE-funded research programme that aims to identify how New Zealand can better respond to current and future demographic changes in order for the country to maximise the benefits associated with an increasingly diverse population



There are 20 projects under three themes.

Let us start with this issue of diversity. You could count all the different languages spoken and all the different ethnic groups that are counted in the Census, but could you summarise that effectively in one number? Well, the number that you then would use is what some people call the Diversity Index or the Fractionalisation Index.

It has a very simple interpretation. You walk through a street and you tap someone on the shoulder. What is the probability that person has a different ethnic identity from you? It turns out to be 55 percent in New Zealand.

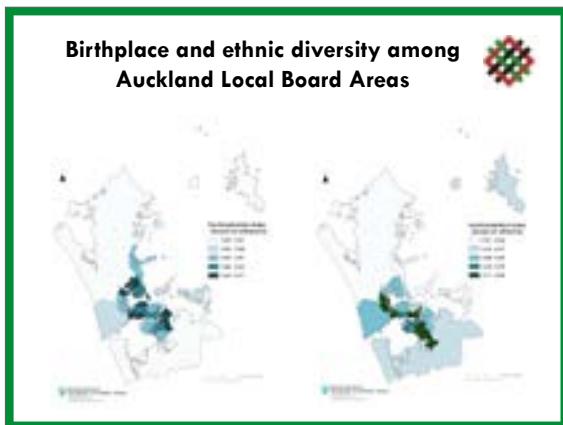


Let's look at country of birth. Here the diversity index is lower – 75 percent of the people you tap on the shoulder in New Zealand are born in New Zealand, even though they might be ethnically diverse.

Dark means very diverse; light means not so diverse. Opotiki and Gisborne have high ethnic diversity but low birthplace diversity. Wellington and Auckland have both: superdiversity.

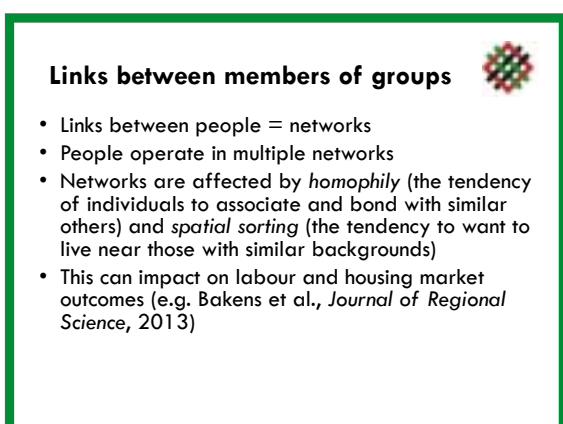
This difference is fundamentally due to New Zealand having a large indigenous population.

If you did the same maps for the UK or Germany, the left and right maps would look very similar.



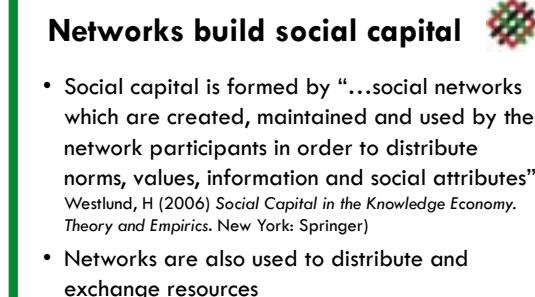
Within Auckland we have high diversity in birthplace (the index for Auckland is much higher on average than it is for New Zealand as whole). Birthplace diversity and ethnic diversity again differ by area e.g. Hibiscus Coast has high birthplace diversity, but not ethnic diversity. At the other extreme, Papakura has high ethnic diversity but low birthplace diversity.

Where you are located has a strong effect on with whom you interact – so what we have is networks that still have distance playing an important role (even on the internet: many of your email contacts of Facebook friends live nearby), and because of that these kind of pictures are important to understand the way we form local social relationships, what we call social capital, and then what implication that has for your job.



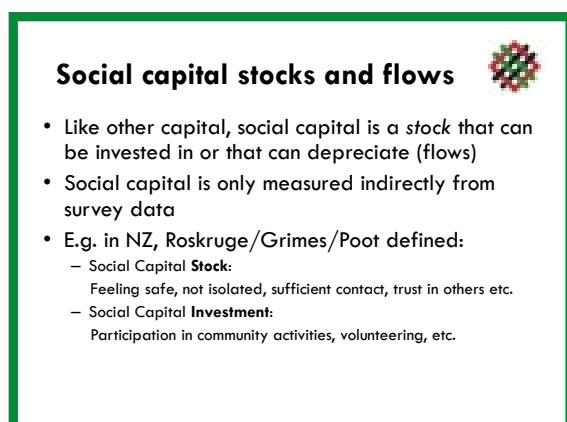
**Network analysis:** We all have multiple networks, work, sport-related, hobby-related, family-related. Networks are affected by homophily and spatial sorting. Homophily means sometimes we want to be close to people with whom we have

something in common, and that may affect our behaviour in the residential sphere, also sometimes in the work sphere but clearly also in the social sphere. And that can impact on labour and house market outcomes. One econometric study that looked at the way in which people were sorting themselves in terms of where they were living in cities showed that quite often people really value diversity if it's a few kilometres down the road, and they can travel to it to enjoy a variety of goods and services but when they go back home they want to share an experience (like watching for example a sports game) with the person next door who has similar values or interests.



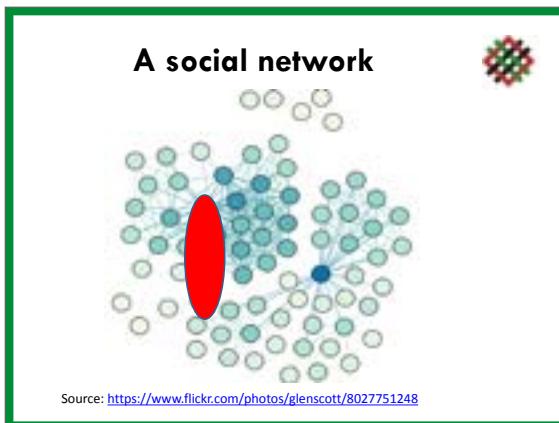
Social capital is formed by "Social networks which are created, maintained and used by the network participants in order to distribute norms, values, information and social attributes". We could add the actual exchange of resources, often based on reciprocity.

Social capital is important, because it can contribute to social cohesion and socio-economically desirable outcomes, including in employment and economic growth.

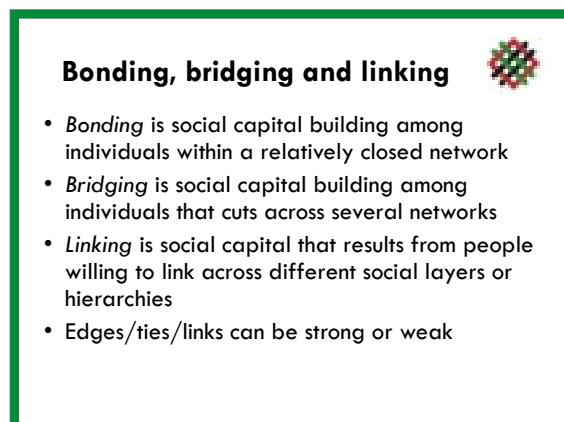


As economists we think also about stocks and flows. We each, and as communities, have a stock of social capital. We can also look at how we can maintain that, but it could also depreciate.

Migrants' relationship and social capital change the moment they move. However, the data on that is not easy to get, and so quite often we measure social capital and investment in it by means of GSS data or by the Adult Life Skills Literacy Survey data which can be really useful for this. So you look at safety, not feeling isolated, trusting etc. as measures of a stock of social capital, whereas on the investment side, at participating, volunteering.

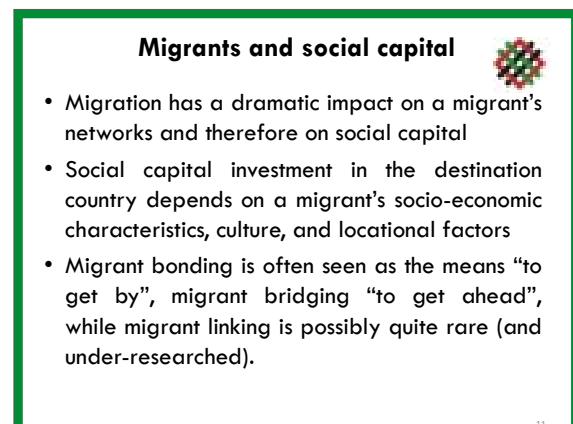


So here's an example. This is 'Glen Scott's' Facebook network which shows he has two groups that he relates to, and the two groups are rather different. So one could be friends or sport related, the other could be work-related or family-related and there are some people who, in his network, have no links with anybody else. Now within these there is a person who is the most popular and links to everyone in that group (the two darkest circles). The core person on the left also links to a person in that group on the right: they are both 'bridging' the two groups.

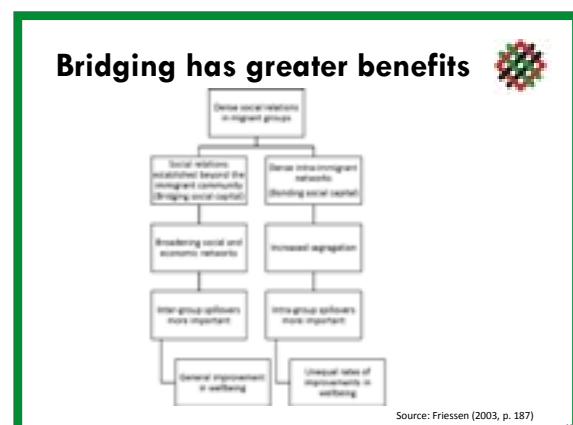


So within both groups we have bridging and bonding. So there's a person from one group that bridges with the other group. Bonding and bridging have different impacts on social outcomes. Bonding is among individuals within relatively close networks, bridging is across several networks.

There's another term linking which is where people bridge, but across different social hierarchies, which can include people of authority. Links can be strong or weak.



As a migrant you need to build new social capital. The literature says that when you start investing in social capital, bonding or bridging have different purposes. The bonding is seen in the literature as a means of getting by, of getting the support, whereas the bridging is seen more as aspirational, trying to get ahead. And the linking is still quite rare, at least in terms of the analysis of it.



The literature suggests that for employment outcomes or economic outcomes, generally, bridging has better outcomes than bonding. However it doesn't mean that bonding is bad – bonding helps provide support networks. However

it can create clusters that do not interact well with the rest of society and therefore can result in increased segregation. Social networks are not only about what you get out of them, but also what the community as a whole gets out of them. We call it the spillovers. Quite often it's what others, third parties get out of it as well. In that sense, bridging is more effective than bonding.

### Location matters

- As much social capital is location specific, it is important to consider the role of spatial factors in influencing investment
- When migrants are spatially clustered, bonding is likely to be more frequent than bridging
- Using our NZ maps of birthplace diversity, we measure migrant clustering:
  - Between regions (Location Quotient)
  - Within regions (Segregation Index)

As much social capital is location specific, it is important to consider the role of spatial factors in influencing investment. Geography could influence both the amount of investment and the form of investment (bridging v bonding) through two mechanisms – population density and migrant clustering.

If a particular social activity is closely correlated with the concentration of people of that migrant group in a place, it's bonding. So if people interact a lot with people of the same type, then the kind of things that they're doing, the social activities, are more likely to be bonding than bridging.

For bridging, we look at the maps of the clusters of people within regions and between regions and we look at what kind of activities migrants do when they're in these clusters or when they're not in those clusters. Then we measure the level of activities.

### Migrant bonding and bridging in NZ

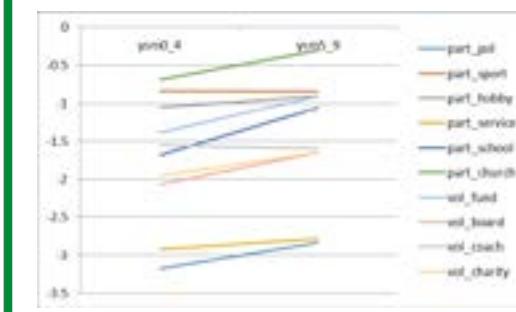
Ranked from the highest to the lowest percentage of migrants participating in the stated activity	
Variable	Social capital type
Participating in religious activities	Bonding
Volunteering to fundraise	Mixed
Participating in sport	Bridging
Participating in hobbies	Mixed
Participating in school activities	Mixed
Volunteering as a coach	Bridging
Volunteering on a board	Bridging
Volunteering in a charity	Bonding
Participating in community services	Bridging
Participating in politics	Bonding

Based on an analysis with the 2006 Adult Literacy and Life Skills Survey

Among migrants, 38 percent in the survey data we used said they were active in religious activities while in politics, it was only 5.5 percent (those active in politics, like becoming a member of a party). This is the kind of statistic that Mai Chen is concerned about in her work on diversity: this disengagement of migrant communities with political activities.

In the right-hand side column is the kind of activity, whether it's likely to be bonding or bridging (which we inferred from where people do it – in ethnically clusters areas or not). Rather than using this indirect method, it would be better to conduct studies in which people in each activity are directly asked about their networks.

### Most networking increases with years in NZ



One thing that's very clear from all the data is that our networks become bigger the longer we're in the country.

### The effect of bridging and bonding on migrant performance in the labour market



- That "who you know matters more than what you know" has been conclusively shown in labour market research;
- However, research specifically on migrants is relatively new;
- Evidence comes mostly from Europe, e.g. Bram Lancee (2012) *Immigrant Performance in the Labour Market: Bonding and Bridging Social Capital*. Amsterdam University Press.

### The evidence on employment outcomes (Germany, Netherlands, UK, USA)



- Bridging leads to more secure employment and higher income
- Bridging is stronger with higher education and better language proficiency
- Research challenge: is social capital investment a cause or consequence of employment outcomes?

So what does it mean? 'Who you know matters more than what you know'!

In relation to migrants, the literature is more recent but not that widespread yet. There's only one book that I would cite: Bram Lancee's book, *Immigrant Performance in the Labour Market: Bonding and Bridging Social Capital*.

### Networks are very important for migrants



- In Germany one third of the native born find their job through networks, while half of migrants find their job that way
- Migrant bridging has a higher return than bonding because the majority of available jobs are offered by non-migrant employers
- Bonding has mixed impacts:
  - Positive: security, ethnic entrepreneurship, shelter from discrimination
  - Negative: low pay, less language acquisition, less integration

What this suggests is that clearly the networks are important, e.g. in Germany one third of the native-born get their job through networks, while half of the migrants find a job that way. So it's more important for migrants to network than it is for the native-born.

