



*settling in*  
**Dunedin**

# *Diverse Communities Speak*

*Migrant Community  
Social Services Report*

**March 2012**

The majestic albatross has become a treasured icon and symbol for Dunedin – bells toll in the city to herald the arrival of the first albatross back at Taiaroa Head for the breeding season which begins in September. Like many of the migrants in Dunedin, albatrosses are long distance travellers. It takes some effort for an albatross to take off and to land on its feet, while the long journeys in between can be fraught with struggles. But the albatross will thrive given the chance to settle and breed at its destination of choice. The adults will travel far and wide to provide nourishment for their young, and will support the chicks until they are brave enough to leave the nest and take on life in the air.

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## Foreword



### **Welcome all comers to Dunedin.**

For some time now the Dunedin City Council has recognised the need to support new arrivals to our city.

This is blindingly obvious when you stop and think about it – which we have – especially when these welcome visitors come from non-English speaking cultures.

To that end our Council has a designated staff member through Settlement Support New Zealand whose main responsibility is to ensure all new settlers, from wherever they may have come, are greeted and helped into their new life in a new city.

And that's not just a token 'welcome' tea party and a free map of the city.

Along with a pleasing number of organisations we actively ease them into Dunedin – familiarity tours to help them get a feel of the city and to learn where key institutions are located, meetings with agencies who will help smooth their integration into our daily life, introductions to potential employers, educators, bankers and cultural groups.

When you stop and think about it this makes sense for everyone – the current residents of the city and the 'new chums' – everyone gains from such a collaborative approach.

As Mayor I take particular pleasure in seeing all these agencies working together and the Council's role in making that happen.

I'm equally proud of the way we have collaboratively worked with Settling In to complete this significant research and look forward to continually improving the services that we offer to migrants as a city, safe in the knowledge that this is appropriate to their needs.

Long may the collective efforts of the many agencies involved in helping out continue!

A handwritten signature in black ink, which appears to read 'Dave Cull'.

Dave Cull

**Mayor**

# Summary

## Introduction and background

### Introduction

For anyone settling into a new country, there are the immediate concerns to contend with – finding a home, a job and schools for your children. Beyond these, there are ongoing challenges such as making new friends, understanding the language, accents and different ways of your new country and finding the confidence and support to maintain and enjoy your own culture in your new setting.

### What is Settling In?

The Settling In initiative was introduced in 2004 in response to the increasing ethnic diversity in New Zealand and a growing awareness that intervention was required beyond the early settlement period to maximise outcomes for former refugees and migrants seeking new lives here. Settling In is a strengths-based community development programme that focuses on identifying the social needs of newcomers and supporting communities to address these. Settling In also supports local host communities to understand and embrace diversity and to realise the benefits that this brings.

The Settling In approach is highly collaborative, and coordinators work with a range of government agencies and non-government organisations (NGOs), community organisations and refugee and migrant communities to pool resources and expertise to achieve the best results. Family and Community Services (Ministry of Social Development) is responsible for implementing Settling In.

### Background to this report

Dunedin has a long history of immigration and several well-established ethnic communities that have helped to shape the distinctive character of the city. However, like the rest of New Zealand, Dunedin has experienced considerable demographic change in recent years, with increasing numbers of migrants from around the globe shifting here to take advantage of education and job opportunities, and the many lifestyle benefits the city has to offer.

Dunedin relies on migrants to fill skill gaps in the city and it is clear that a positive initial settlement experience for these newcomers and their families will influence their decision to stay long term. Dunedin also attracts international students, who make up a visible and increasing share of the vibrant student population at the University of Otago and Otago Polytechnic.

For these reasons, it was felt that it would be timely to take stock of emerging issues for newcomers to Dunedin, to coordinate services and to plan for their ongoing needs. A 'Settling In Dunedin' working group was established to gather information, consider the issues and develop responses to improve the settlement experience of local migrants. Participants included representatives from a range of local and central government services, NGOs and others.



## Purpose and process

The main purpose of this report is to highlight key issues for migrants who have settled in Dunedin and to identify needs, gaps in services and suggestions for further action. The information used to shape this report came from a range of sources, including: relevant research and reports; census data; conversations and interviews with interested parties; and most importantly discussion groups with local migrants – involving over 270 participants from 43 different homelands.

## Context

### Migrant data for Dunedin

Census data tells us that in Dunedin in 2006:

- 17% of residents were born overseas
- migrants in Dunedin were young – over a quarter (27%) of the overseas-born residents were aged between 15 and 24
- most newcomers were from the UK/Ireland<sup>1</sup>, with increasing numbers from Asia and the Pacific Islands
- Asian ethnic groups more than doubled from 1991 to 2006
- many migrants were recent arrivals – almost one-third of overseas-born residents had been here less than five years
- there are some well-established ethnic communities – more than one-third of those born overseas had been here for 20 or more years
- by far the largest number of Asian people in Dunedin lived in the university area
- the overseas-born population of Dunedin was generally more highly qualified than the overseas-born across the country and more likely to be working in professional occupations.

In addition, we also know that:

- the University of Otago and Otago Polytechnic attract international students and staff from a range of countries and backgrounds
- many of the local primary and secondary schools have increasingly ethnically diverse rolls and growing demand for ESOL support (ie English for speakers of other languages)
- the demand for English language support has increased over the last three years and currently outstrips the services that are available
- English language learners are from a wider range of ethnicities today than three years ago.

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<sup>1</sup> A category in the Census.

## Key findings

A number of findings emerged from the consultation and research activities. The findings are clustered into 10 areas of focus (eg access to services) looking at the key issues, what is working well currently and suggested further actions. The most significant issues concern the following:

### I ACCESS TO INFORMATION AND SERVICES

Although Dunedin has a range of services and information available to support migrants, many do not know how to access these easily. The services and information provided by Settlement Support New Zealand (SSNZ Dunedin), English Language Partners, Space2B and others were all acknowledged as being very useful – however, many migrants have said that it took them a while to find out about these. In particular migrants have asked for a visible, central point of contact where they can easily access information and get advice, and they would like more resources to be available in simple English or in their own language. This same recommendation was made in a literature review for a Skilled Migrant Project carried out by SSNZ Dunedin (Johnston, 2007).

### II RETAINING SKILLED MIGRANTS

A recurring theme in this Settling In project was the urgent need to focus on retaining skilled migrants in Dunedin once they had arrived. The local SSNZ Dunedin Coordinator has a range of great tools and services to this end, as do some of the larger employers, but it is acknowledged that this needs to be a broader city-wide focus. In particular it is thought that if more consideration is given to the needs of all family members then the chances of retaining migrant employees will increase significantly. Lonely, unfulfilled spouses (often highly skilled themselves), unhappy children and poor housing were all highlighted as reasons migrants may leave, with a number of examples given to support this.

### III HOUSING

The cold climate and old housing stock in Dunedin present a range of issues for migrants in relation to accommodation. Without local knowledge about housing types, sun, insulation and other factors, migrants often find themselves in housing that does not meet their needs, resulting in unpleasant living conditions and health issues that may cause them to leave. It has been suggested that some targeted information about housing should be readily available to all newcomers.

### IV SOCIAL ISOLATION – WOMEN AND OLDER MIGRANTS

Discussion groups highlighted the lonely plight of some migrants in Dunedin, particularly women at home. It is also clear that older migrants face difficulties in this respect, especially if their English is not strong and if they have mobility issues. Discussion groups revealed that a number of older migrants in Dunedin are left very isolated once family members grow up and shift elsewhere for work or other opportunities. It has been suggested that, as well as better promotion of current opportunities for social connections, there is