It's not surprising, because when you think who the employers are, the majority are from the destination population. So it is a bridging phenomenon. Bridging has positive impacts.

Bonding can have positive impacts as well. But there are also negative aspects. Quite often bonding has been found to lead to more job security, but sometimes lower pay; less language acquisition. The evidence shows bridging leads to more secure employment and higher income. So that has strong positive outcomes. Bridging correlates with high education and better language proficiency. However, when people research this, they face the same problem that all social scientists face in observational research 'what is the cause and what is the effect'? Could it be that because people have a good job, it's much easier for them to bridge and to build these networks?

### Bonding and bridging effects on employment rates in NZ



- Provisional analysis suggests that those who engage in bridging activities have higher rates of participation in paid employment than those who engage in bonding activities
- Further careful analysis is needed because many factors determine social capital investments and paid work
- Going from correlation to causation is also again a big challenge

This Adult Literacy and Life Skills survey found that a person, who didn't volunteer in a charity, had a labour force participation rate of 86 percent. If they do volunteer, it's 81 percent. So if they do volunteer (which we saw as a bonding activity), they have a worse employment outcome. Don't read too much in the individual numbers (because people may have more time for volunteering when they only work part-time or not at all). Further careful analysis is needed because many factors determine social capital investments and paid work. Going from correlation to causation is also again a big challenge.

## Social capital and immigrant entrepreneurship

- Necessity versus opportunity entrepreneurship
- Source: Roskrug, Poot & King (2016) in *Handbook on Social Capital and Regional Development*, Edward Elgar. NZGSS data (2008, 2010, 2012)
- Entrepreneurs obtain income from self-employment or from owning a business
- Strong association between entrepreneurship and volunteering, same effect for locals and migrants
- Social capital (access to facilities and help, safety, and strength of networks) has a strong positive association with economic living standards; networks have a stronger effect among migrants!



So don't take away from this presentation the message that bonding is bad. It's not bad at all. It has very important benefits. So I do believe that it is important, but bridging is more effective for employment outcomes.

If you think about investment in real estate – what matters most? ... location, location, location. So what's my message to you? And I know that it seems many of you are working in this area – what matters most for networks and bridging social capital in the labour market? Language, language and language.

When you look at entrepreneurship, you have to be careful that you distinguish between two types. We've got necessity entrepreneurship and we have opportunity entrepreneurship and the two have quite different contexts and different policy responses as well. Social capital has a positive impact here also, not only in employment, but also in being an entrepreneur. Social capital matters. It has a strong positive association with economic living standards. The networks also have a stronger effect among migrants. So once again, it fits in with that overseas research as well, this is based on New Zealand general social survey (GSS) data.

## Policies to encourage bridging



- Networks are important; hence encouraging and facilitating (through information and resources) "connectivity" in both employment and residential spheres will have individual and community benefits
- Past research does not show that bonding is "bad" in a broad social context, but instead that bridging is more effective for employment outcomes
- The three most important factors for successful bridging appear to be: language, language and language!

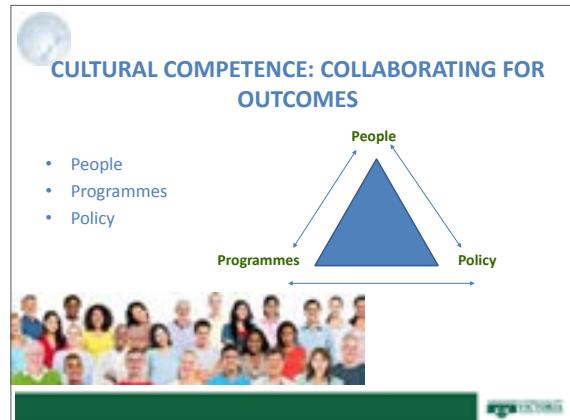
I think that you are the people who can say what the policy implications might be, because you work in this sphere. You know that networks are important and you know how to then encourage and facilitate those networks through information and resources; how to improve connectivity of people in both the employment and the residential spheres and how that then can have individual and community benefits.

## Questions

**Q:** I was very interested in the slide that indicated that there's a negative impact of people volunteering in a charity. Could you tease that out a bit? Is it the recruiter not identifying the benefits of volunteering in a charity?

*Prof Jacques Poot:* These numbers are purely what we call one-way descriptors, and one of the main things that determine volunteering is the amount of time that people have available. Quite often volunteering becomes more possible for people who have more spare time, irrespective of whether you are bonding or bridging. We do find that volunteering and age are quite often positively related. If that's the case, then there would be a correlation between volunteering and the number of hours in paid work – an inverse correlation. The more you volunteer the fewer the hours in paid work.

So once again, it was the relative aspect that mattered most. So that when you look at bridging activities, it does have better impacts in the labour market, even though for bonding activities, the impact may be positive as well.



## Cultural Competence: What is it and why is it important?

**Professor Colleen Ward,  
Victoria University of Wellington**

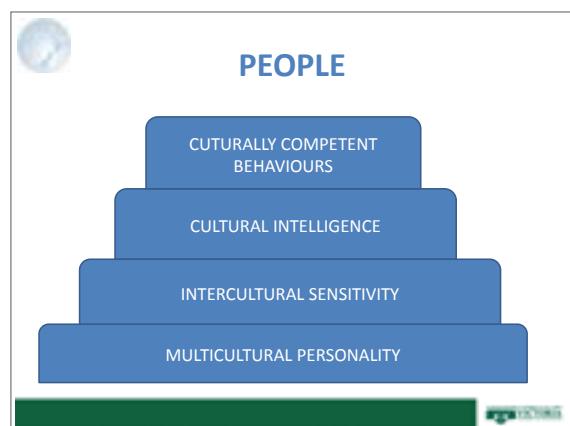
The theme of my presentation today is, *what you know isn't as important as what you do*, and that's what leads me to the topic of cultural competence – what it is and why it is important.



When I refer to cultural competence, I'm talking about the performance of culturally appropriate and effective behaviours that can get you to your end goal. These behaviours are based on your knowledge, skills and attitudes, but in the end it's what you're doing that's really critically important, and this is what cultural competence is all about.

I talk about cultural competence in terms of the three P's. You need the **people**, but the people need to be supported by **programmes** and by **policies**, and these work in a harmonious, supportive relationship.

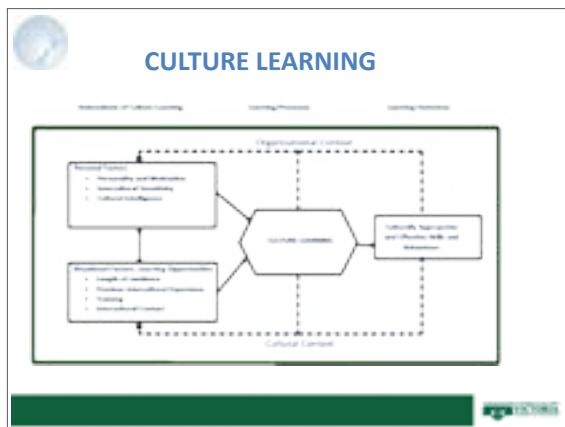
I'm taking a migrant perspective, but I would like to emphasize, that cultural competence is for everybody. It's not just about migrants learning how to be like Kiwis or act like Kiwis. It's about Kiwis learning about diversity and learning how to interact effectively across cultural lines as well. So this is a two-way process.



Some people are more ready than others to become culturally competent. At the most basic level we talk about a multicultural personality, and research tells us that there are certain personality traits that tend to be more useful in the acquisition of cultural competence: things like social initiative or flexibility or openness, cultural empathy, and in particular, emotional resilience.

There isn't anything that those who work with migrants can do about personality, but there are other things that are relevant – because this is just a core building block. You can talk about a mind-set, i.e. intercultural sensitivity. The recognition that all of us are influenced by our own cultural lenses and that in many ways culture is just arbitrary. It's about respecting other cultures, and having

the motivation to learn more about them. So along with intercultural sensitivity comes a non-judgemental perspective. But having the mind-set still isn't good enough. You need a skill set – cultural intelligence, which is about the knowledge, skills or the capability to perform culturally-appropriate behaviours. But ultimately, all of this rests on the ability to translate the mind-set and the skill set into culturally competent behaviours.

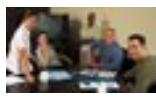


We get there by engaging in cultural learning. The success of cultural learning depends on characteristics of the individual, as well as opportunities for learning. We don't have to be trained formally to acquire cultural competence because one of the primary ways in which we learn is by interacting with cultural experts. So for a migrant that means interacting with Kiwis and learning from them what is appropriate and how things are done. Research shows that the longer one resides in a new country, the more proficient you become in performing culturally expected behaviours. We also know that people who have lived abroad before do better when they go into their next new country. But we can also have formal training as a source of culture learning. The combination of the characteristics of the individual and their learning opportunities and experiences should result in culturally-appropriate and effective skills and behaviour.

It's important to remember that this learning occurs in a context. The context can be an organisational context, for example, at work. It could be an educational institution. It could be wider society. Some organisations or some societies are more receptive to diversity than others and those are the ones in which cultural learning is easier.

## PROGRAMMES

- Psychometric assessment: Recruitment, Selection, Development



- Intercultural Training



People need to be supported by programmes. Within organisations one thing that can be used is assessment. You can use tests for recruitment, for selection, for professional development. I'm not suggesting that you test potential migrants for their cultural intelligence before they arrive or you examine their personality. I'm not recommending that, but these tools can also be used in training and development circumstances to give people feedback about their strengths and their weaknesses with respect to becoming culturally competent. So these tools can be very useful. And then beyond that, there's intercultural training which is a more formal way of working with individuals to ensure that they acquire cultural competence.

## POLICY

- Policy provides an infrastructure for programmes and people
- In general, multicultural and diversity policies both at the organisational and national levels support the enhancement of cultural competence and the improvement of intercultural relations



The programmes and the people are supported by policy. It provides an infrastructure. You could be looking at policy at an organisational level or at national levels. What the research evidence tells us is that multicultural and diversity policies support the acquisition of cultural competence, and they also improve intercultural relations – making it easier for new migrants to interact with, learn from Kiwis and become more culturally competent. However if you're talking about the introduction of multicultural and diversity policies, it is imperative

that the majority group understands that they have a culture, they are an ethnic and that multiculturalism applies to everybody, not just the ones who are minorities or who are different from you.

## WHY IS CULTURAL COMPETENCE IMPORTANT?

I'm going to link this to the framework for migrant settlement and integration. Five key outcomes have been identified, which include employment, education and training, language proficiency, inclusion, and health and wellbeing.

### CULTURAL COMPETENCE is related to

• Language Proficiency	• $k = 28, r = .35$
• Inclusion	• $k = 7, r = .50$
• Psychological well-being	• $k = 16, r = .38$
• Integration	• $k = 51, r = .49$

Note: k = number of studies, r = mean effect size

Language opens the door for individuals to learn about new cultures. It's a very important part of cultural competency, but it's not the whole thing, because competency really refers to the performance of appropriate behaviours.

We also know that cultural competence is related to inclusion and in particular the research I'm referring to here is the absence of perceived discrimination or very low levels of perceived discrimination. Those who are more competent report less discrimination.

It's related to psychological wellbeing. Those who have cultural competencies are healthier and happier. And broadly it's related to integration.

PREDICTING MIGRATION INTENTIONS Who plans to remain in New Zealand?				
	B (SE)	Wald	OR	95% CI
Age	.04 (.02)	2.82	1.04	.99-1.08
Gender	.27 (.48)	.31	1.31	.51-3.34
Employ-M	.11 (.18)	.35	1.11	.79-1.58
Life St-M	.14 (.22)	.40	1.15	.75-1.76
Security-M	.75 (.22)	12.11	2.12***	1.39-3.25
Family-M	.17 (.18)	.93	1.19	.84-1.70
Inclusion	-.54 (.41)	1.72	.58	.26-1.31
Life sat	.64 (.29)	4.94	1.89*	1.08-3.31
ELP	.53 (.26)	4.24	1.69*	1.03-2.80
Gult Comp	1.29 (.46)	8.00	3.62**	1.49-8.84
Constant	13.99 (2.93)	22.73	.00	-

$\chi^2 (10, N = 161) = 64.75, p < .001$ . 75.2% of the cases correctly classified by this model.

Wilson & Ward (2016)

We surveyed 184 new migrants; average age 39 years. They were generally well-educated and highly proficient in English. They had been in New Zealand for, on average, 26 months. We were interested in predicting those who would stay in New Zealand versus those who intended to leave.

We looked at migration motivation. Why did you come to New Zealand? We looked at their sense of belongingness or inclusion. Here, in particular, we looked at discrimination. We looked at life satisfaction. Then we looked at their self-reported English language proficiency and their cultural competence.

We found that the significant predictors of remaining in New Zealand were partly migration motivations, but of the motivations economic, lifestyle, security and unifying with family, it was only security motivations that predicted the intention to remain in New Zealand. Perceived discrimination did not have a significant effect. Life satisfaction, as in the general literature, was a predictor to remain.

However, what is new was looking at cultural competence as a predictor of intention to remain, and we found that over and above, motivations, inclusion and life satisfaction, both English language proficiency and cultural competence significantly predicted their intention to remain in New Zealand. So those lower levels of cultural competence are the goers. English language training is critical, but it's not just about the language. It's about understanding and acquiring the culturally-appropriate and effective behaviours.



**SUMMARY**

- Building Cultural Competence
  - Individual resources and readiness
  - Formal and informal learning opportunities, including intercultural training
  - Supported by programmes and policies
- The Importance of Cultural Competence
  - Links to greater inclusion, integration and psychological well-being
  - Predicts greater likelihood of immigrants' remaining in New Zealand

For building cultural competence we're looking at individual resources and readiness as well as opportunities for learning, both formal and informal, which can include training. But this has to be supported by programmes and policies

Then finally, why is cultural competence important? Well, we know that it is related to greater sense of inclusion, integration and psychological wellbeing, and it also predicts the likelihood of migrants remaining in the country





## eCALD® Resources for the New Zealand Health Workforce

**Dr Annette Mortensen,  
Northern Regional Alliance**

**Sue Lim,  
Waitemata District Health Board**

**What is Cultural competence?**

Cultural competence refers to an ability to communicate and interact effectively with people from cultural backgrounds different to one's own. It is not just about knowing another person's culture, it is about understanding how cultural differences impact on the patient/client – health professional relationship and being able to adjust your behaviour to accommodate these differences for the best patient outcomes.

Components of cultural competence

Cultural competence refers to the awareness of or having the capacity for cultural self-assessment, sensitivity, becoming conscious of the micro dynamics inherent in cultural interactions and knowledge, and developing a knowledge base about cultures different from our own. It's what you do that's important. So it's a matter of putting all of those into practice, in other words having a skills base.

**Why the need for CALD cultural competence?**

- Super diversity – increasing number of patients from culturally and linguistically diverse (CALD) backgrounds
- Health disparities and barriers to accessing services
- Increasing health and disability workforce diversity
- Cultural competence is essential to the provision of quality healthcare services
- Health Practitioners Competence Assurance Act, 2003 (HPCAA) – requires cultural competence

Why did we set out on this journey? We rolled Culturally and Linguistically Diverse (CALD) competence training out in 2010 and since then more than 16,000 health professionals in New Zealand have completed CALD cultural competence training.

**Cultural Competence Continuum**

Cultural Competence requires learners to:

- Commit to ongoing education of self and others
- Research for additional knowledge
- Developing approaches based on cultural considerations
- Seeking ongoing mentoring
- Seeking or providing supervision of cultural practice (Cross et al., 1989)

Cultural competence is an ongoing journey which we start with an assessment, a personal assessment of our own knowledge, attitudes and skills, and we work steadily towards cultural proficiency.

Cultural proficiency: interdependence with co-workers; personal change and transformation; alliance with groups other than one's own; adding to our knowledge base by conducting research; developing new therapeutic approaches based on cultural considerations; following through by taking social responsibility to fight discrimination; and advocating for social inclusion for all ethnic groups.

**eCALD**  
Supporting New Zealand Health Workforce to develop cultural competence

eCALD® provides a range of online and face-to-face training courses for the New Zealand health workforce to develop CALD cultural competencies.  
*(Developed by Waitemata DHB, funded by Ministry of Health via the Northern Regional Alliance Ltd)*

**eCALD.com**

The website features three main sections: eCALD, eCALD.com, and a third section showing course examples.

Core cultural competence training is part of the Northern Regional Alliances Migrant Health Action Programme of Work. It's a national programme of work and the training was developed by Sue Lim at Waitemata eCALD® Services. It's available across the country to District Health Boards and to the primary health sector, and from September it will be available nationwide to the NGO sector.

**eCALD**  
Cald Cultural Competence Courses and Resources for Working with CALD patients

**Working with CALD patients**

- CALD 1: Culture and Cultural Competency
- CALD 2: Working with Migrant Patients
- CALD 3: Working with Refugee Patients
- CALD 4: Working with Interpreters
- CALD 5: Working with Asian MH clients
- CALD 7: Working with Religious Diversity
- CALD 8: Working with CALD Families – Disability Awareness
- CALD 9: Working in Mental Health Context with CALD clients

The training was provided in response to the need to prepare the health workforce for the ethnic super-diversity in the health populations that we're serving.

There are eight modules.

**eCALD**  
Cald Cultural Competence Courses and Resources for Working with CALD patients

Face-to-Face Course (4/7hours face-to-face learning)  
E-Learning Course (3/5 hours self-paced learning)  
Accredited CME / CNE / MOPs

**Who should take this course**

- Health practitioners working with CALD patients/clients

Learn more about the eCALD programme

The training is offered as face-to-face training and online training, because health professionals have different learning preferences and different abilities to attend face-to-face training. The online training is particularly helpful for those who have difficulty being released from clinical practice. The courses are all accredited for as Continuing Medical Education, Continuing Nursing Education and Allied Health competency programmes.

**eCALD**  
Cald Cultural Competence Courses and Resources for Working with CALD patients

**The overall aim of the programme**

- Increase confidence
- Enhance the cross-cultural interactions in the long term
- Increase CALD patients' satisfaction
- Reduce miscommunication, misdiagnosis, non-compliance of treatment and follow up, and disengagement

The overall aim of the training programme is to increase the confidence of the learners and also enhance cross-cultural interactions in the long term. Also to increase patient's satisfaction, reducing miscommunication, misdiagnosis and increasing engagement with CALD patients and ensuring compliance with treatment and follow up. This hasn't been proven as yet, but it's a long-term goal that we are aiming to look at this through research.

**eCALD** Culture and Cultural Competency

### Face-to-face Training

- Interactive learning – discussion, exercise, videos, theory and assessment

utamedium

**eCALD** Working with Migrant Patients

Interactive learning – discussion, exercise, videos, theory and assessment

utamedium

**eCALD** Culture and Cultural Competency

### e-Learning Education

A variety of learning styles that repeat key points

utamedium

**eCALD** Working with Migrant Patients

### e-Learning Education

A variety of learning styles that repeat key points

utamedium

We have produced eight online and face-to-face courses. Face-to-face courses are offered in four or seven hour slots, e-learning three or five hours' self-paced learning.

We've offered these courses to primary, secondary, NGO's. The occupational groups participating include: doctors, nurses, midwives and allied health professional including psychologists, occupational therapists, social workers, pharmacists etc, and so there's a whole range of occupational groups that can take up the courses.

The courses are designed using an evidence-based approach and applying holistic cultural dimensions to enhance learners' understanding of cultural differences, and also using pedagogical design, applying theory, experiential and self-reflective exercises to enhance the learners' engagement and learning. We also use multimedia, audio and video case scenarios, interactive exercises, quizzes, and case studies. We apply contextual and layered learning to build the learners' knowledge in cross-cultural interactions. We ensure parity between the face-to-face and e-learning options to ensure that we are offering learners the opportunity for flexible learning, because on-line learners, who are working part time might want to be able to pause and stop and exit and get back to the course.

The face-to-face training is offered in an interactive, facilitated session with discussion groups with exercises and videos, and a formal workbook is offered – not just a PowerPoint handout.

We have e-learning offered in the same way: lots of interaction in terms of offering videos and audios to ensure that we repeat key learning points using a variety of learning styles.

**eCALD** Toolkits and Resources for Working with CALD Patients

CROSS CULTURAL RESOURCE FOR HEALTH PRACTITIONERS WORKING WITH CALD CLIENTS

This toolkit contains information on working with clients from diverse cultural backgrounds and includes practical resources for health practitioners to support them in their work with CALD clients.

**Document:**  
The resource is a resource guide which contains a summary of the needs of a client and the skills required to work effectively with them. It includes practical resources, diversity, and opportunities for working with different clients.

**Toolkit:**  
This toolkit contains practical software and tools which assist health practitioners to work effectively with clients from diverse cultural backgrounds. It includes practical resources, diversity, and opportunities for working with different clients.

To order a copy of this document or toolkit, contact [www.eCALD.org.nz](http://www.eCALD.org.nz)

Price: \$100.00 + postage & handling for individuals.

utamedium

**eCALD** Toolkits and Resources for Working with CALD Patients.  
contd..

Online resources (not courses) with additional researched cultural-topics.  
Not covered within the CALD courses.  
Aim: to further increase cultural awareness, knowledge and skills

View more resources

We also have a range of cross-cultural online, downloadable, printable versions of our cross-cultural resources available on the eCALD® website. The above is an example of a tool kit which provides communication tips, information, practices and family values. We cover about 14 cultures: seven Asian cultures and seven Middle Eastern and African cultures and all are downloadable. We also provide a range of online resources that are not courses, and these are supplementary. We use additional research material to cover topics that are not covered in detail in the courses, such as a family violence resource for health providers, CALD older people resource and also religious diversity covering other philosophical systems and religions not covered in the courses.

**eCALD** Courses for Culturally Diverse Workplaces

- Managing Cultural Diverse Teams
- Working in Culturally Diverse Teams
- Working in a New Zealand Health Workplace (culture and context for new migrants)

View more resources

**eCALD** Toolkit for Staff Working in Culturally Diverse Workplaces

**CROSS-CULTURAL TOOLKIT FOR STAFF**

This toolkit offers guidance for staff working in culturally diverse environments.

- Section A provides general advice for staff working with colleagues in culturally diverse teams.
- Section B offers detailed information for CALD staff working in a New Zealand Health workplace.
- Section C is for managers leading culturally diverse teams.
- Section D lists subsequent resources for staff.
- Section E contains opportunities for cultural competency development, practice, reflections, etc.

View more resources

We have produced three courses for culturally diverse workplaces and the first one is for managers, the second for those working in culturally diverse teams and thirdly, for migrants working in the New Zealand Health workplace. Additionally, we have a downloadable, printable pdf version, which provides the same kind of information, providing general guidance for all staff working in culturally diverse teams; for migrant staff working in a culturally diverse workplace; and for managers leading culturally diverse teams.

**eCALD** How to access courses and resources

eCALD.com

View more resources

**eCALD** How to access courses and resources

How to access courses

www.eCALD.com

They are all accessible, free of charge, except for the courses for working in culturally diverse workplaces. You need to have an account to access our courses, and those who are eligible can get approved into the courses.

**eCALD**

Who are eligible to the [free Working with CALD Patients](#) online and the Auckland-based face to face courses:

- The health workforce working in the Auckland region
- The health workforce working outside of Auckland will be eligible in stages
  - DHB health workforce from 28<sup>th</sup> August 2015
  - PHOs from 1<sup>st</sup> January 2016
  - NGOs from 1<sup>st</sup> September 2016

Go to [www.eCALD.com](http://www.eCALD.com) for more information

[View Courses](#)

[Individual & Institutional Users](#)

All the Auckland primary care and DHB, and also NGO workforces are now eligible. We have rolled out to DHBs outside of Auckland since August 2015 and also PHOs outside of Auckland from January 2016, and we will be rolling it out to NGOs from September 2016.

**eCALD**

### Quick Facts

**CALD Courses**  
(Apr 2010 - Feb 2016) 5y 10m

- CALD courses uptake at **15,311**
- Course evaluation results scored **above 80%** for all key indicators

**eCALD™ Website**  
June 2015 - Feb 2016 (8 months)

- 23,517** session views (44% from New Zealand) with **3.2 minutes** average session duration
- 13,624** new visitors
- 77,676** page views with **1.27 minutes** average page duration
- 116** countries viewing: **50** countries with at least 5 visitors

[View Courses](#)

**eCALD**

### Independent Evaluation – Qualitative Feedback

- Good course to be recommended to all health professionals who want to have the "x factor"*
- I found the structure of the on-line learning excellent, able to work at ones own pace. Also the videos were good learning examples, the information was excellent. I thought the workbook was excellent, able to refer to that, and I especially enjoyed the reflection sections, something I will continue on doing and being aware of. Thank you*
- This programme helped me during a difficult interaction I have with a patient and I was able to be aware of his needs and was able to apply knowledge and skills to this situation.*

[View Courses](#)

We have reached 16,000 participants and our evaluation results received from both the e-learning and face-to-face courses have achieved above 80 percent for all our key indicators. We have had very good positive, qualitative feedback which is in line with the quantitative scores.

**eCALD**

### Where to?

- National rollout of CALD Courses to workforce working in health and disability NGO sector outside of Auckland from September 2016.
- New Maternal Health for CALD Women Resource for Health Providers: Print version launching in May 2016 and HTML version in September 2016.
- eCALD® resources endorsed by NZCGP and Pharmacy Council.
- Interest from registration bodies to review cultural competency standards eg NZ Psychologists Board, Nursing Council, Public Health Physicians.
- Interest from universities to explore partnership.
- Two multi-agency training offered at Māngere Refugee Resettlement Centre agencies.
- Global interest to adapt courses and resources.
- Partnership with organisations to evaluate and develop culturally diverse team competencies and strategies to improve cross-cultural relating and engagement.

[View Courses](#)

We're still developing courses. We have the Royal New Zealand College of GPs, and the Pharmacy Council have endorsed our learning resources and so there's been a huge uptake from primary care practices' staff across the whole of New Zealand, and also interest from universities. There is global interest in adapting our courses and resources, and we are working in partnership with organisations to evaluate and develop diverse team competencies and strategies.

## Questions

**Q:** You say that the roll out will happen to NGOs at the beginning of September 2016, but that will be NGOs that are in the health sector funded by health?

*Sue Lim:* Yes. Funded by health.

**Q:** Interesting one of the modules is about working with people around domestic violence issues, whilst yes a health issues – also a social service issue. It's a shame that wonderful resource isn't available to the social service sector?

*Sue Lim:* When we first started the course and resource development was aimed at educating the existing health workforce, and addressing the huge gap around cultural competency training. It was also aimed at addressing the migrant workforce knowledge of cultural competence – that was our starting point, a bottom up approach to developing a solution for the existing health workforce.



## Key principles to successful interpreting: effective practice

**Dr Ineke Crezee,  
Auckland University of Technology**

I came to New Zealand in 1989 with two Master's degrees and an RN Diploma and my intellectual capital wasn't used that well for about 10 years.

I worked as an RN at Middlemore and came in with beautiful, formal English. I said to a lady, "I'd just like to measure your urine output", and a young Kiwi doctor came in and said "Gidday! How's your waterworks?" And I thought waterworks? Are we talking about plumbing here?

I became involved with the Society of Translators and Interpreters in teaching health interpreting from 1991 onwards.

### Brief history of interpreting in New Zealand

- Cartwright Inquiry
- ATI: first health interpreting course 1990
- Ineke involved from 1991 to the present time: many changes, from short certificate to Grad Cert (4 papers), Grad Dip (in Arts) Interpreting, and BA Interpreting
- Entry requirements tightened
- 1989 NZSTI established
- 2013: NZSTI endorsed Code of Ethics of the Australian Institute of Interpreters and Translators (AUSIT) (NZSTI 2013)
- 2016: 10 Scholarships co-funded by MBIE, three Auckland based DHBs and AUT for rare and in-demand languages

New Zealand is doing really well with providing language access services. It began with the Unfortunate Experiment and the Cartwright Inquiry. Out of that came the need for trained interpreters which was enshrined in the 1996 Health and Disability Act and also informed consent.

### NZSTI Code of Ethics (2013)

- Professional Conduct
  - Committed to providing quality service
- Confidentiality
- Competence
- Impartiality
- Accuracy
- Clarity of role boundaries
  - Message transfer, no advice
- Maintaining professional relationships
  - Briefing, appropriate working conditions
- Professional Development
  - (see also Crezee, Burn & Gialani, 2015; Crezee, 2013, 2015, 2016a,b,c,d)
- Professional solidarity



Interpreters work with people at a low point in their life. Either they want something, they are applying for residency, they're getting counselling or they have a health issue. That's very private information that normally nobody would be privy to, except the patient and the health professional. So it's essential that the interpreter maintains absolute confidentiality.

Impartiality – do not ask the interpreter 'is he lying'. They're not allowed to say that – they have to say 'no comment.' They can't give advice either.

Sometimes you'll see patients talking to interpreters because they are someone from their language group and you have to stop that straight away.

Accuracy is difficult actually, because there are not one-on-one equivalents. You have to totally understand the original and have to be able to totally know how to say that in the other language.

Professional solidarity – no running down other interpreters, and also maintaining professional relationships.

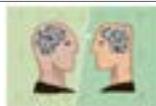
## Best practice: before/during interview

- DECIDE on mode of interpreting
  - Consecutive
  - Simultaneous
- Inform client of mode through the interpreter
  - Please stop after every sentence and wait for the interpreter to interpret
  - You will hear two voices at the same time
- Triangle (when consecutive interpreting is used)
- Maintain control
- I am .... my role is ..... We have an interpreter with us today. The interpreter will interpret everything you say to me, exactly as you say it, without changing anything, or leaving anything out. The interpreter will also interpret everything I say to you, **exactly** as I say it, without changing anything, or leaving anything out. The interpreter is **impartial**: he or she will not take sides. The interpreter will keep everything that is said here today **confidential**. Please do not speak to the interpreter in asides: if you have any questions, please ask me through the interpreter.



## Effective practice'

- Recruitment
  - Use [www.nzsti.org](http://www.nzsti.org) to find interpreters who are affiliate/full members of the New Zealand Society of Translators and Interpreters
  - Network with service providers (MBIE; MoJ; DHB interpreting services)
  - Ad hoc interpreting:
    - Selecting an interpreter: see Crezee & Burn 2012 (working with interpreters in legal settings)
    - Pre- and post-briefing: explain what is required (previous slide)
    - Explain Code of Ethics (NZSTI, 2013) in pre-briefing
    - Impartiality; Confidentiality; Accuracy (need to ask for clarification); clarity of professional boundaries; professional competence
    - Show the video clip in this PowerPoint



New Zealand Society of Translators and Interpreters  
Te Mana Kōrerohiko Māori, Māori, English, and Non-Māori

So best practice would be before the interview, if it's going to be very emotional and it's going to be more like a counselling session or you're trying to draw trauma stories out of people, don't do consecutive interpreting: instead, ask the interpreter to interpret simultaneously otherwise the interpreter's head is going to pop. They can't hold on to all those 10 sentences.

For spoken language interpreters it's important that you have a triangle, so that you have equal distance to the person that is having the information interpreted: so the professional, the client and the interpreter are all sitting at equal distance and everyone can have eye contact. But it's important that you talk straight to your client or your patient and that you don't look at the interpreter when you are talking to your patient.

## Best practice: continued

- If control slips: regain it by restating the ground rules
- Tell the client: please do not speak to the interpreter in asides: if you have any questions, please ask me through the interpreter.
- Tell the interpreter: please do not speak to the client in asides: please interpret to me whatever you are asking or telling the client.
- Avoid idiomatic language (Crezee & Grant, 2013)



It's important to maintain control, because when people have not been trained they may do things that are not in the Code of Ethics. So when you see control slipping, you get it back. You can say, okay, this is your role.

Avoid idiomatic language; it's problematic and very difficult to find the right equivalent.

Interpreting New Zealand offers 70 languages; but we are dealing with a demand for over 200 different community languages.

If you want to find an interpreter, go on the NZSTI website and fill in the language search box. That will help you in some cases. The problem is that NZSTI, the national body, is difficult to become a member of and especially to become a full member of. They have very high entry requirements, so chances are there will be interpreters out there, but they won't be on the NZSTI website. Luckily, the health boards and MBIE are working together and so if one doesn't have an interpreter for one language, they actually check with each other. But sometimes you may have to use an ad hoc interpreter. This is where things can get very hairy.

Selecting an interpreter: If you're doing ad hoc interpreting, do a pre briefing. So tell the interpreter, I want you to use first person. The pre-briefing should also focus on what you're trying to get out of the interview and remind them that everything has to stay confidential. You absolutely don't want anything to get back to the community.

If your patient says, I definitely want this guy to interpret for me, you have to start worrying, as you don't know what is behind that request.

## Best practice on the telephone

- No visual cues
- Keep sentences short
  - Think to yourself: could I remember this if someone asked me to repeat this in English? It will be more difficult conveying it in another language: culture-specific concepts may need to be paraphrased.
- Avoid jargon
  - ACRONYMS
  - Everyday words used in a very specific meaning
- DO NOT interrupt the interpreter: if you want the client to answer the questions more to the point, tell the client through the interpreter



On the telephone you don't have any visual cues, so if you're going to take someone's blood pressure tell them what you're going to do.

Keep your sentences short.

Avoid jargon. Acronyms are difficult.

Don't interrupt the interpreter. If you're getting annoyed with the client because they're obviously lying, don't stop the interpreter – just let them finish and then tell the client through the interpreter – keep it short – 'I don't believe what you're saying'. But don't take your frustration with the client out on the interpreter.

### Things to remember

- Some languages have limited specialised vocabulary (Polynesian languages, Sign language): the interpreter may need to paraphrase
  - These interpreters need complete understanding to enable them to paraphrase what it is you are saying
- Some languages have very long words
  - Somali; Tamil
- Some languages have 'dialects' which may not be mutually understandable
  - Mandarin; Cantonese
  - **Very few** interpreters are truly bilingual in both Mandarin and Cantonese
- Idiomatic language may be inappropriate OR the interpreter may not be familiar with it (Crezee & Grant, 2013)
- Power differential
  - Bad experiences with people in a position of power> distrust
  - Professional treats interpreter with disdain

Some languages have limited vocabulary, so they will need to paraphrase. They are not adding anything – they actually just don't have a word, so they need to explain what it is.

Some languages are very 'long', like Somali.

And some languages have dialects which are not mutually understandable. Be careful when people say they're equally fluent in Mandarin and Cantonese. That is not that common.

### Warning signs

- Before interview:
  - Client insists on certain interpreter – why?
  - Interpreter appears to know the **client – check level of familiarity and reason:** interpreters must disclose **any conflict of interest**
  - Interpreter not trained but states he/she is very good/no need for training (CoE; contextual knowledge)
- During interview:
  - You hear your own name used: the **interpreter should** use the 1<sup>st</sup> person and the 2<sup>nd</sup> person singular (**I and you**)
  - Long statement > short interpretation
  - Talking in asides
- After interview
  - You find out there was a conflict of interest
  - Different interpreter > totally different picture

Warning signs: if people insist on a certain interpreter you have to start worrying a little bit.

If you find out there was a conflict of interest, like in one New Zealand town they found out there was an interpreter interpreting for someone with the same surname. Are you related? No. Then they found out it was her brother, and they had to go back and look at all the interviews that interpreter had been involved in.



I've written a book, *Introduction to Healthcare*. It's coming out in four new languages this year. We had Spanish last year, we have Chinese, Korean, Japanese and Arabic this year, which is great, because of the refugee crisis.

### References

- Crezee, I., Kwak, J. C. & Baek, S. (2016a). *Intermediate English interpreting in medical settings*. Seoul, Korea, Hankuk University Press.
- Crezee, I. & Ng, E. (2016b). *Introduction to healthcare for Chinese-speaking interpreters*. Amsterdam, the Netherlands: John Benjamins. (Publication date August 2016).
- Crezee, I., Gailani, N., & Gailani, N. (2016c). *Introduction to healthcare for Arabic-speaking interpreters*. Amsterdam, the Netherlands: John Benjamins. (Publication date September 2016)
- Crezee, I. & Asano, T. (2016d). *Introduction to healthcare for Japanese-speaking interpreters*. Amsterdam, the Netherlands: John Benjamins date October 2016).
- Crezee, I., Burn, J. & Gailani, N. (2015). Authentic audiovisual resources to actualise Legal Interpreting Education. *Monographs in Translation and Interpreting*, 7, 273-291.
- Roat, C. E. & Crezee, I. (2015). Healthcare interpreting. In H. Mikkelson & R. Jourdenais (Eds.) *Routledge Handbook of Interpreting*. London, England: Routledge, pp. 236-253.
- Crezee, I. and Magill, D. (2014). Interpreter Education in a Connected World: NZSL Students in Health Interpreting. Proceedings of the Annual Conference of the New Zealand Society of Translators and Interpreters. Retrieved 31 March 2016 from: [http://nsti.org/assets/uploads/files/PROCEEDINGS2014\\_Communicating\\_in\\_a\\_Connected\\_World.pdf](http://nsti.org/assets/uploads/files/PROCEEDINGS2014_Communicating_in_a_Connected_World.pdf)
- Crezee, I. (2014). Patient Navigators in Seattle: What can we learn for New Zealand? Report commissioned by Hekia Parata. Submitted to the Rt Hon Hekia Parata (and the Minister of Health) 21 November 2014.

### References continued

- Crezee, I. (2013) *Introduction to healthcare for interpreters and translators*. Amsterdam, the Netherlands & Philadelphia, PA: John Benjamins.
- Crezee, I., & Grant, L. (2013a). Missing the plot? Idiomatic language in interpreter education. *International Journal of Interpreter Education*, 5(1), 17-33. Retrieved from <http://www.cit-asl.org/>
- Crezee, I., Hayward, M., & Jülich, S. (2013b). Issues for interpreters and professionals working in refugee settings. *Journal of Applied Linguistics and Professional Practice* (8) 3, 253-273. Retrieved from <http://www.equinoxpub.com/jalpp>
- Crezee, I. & Burn, J. (2012) Working with interpreters in legal settings. Auckland: Auckland District Law Society, Practice Manual.
- Crezee, I. (2012). Language shift and host society attitudes: Dutch migrants who arrived in New Zealand between 1950 and 1965. *International Journal of Bilingualism*.
- Crezee, I. (2006, July). *Contextual studies for liaison interpreters - New Zealand settings*. Auckland, New Zealand: New Horizons Advisory Services Limited.
- New Zealand Society of Translators and Interpreters (2013). Code of Ethics. Retrieved 31 March 2016 from: [http://nsti.org/assets/uploads/files/nsti\\_code\\_of\\_ethics\\_and\\_code\\_of\\_conduct\\_may\\_2013.pdf](http://nsti.org/assets/uploads/files/nsti_code_of_ethics_and_code_of_conduct_may_2013.pdf)

## Questions

**Q:** I am interested to hear to what extent you may be using the internet for translating? There's a lot of stuff online these days, in terms of interpreting complicated words or sentences. Is there any way at all that you're using that?

*Dr Ineke Crezee:* Well, I have to say, Google Translate is only as good as the people who have contributed. I think we still need people.

**Q:** How are interpreters quality checked for what they're interpreting?

*Dr Ineke Crezee:* That's an ongoing issue, because we could do spot checks and we really should do spot checks, but it's a money issue. It's very expensive having interpreters and then checking them as well. I do have a PhD student who's shadowing interpreters, but I think the interpreters who have been allocated to him are both really good.





## The Challenging Interface between Secondary and Tertiary Education for Young Migrants

**Dr Gillian Green,  
Victoria University of Wellington**

Recent global data shows that New Zealand is one of the most ethnically and linguistically diverse countries in the world. So a summit like this is particularly apposite, if we're going to find out how migrants feel, how we can best help them adjust and how we can help them reach the stage where they are contributing to this society and feeling completely comfortable in it.



What I'm looking at today are one or two of the gaps that are still present. First of all, the Migrant Settlement and Integration Strategy outcomes data shows that at Level 2 NCEA there are generally positive results for the students sitting it. To some extent, this is because migrants bring a different experience of settlement with them.

### Advantages of the migration decision

- They migrate as a choice
- The family units tend to be complete, at least at the nuclear level.
- The migrating family arrives with some degree of financial independence and security.
- Many children will likely have some experience of unbroken formal education.

First of all, they migrate as a choice. They may come for a whole variety of reasons, but it's not usually by force.

Secondly, the family units tend to be complete. They will experience dislocation and they will feel very different when they arrive here. But they maintain their language and their cultural identify.

Thirdly, very often a migrating family arrives with some degree of financial independence, which means that they are able to set up a family home. Finally, many migrant children will have experience of unbroken formal education.

### Difference at Level 3

- 56% of Asian students sitting at Level 3 were successful
- 48% of Pakeha students were successful at this level
- 30.8% of Pasifika students were similarly successful

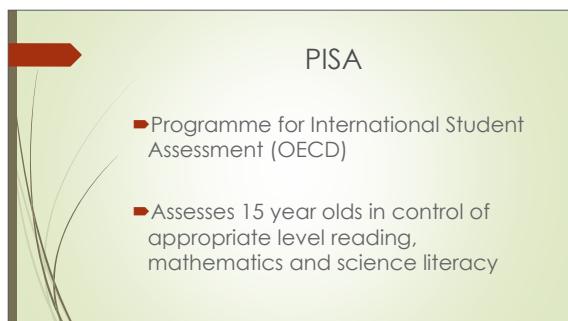
At Level 2 NCEA, we do not advise students to go to university or vocational training from the age of 16. Generally, the advice is to stay one more year. We're now talking about Level 3 and these are the figures coming out of an NZQA report about the success levels at Level 3. They're not wonderful. And they're not wonderful for Pakeha students either. Asian students do best, but Pacifica students are well below the average.

### The gap

- Where is relevant data for the 16-25 year old age group?

So what this suggests is that NCEA still remains difficult. That same report pointed out that Pacifica migrants are less than half as likely as European or Asian students to receive qualifications with a merit or excellence.

What does emerge from the data is that it's fine up to Level 2, but what's happened to the 16 to 25-year-olds? There is no information on what happens in that crucial stage on leaving school to entering a workforce with some qualifications. So this is the time when students choose either to go onto university or to enter vocational training and it's the point at which they are making crucial decisions for their futures. So it is clear that while the outlook is very good for many migrant groups, it's not equally good.



Some of the reasons relate to socioeconomic conditions and one of the pieces of evidence that supports this is the PISA material that comes out at regular intervals. PISA is the Programme for International Student Assessment – put out regularly by the OECD. It assesses students at nine and 15 years in reading, mathematics and science literacy.

The major differences in New Zealand between student groups run with deciles. So, students at decile 1-3 are less than half as likely to achieve as students at deciles 8-10.

The OECD put out a statement in 2015 (see slide below).

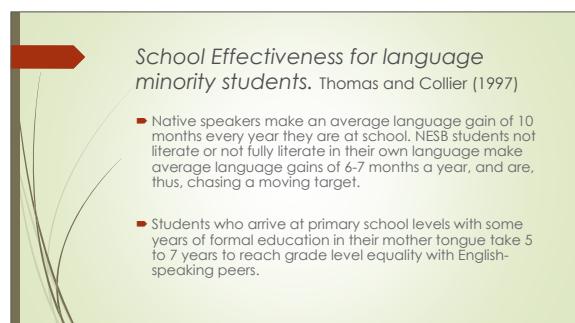


When we talk about socioeconomic status and lower socioeconomic status, we're talking about a series of possible factors. These come from a number of pieces of research.

Usually both parents are working to sustain the family and this means that the parents are not at home when children come home from school. So there may not be anybody to help them with homework and they may struggle on their own. Secondly, the parents may not have any school-based or post school qualifications, and this is particularly important if that person is the mother. Thirdly, there is likely to be less disposable income to spend on books or IT materials that support learning.

There may be reduced learning in the mother tongue, which is a crucial aspect. There may be homes with large numbers of family members, particularly if the migrants have come in as part of a reunification. That impacts on children's attendance at school, because of increased illness due to overcrowding.

Another principal reason why students struggle with language is the difficulty of learning in another language subsequent to the one you speak most efficiently.



Thomas and Collier tracked 700,000 migrant students in the USA to see what was happening to their ability to adapt.

First of all, native speakers make a language gain of approximately 10 months for every year that they are at school. Second language students, particularly if they are less than fully literate in their mother tongue, will make no more than six to seven months' advance in English. They're chasing a moving target and they're never going to catch up.

Secondly, students who arrive at primary school with some years of formal education take five to seven years to achieve grade level equality with their English-speaking peers and these students we tend not to have to worry about, because they will pick up very quickly.

### Thomas and Collier (1997) contd

- Students who enter school before the age of 8 but have had little formal education in their first language take 7 to 10 years to reach grade level norms.
- Students below grade level in their native language take 7 to 10 years to reach the 50<sup>th</sup> percentile in academic achievement.
- Students who received all schooling in English performed well from kindergarten to Year 4 but from that point on their achievement levels fall significantly.

If you learn another language after eight, you are less likely to sound like a native speaker. If you learn another language before eight, it can become very difficult to tell which your first is. Students who enter school before the age of eight, but have had little formal education in their mother tongue, take seven to 10 years to reach grade level norms.

Generation 1.5 is a term applied to those who grow up as the first generation of children born in the land of migration; their parents speak the mother tongue at home, but the children are much more exposed to English and are therefore less proficient in their mother tongue. These children take seven to ten years to reach only the 50<sup>th</sup> percentile in academic achievement. Many of those children will never reach grade level equivalency in English.

Students who received all their schooling in English, no matter what their background, did extremely well from kindergarten to year 4, but after year 4 their levels of accomplishment fell off sharply.

- Students need three to four years to achieve fluency in social English.
- Other research (Guerrero 2004) has shown that students who enter English-only classrooms for the first time in their teens need three to four years to achieve social English capacity and another five to seven years to achieve the academic English to enable them to acquire higher level qualifications.

Students need three to four years to achieve fluency in social English. Social English is everyday English. They often sound as though they are in control, but what they don't have is the crucial language of success in the classroom.

Guerrero researched whether it was possible for students to achieve academic English in one year.

Basically, he said, 'Don't be ridiculous'. He found that students who entered English-only classrooms in their teens need three to four years to achieve social English and another five to seven years to achieve the academic English that enables them to acquire higher level qualifications.

The trouble is that our New Zealand students receive five years' funding. And if they come into the schools in primary school and they receive all of that funding to support them through primary school, by the time they get to secondary school with a higher cognitive load, they have run out of funding and there may be no support, particularly if they're in schools where there is no ESOL department.

### "Read to learn" demands:

- Complex grammatical control
- The ability to take meaning from compound-complex sentences
- A passive vocabulary of up to 8-10,000 words
- A grasp of the Academic Word List
- The ability to conceptualise
- The skills of critical thinking
- The ability to summarise.

When students are at primary school, they learn to read and they practise that skill over and over with increasing complexity. But when they enter secondary school, they read to learn, and they are often left to their own devices. Secondary school education involves more complex grammatical control. They need the ability to take meaning from compound, complex sentences. That means a sentence with lots of clauses. By the time they get to the fourth clause, they've forgotten what the subject of the sentence was. They need a passive vocabulary of 8-10,000 words. Most of us will speak every day in our mother tongue in a vocabulary of approximately 5,000 words. And a passive vocabulary means we don't have to use those words, but we grasp their meaning when we see them.

They need a grasp of the academic word list. The academic word list is 800 word families, and they make up approximately 10 percent of all words in academic texts. They need the skills to be able to conceptualise; they need critical thinking. They need the ability to summarise, because every book they read that goes into their research has to be summarised.

### Writing demands of senior high school

- ▶ Express their opinion in formal academic language (which is not the language of speech)
- ▶ Assess and sift evidence for relevance and authority
- ▶ Apply evidence appropriately within a written text
- ▶ Reach balanced and proven conclusions

### Families

- ▶ the single strongest indicator of migrant success is formal education in the first language
- ▶ Language maintenance
- ▶ Homework centres
- ▶ Single contact person to develop relationship

### Writing demands of senior high school contd

- ▶ Research independently
- ▶ Structure written work in accepted academic patterns
- ▶ Master argument, discussion, cause/effect, problem/solution and scientific report forms.
- ▶ The ability to work independently is crucial.

Senior secondary schools are assessed in written form. Students need to be able to express their opinion in formal academic English, which is not the language that we speak. They have to assess and sift evidence for relevance and apply it in the correct way. They have to reach balanced and proven conclusions.

### The answers to the problems?

- ▶ Families
- ▶ Schools
- ▶ The state

The single greatest impediment to students' advance in any way in this country, not just at school, but in work, is the degree of language control. So what can we do about it? And to do this lets look under three forms: families, school and the state.

Evidence from the US and the UK suggests that it's important that they have language control, and this means maintaining their first language. Now, in New Zealand that's difficult, because we have a very scattered migrant population – not only between cities but inside cities. So it's important that families maintain the first language and that they maintain it in schooling. Children who can read and write adequately in their first language adjust quickly to another.

Opportunities for language communities to offer language support or homework centres can be enhanced by support for those communities and schools. Migrant families' links with schools need to be more clearly framed. Many migrant parents find schools terrifying. They hold them in very high esteem. They're afraid of not being able to function. So, for many of them, we need interpreters and we need interpreters for families in these contexts, because one of the most terrible things we can do is to make the child the interpreter for their parents when it's all about them. I believe it would be useful to have homework centres set up at schools.

### School

- ▶ Appointment of trained and experienced people to manage ESOL and to teach linguistically diverse classes.
- ▶ Explicit teaching of English for Academic Purposes
- ▶ Careful advice on pathways choices of NCEA courses to enhance rather than limit future options.
- ▶ Making better use of the funding there is

ESOL provision in schools in New Zealand has received a boost since we've had international fee-paying students. As long as we have fee-paying students, we had extra money and, yes, it goes into more computers and the swimming pool and a sports stadium, but it also provides resources that the school may not have been able to afford before.

This is a quote from the OECD in 2015: "Given the strong link between teacher performance and student outcomes, ensuring teachers' capability and capacity to respond to the needs of all learners could help improve achievement." Schools should be employing experienced and capable people. I recently had a discussion with a number of teacher training programmes and asked how many hours in the postgraduate teacher training programme were spent on teaching linguistically-diverse students. It was less than eight hours in a year. So how can we expect teachers to have all these skills if we don't find a way of providing them?

Secondly, educational success in any of our schools requires skills in academic writing and English for academic purposes – English for academic purposes means that students are taught explicitly how to write essays.

New Zealand students are over-assessed. They're doing far too many credits. They're losing the joy of learning. For students whose first language is not English, when classrooms are that pressured, there's no time to think about whether they're keeping up or not.

There's a lot of information out in New Zealand about how to teach students better. There's an enormous amount of research. But we need to give more thought to preparing well-trained teachers for good ESOL departments.

There is no curriculum for English for speakers of other languages. If you're not trained in the field, there's nothing to guide you in helping students, giving them a pathway that will guide them best to success. Sheltered instruction and English for academic purposes and in-class support are all wonderful, but it's important to remember the philosophy that English as a Second language students do not belong to the ESOL department. The whole point of an ESOL department is to get them to the point where you say to them, 'Off you go, you're fine. You don't need me anymore.'

### The state

- Extend funding into critical years for educational achievement
- Pay attention to the research
- Rethink the model

The research by Thomas and Collier proves that five years is not going to give students the academic skills they need. So we need to think about how we deal with this situation, particularly for that 16-to-25 cohort, because there's not a lot of support for them. So we need to think about how we change this. Should we be looking at a different framework? Should we look at funding which is targeted specifically for secondary school students so that there's always one year of ESOL funding held for them to make sure that they can move forward?

We need to rethink the model so that it meets the needs of all of the students. The Strategy offers a lot of possibilities; I think it offers possibilities for research and for further examination of the needs. I see it as a possibility for those working in the field to work at creating well-structured and supported pathways that are not only in the community but in schools and in post-secondary education, which will offer wider opportunities for young migrants, whatever their backgrounds or migrant experience.

# **Supporting Good Settlement Outcomes with Trusted Information**

## **Dr Anne-Marie Masgoret, Immigration New Zealand**

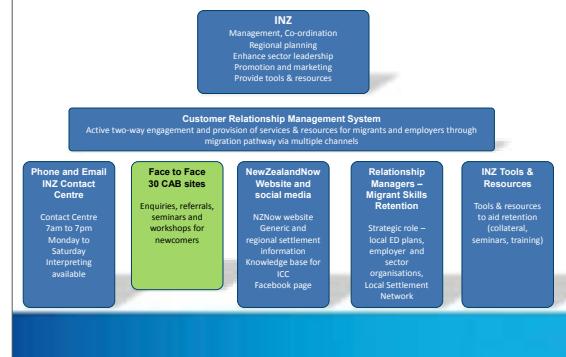
## INZ Settlement Unit

We provide trusted, accurate, and independent information that increases understanding and supports migrants throughout their journey



The Settlement Unit develops products and resources to support migrant settlement – these include settlement content on websites and targeted settlement products.

## Information Delivery Model for Settlement



While it seems we've got more settlement information than we've ever had before, for some migrants information can still be difficult to find.

At Immigration New Zealand we are a trusted source of information for migrants. We also provide settlement information for employers because settlement is a two-way process.

Employers need information on how to help settle their migrants into the workplace and communities.

## Settlement Unit delivery model



Our information delivery model for settlement provides trusted information through a number of channels so that information is accessible to all people. We have online information and a telephone contact centre. We contract out a face-to-face service as well. We produce information resources that are based on specific needs that are highlighted to us and we also have relationship managers across the country to provide support to employers and communities.

This allows us to provide relevant information to our stakeholder groups and increases the overall public knowledge about the importance of settlement. People need different types of information, presented in different ways. Not everybody is going to go online – some people prefer to speak to somebody face-to-face. There are 30 CABs across New Zealand that are delivering settlement information. Their language link service is available in 22 languages. It's not just the migrants who need that face-to-face information and service; employers and service agencies do as well.

## Stronger support for Regions



Settlement Relationship Managers provide support to business and community stakeholders in regions. They provide a business-facing, immigration service supporting employers and sectors. They advise employers about how to settle and retain their new migrant employees. They also facilitate and support local settlement networks where agencies can discuss settlement issues within their regions.

### Settlement Unit online

**New Zealand Now** is the key settlement website. It covers everything new migrants need to know about living and working in New Zealand.

**NZ Ready** is a settlement planning tool which provides new migrants with accurate information before they leave their country. It also offers a planning tool where migrants can compile a personalised task list.

**New Zealand Study + Work** is designed for international students and provides them with useful information about working in New Zealand while they study. It also has information about how to stay on in New Zealand after graduation if they have skills that contribute to New Zealand.

**Work Talk** is currently being expanded. This is a cross-cultural communication tool for migrants and employers.

### Settlement Unit settlement guides

We produce tailored settlement guides in both hard and soft copy. These provide the information migrants need when they're coming in to New Zealand and settling in to the workplace.

Our information is targeted for specific groups that need information relevant to their own industries. The need for these came from the importance of these industries to the New Zealand economy, but also from the susceptibility of migrants working in these sectors to exploitation.

### Settlement Unit industry guides

The first guide we developed was for the dairy sector and then that led to needs in other industries. Since then we've developed guides for the construction, aged care sectors and this year we're focusing on hospitality.

### Settlement Unit newsletters and publications

**LINKZ** magazine features new migrant stories as well as informational pieces that are topical and relevant to migrants, and each issue focuses on a specific region in New Zealand.

**Niu2NZ** is an annual Pacific magazine. It features success stories that have been very well received by migrants from Pacific communities

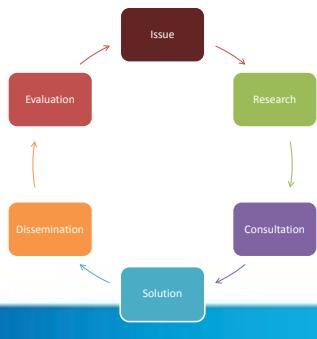
**Settlement ACTIONZ** is our new e-newsletter for stakeholders.

## Communicating with New Migrants



Every migrant who has been granted a visa receives a personalised welcome to New Zealand email. The email directs them to information that is relevant to their situation e.g. a construction worker will be linked to our construction resources; they will be told about health and safety and reminded about their work rights etc.

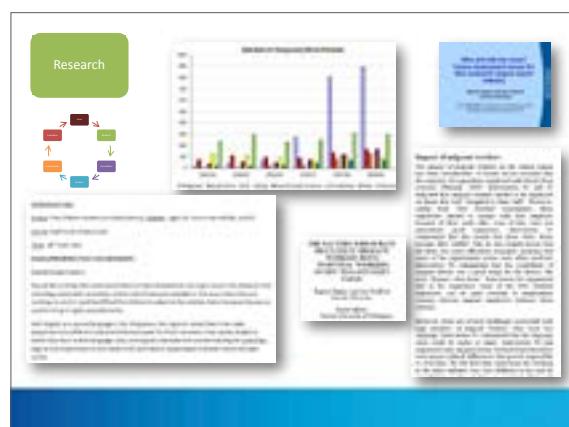
## The Development of Settlement Products



We have a product development cycle for the development of our resources. I will use the dairy guides to demonstrate this development cycle.



How do we know when there's an issue that requires targeted information? For the dairy resources it was brought to our attention that there were issues in the dairy sector. Stakeholders who worked with migrant dairy farmers were coming to us with some concerns. In addition a number of media stories came out on dairy farms and non-compliance issues. Finally, there was a piece of research that came out of Lincoln University, which highlighted our growing dependence on migrant labour on the dairy farms and highlighted the issues that we were up against.



Once we determine that there is an issue, the next step is research. We also talk to experts in the field and conduct focus groups with migrants and employers to find out what some of those key issues are.



Consultation and collaboration are key to the development of our resources, not only in the development of the content and highlighting what the key issues are but also at the distribution stage.

So, for example, the dairy guide was launched at the Dairy Rural Women's Network conference and then distributed at events like the Agricultural Field Shows.



The next stage is how is this information going to be produced and presented?

In the case of the dairy guides we realised that we needed a guide not only for the migrants but also for the employers because it was a two-way relationship and these were two-way issues.



Again we rely very strongly on the advice of our industry partners to help us design and disseminate our products. The more people involved and behind the products, the more we're going to be able to spread the word out there and get the guides to the right people.



Once we produce the guide the next step is to see whether the guide is meeting its need: is it fit for purpose; does it follow industry best practice; does information need to be updated? For the dairy guides we conducted focus groups with both employers and the migrant dairy workers. They told us what parts of the guides were useful and what was missing and we took that information and updated the guides for their second edition.

### How we say it

Keeping it clear



When we're providing migrants with information, how do we know that they actually understand that information? As part of the Migrant Settlement and Integration Strategy our team conducted a full review of all settlement information across agencies. We wanted to know what information was provided, but what came out of the review was that the quality or the way the information was being delivered could be clearer.

### How we say it

Keeping it clear

Tips on providing information to an audience that is new to New Zealand

- Your audience
- Short and simple
- Active, direct
- Sling the slang
- Formatting



So the next product that we're going to launch addresses how to communicate to migrant audiences with clarity.

So keep an eye out for 'Keeping it Clear'.

# Panel Discussion: Funders' Perspective on Migrant Settlement

Liz Gibbs, Philanthropy New Zealand

Jennifer Gill, Foundation North

Robyn Nicholas, Department of Internal Affairs



Philanthropy invests about \$2.7b a year into our communities which places us fourth globally in terms of generosity per capita. So there's a lot of work going on and philanthropy is quite an emerging, growing and dynamic sector.

## Who is Philanthropy NZ?



- the hub of philanthropy in New Zealand
- Vision: a thoughtfully generous Aotearoa New Zealand
- Founded 1990
- Provide philanthropic thought leadership and practical help
- Approximately 250 members, including trusts, local and central government grant-makers, businesses, individuals, and community organisations

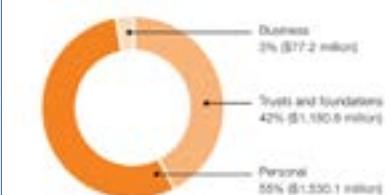
Philanthropy New Zealand is a membership organisation with around 250 members. Our vision is: a thoughtfully generous Aotearoa New Zealand and we were founded in 1990 by Sir Roy McKenzie. Our purpose was to organise our sector because it's a very broad and diverse sector, and to also provide philanthropic thought leadership and practical help.

## How much and who?



Figure 1.1 Breakdown of giving in 2014

(Source: WEF)



- \$2.788 in philanthropic giving in 2014
- NZ is generous by international standards
- Giving has been stable since 2011

Our philanthropic giving places us fourth globally in terms of generosity but our sectors are actually shaped quite differently from, for example, the United States where there are very large and prominent family foundations like the Rockefeller Foundation and the Ford Foundation.

Here in New Zealand our sector's quite different. The Community Trusts were established as a result of the disestablishment of some of the savings banks and the assets are held in perpetuity to benefit the regions which they serve.

## Key trends in philanthropy



- Collective Impact
  - = Making change together
- Social finance
  - = Using our balance sheet for good
- Right-sizing funding processes
  - = Maximising useful info, minimising funding burden
- Understanding impact
  - = Constant learning, improving what works
- Philanthropy in Te Ao Māori
  - = Embracing new ways of philanthropy
- Participatory Philanthropy
  - = Involving the communities we serve in grant-making

For a small country, we're good at doing things in silos. So one of the trends we're seeing is the willingness to work more in a collective impact way, organising around a specific issue or a specific topic. We think that's fantastic particularly where it bridges those gaps between community and philanthropic investment along with Government and business investment. We can achieve so much more if we're working in a co-ordinated and focused fashion.

**Social finance** is also interesting. Late last year, the Government announced the first social impact bond due to come on stream this year. This is investors coalescing around a bond to increase impact around a specific issue but reduce cost

(particularly to the tax payer), and those reduced costs go back to those investors as a return on investment. They also deliver greater social outcomes. This has been well documented in the UK, the US and Australia.

The **right-sizing funding processes** are an interesting topic. Not all philanthropy makes it easy to engage with – some of the reporting requirements or the application processes are really onerous. That's an area that I'm really glad to say that Philanthropy New Zealand is looking at and looking to see how we can improve.

**Understanding impact** is another trend which we all think about. It's not an easy aspect to get right, especially attribution. So if you think a community initiative is focusing on a specific area, how do we know that's actually creating the result we want, sustainably, and also not creating unintended consequences? So that's another area of emerging practice.

Working with Māori, is another area we're very aware of across our sector and Philanthropy New Zealand have recognised that a huge amount of work done in that Pakeha philanthropy is often not structured in a way that's useful and helpful for Māori. So we are starting an education process and hoping to have more dialogue with a range of funders on how they can support Māori and Māori initiatives in a much more constructive and appropriate way.

Finally, participatory philanthropy, where we see initiatives like round-table funding decisions where the participants and the recipients are being involved in the decision making which is interesting because community organisations know their communities better than anyone.

Opportunities

Co-ordination and Collaboration across Government, Philanthropy and Business

There are real benefits for Government, business, philanthropy and community to work more closely together and to focus on getting more benefit for our communities. We're seeing that start to

happen. Philanthropy New Zealand convenes a business giving network, working with eight of New Zealand's largest businesses on showcasing great business giving and practice and then gifting that out to other business, particularly small to medium sized enterprise which is the majority of giving in New Zealand.



Foundation North, formally known as ASB Community Trust, was set up from the sale of the ASB bank; however we have recently rebranded independently of the bank. There are 12 Community Trust's across the country set up from the sale of the Trustee Savings Banks in 1988. A local example is the Community Trust of Wellington that was set up from the sale of the Wellington Savings Bank.

So New Zealand has this very unusual philanthropic sector. We have this large amount of money held in perpetuity from the sale of what essentially were community-owned assets, which is quite different from the Tindall Foundation or the McKenzie Trust which is private family money generated from private wealth.

Foundation North started a strategic review process in 2006. We asked ourselves some hard questions about our strategy and policies and began a review process, and the first question we asked was about the effectiveness of the groups that we were funding? That lead us to ask questions about our own effectiveness and our own policies, and what we realised at that stage was we had lots of policies but no strategy. We had lots of policies about what we wouldn't fund. There was information on our website of the things we didn't fund but there was nothing on our website that said this is what this organisation wants to achieve.

We also started looking at how we could measure the effectiveness of our funding and that lead us to prioritise our funding. At the same time, we

commissioned eight reports. One was a report by Sue Elliot which concluded that there was a disconnect<sup>1</sup> between the sector and the funders, and that funders needed a lot more information on what the needs of the refugee and migrant sector were.

While the focus of this Summit is migrants often our information is lumped together around refugees and migrants.

What Sue identified is that Trusts and Foundations could look at issues to address refugee and migrant employment, to look at increasing access to services, to help build the capacity of organisations that were providing services, providing support for asylum seekers and their families, and working collaboratively with other philanthropic organisations to increase knowledge of the issues around the decision making tables, and I think that since we commissioned that research that the philanthropic sector has shifted a lot in the last nine years but I think there is still quite a long way to go.

One of the points that Sue identified in her research is that the range in complexity of issues that migrants and refugees face means that central and local government, NGOs and community groups all need to work together in a co-ordinated way while acknowledging the role and function of each group in society.

The other observation that Sue made was that, in general, grants from private funding into the refugee and migrant space are very small scale. Now this is 10 years ago, but nearly 50 percent of all of the grants were between \$1,000 and \$5,000. Two thirds of the grants were \$5,000 or less, and very few organisations were awarded grants over \$25,000. So there's a whole question of scale in terms of the issues that we need to address in our communities and the kinds of grants that are being given to address those.

Foundation North had Sue's piece of research and a number of others, and our trustees then asked what are we learning? What we realised is that social problems that are deeply entrenched in society are going to take long-term evidenced based investments to effect change. We had to stop scattergun funding, and say what the issues are that we want to address and how might we fund that on a much longer term, much more entrenched relational way?

The consequence of this approach is that some people don't receive any funding because the pie is always limited. So we have put nearly half of our budget into what we call 'high engagement philanthropy'. When we are working on an issue that the trustees have identified, that we will make one or possibly two, four-to five-year grants that can be quite significant. But the downside of that is that up to 50 percent of the applicants may be turned away in order to fund those two groups.

What we've identified, looking at Auckland in particular, but also Northland, is that we really need targeted strategies and programmes, and so recently we adopted an Asian engagement strategy. We identified that while the Asian community is an increasing proportion of our population in Auckland, our grants didn't actually reflect that. And so that then caused the trustees to step forward and engage with the Asian community

Last week we had a 'walk in', where we targeted the Asian community and hosted a meeting for Asian not-for-profit groups in Auckland. Around 50 people came representing 8-10 different ethnic groups. They didn't know who we were. We didn't know who they were. It was great and hopefully it will mean that those groups who are serving their communities will feel more comfortable about entering into a discussion with us.

Increasingly we are looking at a five-year approach to what we think of as strategic community investment. Increasingly also, we want to provide clarity about what we'll fund and what we won't fund. What our plan also allows us to do is to work in partnership with others on key issues.

Increasingly our funding is focused on what we see as high need in our communities. So you're going to see a significant portion of our funding going, for example, to refugee groups or to youth not in employment, education and training.

What we don't see is ourselves topping up Government contracts. If an organisation applies to us for running costs and they have contracts with Government that give them 80 percent or more of their operating costs then we won't give them an operating cost grant. We might give a project grant for some new work but we don't believe it's our role to essentially back-fill Government contracts.

Increasingly, we're looking to support organisations that can show measurable impacts on the issues that they want to address and can demonstrate sustainability.

<sup>1</sup> <http://nzrefugeeresearch.wikispaces.com/Employment>

The dilemma that we face around our table all the time is if we decided to pick one thing up, we'd actually have to stop funding something else. So that's the constant tension that you face when you sit around a funding table.

Our challenge is that demand significantly exceeds supply.



We're seeing a fractured community sector and there is enormous concern about the proliferation of small and new community groups. When I last looked at the charities register there were 27,457 organisations registered and if we looked at it today, that number would have gone up. So one of the challenges is this large number of small groups because ultimately, when your applications end up on our funding table you're in competition with each other.

Another challenge is the impact of volatile investment markets on our ability to grant. The international investment markets are pretty shaky at the moment, which will impact on our ability to grant over probably the next four to five years depending on what happens.

Funders are looking to give more effectively and strategically and they are interested in collaborations and co-operation. What is difficult is the proliferation of small grants from Councils and gaming trusts so that there are different levels of collaboration going on and I think the bigger question is how do we know who funds what? Where does the responsibility lie? What's the sector's priority? Who's holding the bigger picture?

In 2003 I was invited to speak at a fundraising conference in Auckland and I was on a panel with a woman from the Chinese community in Auckland and as we were getting ready to make our

presentations she said to me "I'm very offended by this invitation" and I said "why?", and she said "Because we Chinese, who've come to New Zealand, we want to be philanthropists. We don't want to be applicants" and I said to her "Well, get up and say it" and she did! So I think we have to be really careful that we don't assume that all of the migrant groups in New Zealand are applicants.



What I will cover is the work that the Department of Internal Affairs does, which relates to funding and advisory services, and some of the challenges that we see for our customers, and for us as a sector.



The Department has four areas of strategic focus and *stronger and more resilient communities* is one of these. We are working to determine our future role in the area of supporting stronger and more resilient communities, because we are only one player in that mix.

We're talking about concepts of social cohesion and we see our focus being the community that wraps itself around families and individuals.

It's that combination of individual, family and community that creates a strong and cohesive New Zealand.

We also talk about refugee and migrant settlement. We don't separate those out.

The graphic features a red vertical bar on the left with the text "PEOPLE, COMMUNITIES and GOVERNMENT work together to make a SAFE, pleasant, RESPECTED NATION". To the right is a black panel with the title "Supporting refugee and migrant settlement through the work of Community Operations". Below this is a bulleted list of funding sources:

- Approximately \$1.5M per annum through Lottery and Crown Funds specifically for refugee and migrant support
- Through more general grants
- Covers operating and project costs
- Advisory support

At the bottom right is the Internal Affairs logo.

DIA manages over 20 different funds with multiple purposes, all set up under different legislation, cabinet decisions and trust deeds, with different purposes and different priorities.

We have the Lottery Grants Board funding which is in fact the bulk of our funding but it is going down this year. Under Lottery we have 11 different types of funding. We have community funding, marae heritage, environment and heritage, community facilities, outdoor safety etc.

We have six or seven Crown funds and this includes the Community Organisation Grants Scheme which has been around for nearly 28 years. We've also got the Community Development Scheme, the Internship Programme, the Support for Volunteering Fund, and our pilot Community Led Development Programme which we've been running for the last five years.

We've also got seven trusts that we manage; Winston Churchill Memorial Trust, the Vietnam Veteran's Trust, Chinese Poll Tax Trust etc. The Trusts have been set up by different people for different reasons and different purposes with quite small amounts of money to give out.

In total this is over \$200m that's going into the community sector. We have over 60 committees making decisions on that funding. COGS alone, was set up with 37 committees. For the main part, the department does not make decisions on funding. We support committees to make those decisions. We have committees that are appointed by Government and the 37 COGS committees which are elected by the community. So there's

a whole range of different committees that we support to make those funding decisions.

We grant just over \$2 million across Community Operations and the Office of Ethnic Communities specifically into refugee and migrant organisations. So out of that \$200 million there's \$2 million which goes directly and that \$2 million is in competition with all of the other applications we get from various groups.

We also give through more general grants through the Lottery Grants Board, the COGS scheme, the Community Development Scheme, the Internship Programme and through our Community Led Development Programme. Grants range in size from \$500 to \$240,000 which is a multi-year, three-year Community Development Scheme grant.

DIA is in the funding business and not in the contracting for services business.

We also provide advisory support. We've got staff in 16 offices who are out there working in the community with an enormous number of groups including refugee and migrant groups. The advisory support varies from working with a group to help them put in a successful funding application, to running information forums in the community, to very intensive work on a community development project.

The graphic features a yellow vertical bar on the left with the text "HELPING MAKE NEW ZEALAND BETTER FOR NEW ZEALANDERS". To the right is a black panel with the title "Supporting refugees and migrant settlement through the work of Office of Ethnic Communities". Below this is a bulleted list of funding sources:

- Settling in Fund - \$520K per annum
- Supports projects
- Advisory support

At the bottom right is the Internal Affairs logo.

The Office of Ethnic Communities inputs into the work of supporting refugees and migrant settlement. They have a specific fund called the Settling in Fund (\$520,000 per annum) and the purpose of that fund is to identify and address social service needs of refugee and migrant communities.

They're also working with both refugees and migrant communities. They share common goals with Community Operations and we work together under that banner of supporting strong and resilient communities.

Their funding is available for short term projects and initiatives rather than ongoing costs. They have a panel that makes decisions with representatives from the Office of Ethnic Communities, MBIE and the community sector. They also provide advisory work in the community. Our advisory work in Community Operations is quite diverse and involves working with communities who are setting their own goals. The Office of Ethnic Communities have some quite specific goals around developing community leadership, developing capacity and priorities in that area, increasing knowledge of governance, supporting participation of ethnic youth in society and economic development



### Challenges for applicants across the sector

- Mixture of contracts and grants
- Multiple funding schemes and rules
- Part funding
- Cost and time to seek funding from multiple providers

INTERNAL AFFAIRS

This creates quite a complicated picture of funding and that's only within our own department. There is also the philanthropic sector, other government departments providing funding, and other government departments contracting for services. This whole mixture of contracts and grants is an interesting tension. As you can see there are multiple funding schemes, there are multiple rules just within our department let alone across the sector.

For the majority of us, we give part funding and in some areas we require that there is already a third partnership funding particularly for the big capital projects that we support.

We know that there is cost and time spent by community organisations in seeking funding and in the end there are three sources of funding for community organisations. There are government contracts, grants and their own initiatives, from a sausage sizzle outside the supermarket to big fundraising drives and contributions from private individuals.



### Challenges for funders across the sector

- Increasing net return on investments
- Coordination on priorities – who funds what
- Sharing policies, processes and systems, eg: accreditation, accountability for spend, look and feel of application process
- Measuring impact

INTERNAL AFFAIRS

This creates challenges for funders across the sector. And your challenges are our challenges. We are all committed to addressing these challenges and we are working together on that. We support the concept of increasing net return on investments into communities. What we want is that the investment that we make in communities is used for the benefit of communities and that it's not used to engage with us.

Co-ordination and collaboration on priorities is one way to go but it is also probably the hardest.

I saw a great example in San Francisco where organisations were getting together and saying we've got a common purpose, so let's not have our four different funds, let's pool the money and have one fund, and organisations then apply to one fund. We're starting to see that collaboration happen in New Zealand for example, in the Hawke's Bay recently to support Matatini, the national 2017 kapa haka festival.

Another way is to share policies, processes and systems. There is a cross-Government initiative happening at the moment in the accreditation space and whilst it's starting at the contracting level, it's something that we as a department are signing up to. That means if an organisation has got accreditation with say, MSD or Health, then when they come to apply to funding for us, we're not going to put them through all of the hoops in order for us to check that they're a bona fide organisation.

There is momentum happening and some good initiatives. Accountability for spend is another example. Also the look and feel of the application process, starting to use common IT systems, it just makes that process easier for applicants.

Finally, we're all moving into the measuring impact space but the challenge for us as funders is that we don't all do it separately.

## Questions

**Q:** Noting that giving has plateaued since 2011... I suspect it's the older brigade who tends to be more generous. I wonder whether research would bear that out in which case you have a bit of a time bomb issue in respect of the propensity or not for the younger people coming through to be as generous?

*Jennifer Gill:* What we're seeing outside of New Zealand is actually a huge intergenerational transfer of wealth and so in other western countries there is actually a huge growth in philanthropy as our generation inherits from their parents. The other thing that's really interesting is the large number of young entrepreneurs. People who have retired at 35 because they sold their business in Silicon Valley and they've come back to New Zealand because they want to bring their kids up here. They're fascinating because what they're doing is they're identifying issues. So for example, Scott Gilmore with the *I have a dream* programme, to take low decile children to high educational achievement, and he has personally invested 100 percent of the money that's gone into it and he's walked alongside it for the last decade. So it's a different kind of philanthropy.

*Liz Gibbs:* Certainly there's a trend around democratised philanthropy like GiveaLittle and PledgeMe, and the age profile of those people is considerably younger. So technology enabled platforms to create philanthropic opportunities are really changing the shape of who gives and how quickly they give as well. The most recent PledgeMe campaign and this was around raising equity for a brewery company here in Wellington raised \$150,000 in 36 minutes.

**Q:** You were talking about the philanthropic sector engaging more effectively around fundraising and acknowledging the real cost of reporting etc. particularly for small grants and just wondering whether the Gaming Trusts are involved in that work or whether it's the foundations and Community Trusts that are tending to do that work together?

*Jennifer Gill:* I think it's dependent on a case-by-case basis. So, for example, the Lion Foundation are very engaged with the philanthropic sector but a number of the other gaming foundations choose not to engage with us.

*Robyn Nicholas:* I think that given that there are so many players in this whole area, it's a bit of a building block approach. There are collaborations that are happening between individual organisations and then there are cross-Government collaborations happening.

**Q:** When Settling In began, it was a yearly process and then you report back but since it's moved it's been very challenging for the communities because its project targeted and you're expected to apply, get the funding and within six months turnaround you have to give accountability and then apply again. I'm just wondering if we can align it so that if it's possibly multi-year or annual rather than six monthly and then it has to be flexible, not project-targeted?

*Robyn Nicholas:* I'll make a general comment about multi-year funding, for example, within the Lottery Grants Board, we have been trying to move to a multi-year funding approach because what we find is that we fund the same organisations year after year, often, and that we are making them go through the whole process again. It's been a really interesting move, in that I've found it challenging to get our committees to commit to multi-year funding. They're very reticent because of the way we've constructed the finances in the Lottery Grants Board, and we're looking to see how we can give them more motivation to do that. But I thought I would just make that general comment, that we are committed to moving more to that as it's about increasing the net return on investment.

*Craig Nicholson:* The Settling in fund was transferred to the Office of Ethnic Communities in April 2014. What was agreed at that time and as part of the two-year transition to us is that the criteria wouldn't change and we would then review that after two years. We're now reviewing the funding, the impact of it. And we'll be coming back out to the sector as we're going through the review and we'll make an announcement.



## Summary of Outcome Workshops

The following summaries are high level responses to the following questions posed in the discussion workshops:

- › **What is working well for this outcome?**
- › **What is the biggest challenge in this outcome area?**
- › **Could settlement organisations working in this area link more effectively?**
- › **How can settlement services in this outcome area contribute to other outcome areas?**

### English Language

Participants in the two English language workshops felt that collaboration and networking between settlement organisations in this outcome area was working well. The variety/range of courses available and the number of volunteers involved in the sector were further highlights.

In terms of challenges faced – the biggest challenge identified was the lack of funded English language support for non-permanent residents. Retaining volunteers, lack of recognition of services and unrealistic expectations on the sector by key funders were further challenges. Lack of employer awareness of English language support requirements was also identified.

Participants felt that organisations working in English language could collaborate better, but that this was restricted by resources, competition between providers, and regional issues relating to the lower number of providers. The areas that could be collaborated on better were: identification of isolated migrants; providing weekend seminars

within ethnic communities; and the publicity of services.

Participants felt that English language capability was crucial to/at the centre of all other outcome areas. They felt further contribution could be made if English language services were available to a greater range of migrants.

### Employment

Participants in the two Employment workshops believed that industry associations and employers' attitudes towards employing migrants were improving. They felt there was a good range of resources supporting this outcome area (e.g. Careers NZ website, INZ employer sector resources, ELP's Worktalk; Professional Speaking for Migrants course). They also felt that migrants were picking up on the benefits of volunteering for gaining employment (e.g. community police patrols).

One of the biggest challenges identified was partners of skilled migrants finding meaningful employment. There was also concern about the overselling of the international student pathway to residency and the lack of education of some overseas agents. They also viewed the lack of cultural competence of some migrants as a challenge, and felt more one-on-one mentoring was needed in this area.

Participants felt that organisations working in the Employment space work well together through Local Settlement Networks, though they felt more organisations could become involved in these (including employers). They felt there was an opportunity for more Settlement Hubs (e.g. like Hamilton) to improve collaboration and share funding. They also felt that settlement services could bridge more with employers and recruiters, with other community organisations in their area and also across the regions.

Participants felt that encouraging employers to upskill their migrants in English, and to become more involved in settling their migrant staff were good examples of how they could contribute to other outcome areas. Essentially getting the employment outcome right, will result in an improvement in the other outcome areas.

### Health and Wellbeing

Participants in the two Health and Wellbeing workshops thought the networking of settlement organisations in the sector was working well. They

were also very positive about initiatives being rolled out by the Police, such as Community Safety Patrols and cultural competency training. The eCALD programme was also seen as a highlight within the sector. A range of other programmes were also applauded including a Plunket initiative with Asian mothers; Family violence prevention programme run by Police; campaign to raise awareness of enrolling with GPs; and the many cultural and ethnic sport festivals that are taking place around the country.

Among the challenges identified were: the lack of cultural connectedness in the sector; the attraction and retention of migrant medical staff; the cost of providing and availability of interpreting resources for a growing diverse population; lack of centralisation of health and wellbeing data; and unwelcoming host communities.

Participants were enthusiastic about health and wellbeing organisations linking together better and suggested a forum for service providers to showcase best practise as one way to enable this. Being able to share more information and data through a central repository for information would also be beneficial in linking organisations. Another idea was to set up 'improving wellbeing' workshops with other providers and organising 'wellbeing' weeks. Getting community buy-in was also essential.

Participants felt that no outcome area is an island. Settlement networks were key for outcome areas to contribute to each other. It was also suggested that having one point of contact e.g. a person from DHB to link with one person from each other outcome area, could strengthen the relationships between settlement organisations working in different outcome areas.

Examples of current contributions to other outcome areas are:

- › Employment – workplace health screening; training employers to encourage employees to use health services; recruiting people to reflect (ethnic) diversity
- › Education and training – ELP sessions around keeping yourself safe
- › English language – health providers referring clients to English language providers (because we know they need help); community safety patrols to help develop social English conversation skills
- › Inclusion – community safety patrols get people mixing with different community groups.

## Inclusion

Participants in the two Inclusion workshops felt that high migrant retention rates were a good sign that inclusion is working well. Migrants' involvement in volunteering, and with organisations such as the Newcomers Networks, and participation in English language classes were identified as contributing factors to this. The growth of successful multicultural communities and the celebration of multiculturalism and diversity in schools were also highlights.

Challenges came in the geographical make-up of New Zealand and the isolation of migrants in rural communities (large areas for services to cover). There is also a challenge in employers understanding the importance of inclusion in retaining their migrant staff. Participants felt the wider community need to be involved, as well as service providers, and that racism and the avoidance of migrant clusters were further challenges. While volunteering is a huge positive there is a challenge in finding enough volunteer roles.

Participants felt settlement services need to link together more to gain an understanding of what everyone is doing and to enable different approaches for different situations through this understanding; also, to understand and fill gaps and to understand each other's boundaries.

This could be achieved, for example, by working with Relationship Managers to maintain local community support and creating an on-line portal for research.

Many inclusion activities support other outcome areas e.g. volunteering supports health and safety and employment. Participants felt that there is informal linking going on but that there needs to be more identification of who is linking up and what is happening.

## Education and Training

Participants in the two education and training workshops were encouraged that 65 percent of those engaged in education go on to be employed or into further studies. They also felt that the ESOL programmes available in schools worked well, and that migrant children were performing well (up until NCEA level 2). Another positive was the availability of bilingual teachers.

Challenges identified included the demand for new programmes for which there is no funding; priority given to permanent residents, but the demand not



coming from this group; migrants coming in with no qualifications or needing additional training to become NZ qualified; international student graduates struggling to find jobs here and migrants needing to work and therefore not being able to afford to study.

Linkages between organisations working in education and training can be maintained through regular settlement network meetings. Better linkages with employers and industries would further support the good linkages that the education industry already has. As, would linking better with schools to engage migrant parents.

Participants felt that all outcome areas are dependent on each other and that the two outcome areas that education and training most impact on are English language and health and wellbeing. English Language Partners provide pathways and a guide that connects to other outcome areas.



## Summary of Regional Workshops

The following summaries are high level responses to the following questions posed in the discussion workshops:

- › **What are the top three highlights in relation to migrant settlement in our region?**
- › **What is the biggest challenge for our region?**
- › **What opportunities are there for organisations to link up on settlement in our region?**

### Auckland and North

Settlement highlights for participants from Auckland and North were that employer's attitudes to migrants was changing in response to the region's change in ethnic make-up, with businesses wanting to reflect their ethnically diverse client database within their workforce. Other highlights included the number of full-time migrant workers also looking to volunteer; NGO's celebrating diversity; collaboration within the health sector; and the net migration increase (though this was also a challenge).

Top of the list of challenges were affordable housing and accommodation shortages as well as international student graduates not being able to find meaningful employment. Other challenges included migrant exploitation in the workplace, and exploitation of international students; increase in health issues linked to housing issues; and pressures on the social services sector.

### Waikato and the Bay of Plenty

Settlement highlights for participants from the Waikato and Bay of Plenty were the Professional Speaking for Migrant course run by the Multicultural Council in Rotorua; positive responses to migrant stories; migrant volunteering; Settling in events taking place in Rotorua; and the strength of local settlement networks in all the regions.

Challenges included migrants not being fully informed on arrival (either overwhelmed by information or not understanding information); international students graduates not able to find meaningful employment; education providers overselling courses (infrastructure and pastoral care can't keep up); worker exploitation; and migrants not always being aware of the help they can get (e.g. at CABs).

Participants felt that it would be a good idea for an annual regional forum to help link regional settlement organisations and to build on the ideas that have come out of the Summit. A biannual half-day forum, organised by INZ Relationship Manager would be a great way for organisations to stay in touch (one in the Bay of Plenty and the other in Waikato).

### Hawke's Bay, Taranaki and Manawatu

Settlement highlights for participants from Hawke's Bay, Taranaki and Manawatu were settlement organisations working well together; increased accessibility of information for new migrants; and community support for the sector.

Among the regions' challenges were getting support for skilled migrant's partners (particularly in Employment); getting migrants into the right jobs; migrant's awareness of services and confidence to use the services; community and 'old comer' support and help for migrants; and creating pathways between services.

### Wellington

Settlement highlights for participants from Wellington included organisations working well together as a result of local settlement network; employment services linking well; increase in migrants volunteering; increase in groups and volunteers working in the sector; increase in community goodwill toward migrants (in response to refugee crisis); and the work done by the INZ

Relationship Manager to ensure employers have the information and resources they need to create a welcoming workplace.

Challenges were seen to be transitioning migrants into appropriate employment; international student graduates finding appropriate employment; partners of skilled migrants finding appropriate employment; and the Wellington labour market being 'thin' in terms of highly skilled roles.

In terms of organisations linking up better there was discussion to fine tune the local settlement network to better suit all organisations, as and discussion about creating a settlement 'hub'.

### **Nelson, Marlborough and Tasman**

Participants in the Nelson, Tasman and Marlborough workshop focused much of their discussion time on the settlement challenges in the region, which relate to many of the regions migrants being on temporary work visas. For them there is a strong need for English language classes; a lack of funding for services; a lack of information on the region; and they struggle to find healthcare.

Other challenges related to the large number of international student graduates and their partners, and the challenges faced by migrants residing in more remote areas.

### **Canterbury and the West Coast**

Participants in the Canterbury and West Coast workshop identified the growth in awareness of migrant needs as a settlement highlight in their area. Other highlights included an increase in successful job placements and support for secondary partners; collaboration between providers (and local councils' involvement in the sector); a rise in the public awareness of ethnic celebrations and festivals; ethnic police co-ordinators and an increase in the number of international students volunteering in the region.

Challenges included increasing the number of employers who are willing to give migrants 'a go'; the number of highly skilled migrants unable to find work; the lack of good quality, affordable housing; lack of public transport available (especially in rural areas); mismatch between international students and the jobs they want; and improving migrant civic and Census participation.

Participants felt a South Island settlement get-together would improve links between

settlement organisations in the region. The also felt a more collective strategic approach was needed and they wanted to see INZ spend more time in rural areas to help improve knowledge across the sector about visa issues.

### **Otago and Southland**

Participants in the Otago and Southland workshop identified the welcoming and safe nature of their regions as a highlight. Other highlights included the high number of international students; the great self-reliance among local migrant groups; the growing awareness by the host community of their role in settlement and Otago's RSE scheme (which participants felt was the best in the country).

Challenges identified were migrants not getting the information they need; a lack of courses for international students that reflect the job opportunities in the region; immigration agents selling a different image of the regions; employer lack of readiness to employ diversity and a regional lack of readiness to integrate diversity. There was also an acknowledgement of the difficulties of attracting and retaining doctors to the regions.

Participants identified a number of ways that settlement organisations in the area could link up on Settlement. These included well mapped out distribution channels for migrant information across the regions; utilising people power to create good neighbourhoods and local networks and referrals; monthly local settlement network meetings; hosting a local settlement summit and an increase in employer centred programmes.

### **National**

Settlement highlights for participants who work in a head office were linkages between organisations; the use of community networks to achieve results; the good results being achieved by the New Zealand Certificate in English language; and ethnic community patrols and cultural competence training within the Police.

Challenges included the lack of funded English language support for non-permanent residents and defining what a good outcome is.

Participants felt national organisations were linking up well together but that organisations could further improve this by influencing each other's networks more, and increasing community connections at a national level.

# Summit Summary

## Judi Altinkaya

The Summit has set the context for settlement in terms of the outcomes that all our work contributes to. We have had excellent speakers who have covered a whole range of issues and used their expertise to contribute to our understanding of good settlement outcomes.

The Summit has created a common knowledge platform from which we can all build our service knowledge and our understanding of how our work contributes.

The Summit also saw wide-ranging discussions among participants across the five outcome areas and across the regions.

We wouldn't have a Settlement Strategy if everything was perfect. The New Zealand Migrant Settlement and Integration Strategy is a whole of Government approach and at the Government level we are getting better at working together. We are getting better at joining up, and joining up on the work that we do.

The Strategy was developed in 2013/14 by Government, non-Government and migrant agencies. Eighteen months later, we're into the implementation and it's very clear from the Summit that we have work to do on achieving some of the measures. It's been suggested that there may be new measures we have to consider, and that we may have to tweak some of the current measures.

I shall take this opportunity to briefly outline the Government's Strategy work to date. Since July 2014, we've identified what Government spends on settlement and where. That's what we call the 'current service mix'. We've identified gaps in the Strategy and worked together across Government on new initiatives. We have new activities to support employment, to support ESOL tuition, to support safety and to contribute to mitigating the discrimination measure

We have also worked on aligning our activities in settlement to the Strategy and developing an intervention logic' for our settlement services. And now we're finalising the work on a collaborative approach to funding allocation. So that's funding allocations from Government for settlement across agencies and then some agencies pass that funding on to NGOs, to deliver services at the community level.

This Summit has been an important step in engaging with the Settlement sector and of establishing a common understanding of where the Strategy is heading.

# Summit Reflections

## Leah Gate: General Manager (Employment) at the Auckland Chamber of Commerce

From a business perspective, immigration is key to economic growth. The Chamber of Commerce around the region and particularly in Auckland identify increasing skill shortages. Immigration is such a key component for our business community in their ability to grow and be vital.

We've had the opportunity to hear from experts. Standouts for me were Dr Gillian Green and Professor Jacques Poot, particularly his insight on bridging and bonding networks. The Chamber of Commerce, by its definition, is a networking organisation and to have an academic put such an academic lens on networking and its effectiveness was incredibly insightful.

The conversations that we are having are considerably more sophisticated and mature than they were a decade ago. We've got better at the nuances; we've got better at the issues and identifying them. So that was a standout for me.

On networking the opportunity to meet each and every one of you, and get insight into your piece of the immigration puzzle was immensely valuable. Everybody is passionate, committed, very confident about their role in the sector. I hope we'll have the opportunity to do this again, and to continue the meetings that we've had over the last couple of days.

We do tend to work in silos. We do tend to get extremely specialist in our area of expertise. Nothing happens in a vacuum with immigration – everything affects everything else – and it was quite interesting in the five workshop sessions where one of the questions was, "how does your part of this, whether it's employment or education or English language affect everything else?" And in every session the response was "it's critical. This is the most important thing." So all five areas are the most important which essentially suggests that they're all important.

In any other audience if Immigration had put up Settlement Success Indicators in the results as they stand now, it would be incredibly successful. There would be nobody that could argue with the settlement outcomes – except this audience, which tends to deal with people where settlement might have gone wrong, or that the issues have emerged.

So I think it's enormously courageous to create a forum that allows people who are specialists in areas where things have gone wrong to have true voice around what's working, what's best practice, what's not working, what we are concerned about?

And some of the issues that did emerge particularly strongly for me were, there is an economic driver for success around international student graduates, and there are clearly huge opportunities to build the employability angle of that.

## Nicola Sutton: Chief Executive of English Language Partners

I reflected about what the various speakers brought to the conference and then the discussions that we had. I think there was a consistent message of language being a key in all of the outcome areas of the Strategy.

The things that I heard about actually reassured me in terms of English Language Partners. We've done a lot of work in the last two years on becoming very clear about what the outcomes are that we're achieving with the people that we work with, and making sure that the programmes that we're delivering are actually achieving those outcomes. This conference has been reassuring for me that we are on the right track, and that our outcomes are incredibly well-aligned with what's in the Strategy and to me that says the Strategy's also on the right track.

I think a highlight for me has been hearing and seeing the increasing collaboration that's happening in the community. Both spontaneous and formally-planned activities that are taking place and I think that's where the real richness lies, and that's where the fun of settlement lies as well, is when you're able to see these activities and collaborations between organisations which previously weren't working that well together in the past, or were just working in isolation.

I think there were three clear challenges that came up through it: certainly the policy settings around English language acquisition for people who are non-permanent residents; around ensuring that migrants are preparing themselves well so that they're less likely to create barriers in getting a job; the other big challenge is around changing the attitudes and the practices of employers towards migrants, and opening their doors and giving people a go.

## **Grant Bodman: General Manager of Arts, Community and Events at Auckland Council**

The networking opportunities have been fantastic, I met a lot of people whom I work closely with already, but actually met many others whom I haven't met before and the connections are really valuable which is fantastic. It's all really about reinforcing the message about collaboration to actually improve the outcomes for settling migrants across our city.

We probably touch, from a local government point of view, the area of supporting migrant settlement in many ways. I suppose the key thing that's really resonated with me is the notion of diversity and the importance of building strong communities and supporting our new New Zealanders, migrants who are new to our city and our country, to actually be part of the fabric of the societies that we're in. I think that is just such a critical outcome and determinant of success for all of New Zealand and it's a key role that I believe local government's got to play.

Just reflecting on Auckland in particular. We've got so many challenges: you think about socio-economic and that sort of idea of spatial polarisation – the well-off, the rich, the poor, which actually stratifies in terms of ethnic and other groups as well. And we talked a lot this afternoon about housing affordability, availability, urban design, and access to work.

So there are many issues and many challenges that I think that only through collaboration are we going to be able to help address them. And working with the likes of Immigration New Zealand and all of you in the room in a collaborative way is going to be really helpful to help us bring stronger sustainable communities.

## **Craig Nicholson: Team Leader at the Office of Ethnic Communities**

From a central government agency perspective, it's so good to actually come out and have some very direct and straight talking together about both going back to basics, and re-engaging on the New Zealand Migrant Settlement and Integration Strategy

And even looking at it, the outcomes focus, and I really like this: collaborating for outcomes. So actually what does that mean, what's our experience to date, and what do we know that we

can do better as central government, as the non-governmental sector, not-for-profit, community and so on?

I remember what the Minister said in his address: no matter whether people are here as permanent residents or on a temporary basis – what can we all do to make sure people have the best experience of New Zealand, and to be integrated into New Zealand, whether they're here for a short period, a medium period, or forever. And that for me is our golden opportunity as central government and for all of us in terms of that branding around New Zealand, but actually making our community and society work well.

Thanks to everyone that I've talked to and I know all of our team have talked to – very direct talking. Sometimes we don't agree, sometimes we have different perspectives, but it's important that we're dialoguing on that and critically talking about what do we do next, so thank you for that.

I loved the breakout sessions. But I really challenge us all to follow up on those dialogues.

Cultural competence – it's something I've worked on for a long time and it's one of these really challenging things where a lot of people talk about it, but what does it actually mean in practice at community level, in schools, in businesses, in local and central government? This is the opportunity to do something about it.

## **Ellie Wilkinson: Operations Manager at Waikato Migrant Resource Centre**

We're a collaborative place; we share resources and agencies work together. I guess one of the things that I've taken out of here is that we are actually doing things really well. I think from what I've got from some of the breakout sessions is we tend to go to what needs improvement, and we haven't spent enough time celebrating what we actually do well and really talking about that.

We all are working on something that's quite complex and one of the things that it would be good to do is to talk about what real collaboration is. I know that word gets bandied around a bit, but I think defining connectedness and then actual real collaboration – I've heard from the funders that they see that's the way to go, and I think we need to talk a bit more about what that looks like.

When you have part-time hours and volunteer staff, you do make a decision about where you commit your time and resources. But it's valuable

to come here and connect with funders, with English Language Partners, CAB – with all the people who are working in the sector. There's some really good models operating out there in the sector and we're always looking to improve the way that we do things.

I think it would be good to have employers, or a representation of employers here, if I could say how to move forward. And also, some of our ethnic communities that we connect with back in our areas.

There's a general sense that we're all here and we're all committed and we want to make settlement great for people and successful. Sometimes the experience and the expectations don't represent what we know. There are people here that I've seen over a period of years, so if we're all still here, we're all still believing in what we do and knowing that we can do it better – we don't seem to disappear out of this sector, so that says something about us.

### **Mark Cassidy: the Chief Executive for the Wellington Community Trust**

Just to give some perspective about what came out of this morning's funding session: at Wellington here we have \$62 million. We have a population base which is 10 percent of the New Zealand population. That gives us approximately \$143 per head of population that we have in our capital fund. That would be \$143 per person within our region, if we gave it out. We don't, because we're an endowment fund, so we actually distribute out the income. We heard a bit this morning about the vagaries around the income we generate being dependent on markets, but if we were to give out equally to everybody the income we would generate, it would be the equivalent of about \$3.50.

If we want to have effective collaboration to achieve outcomes, we clearly have to be collaborative. The issue isn't whether we should collaborate; the question is who we should collaborate with, and how we should go about it.

The sessions that were really very interesting for me was around the Strategy: to understand what the framework is; to understand what the outcomes, what the indicators are in terms of achieving so that provides us a great framework; but more importantly was about how that is going to be delivered, how you actually implement that Strategy around building collaboration and achieving effective outcomes.

I thought language is actually key to this – without the ability to communicate with each other, we are really restricted in the ability to actually build networks.

The ability to create networks and to actually have the bridging between networks is equally as important, and the reason why I say that is that we saw who the stakeholders may be: Government, employers, NGOs such as yourselves, the philanthropy sector and the community as a whole. It's really important that we bring the community in, because that leads on to that other area which I thought was incredibly important and that's around cultural competency.

It is the ability for the community to appreciate that migrant settlement is a vital part to building New Zealand as a nation. We're a young nation. We recognised that and I know I funded some organisations here through the trusts and various others and that's about people coming here with different cultures, with different and diverse cultures, actually bringing that to make New Zealand a richer and more diverse place, and I think it's absolutely vital. So it works both ways, and that's the sort of thing that we're looking in terms of what we fund.



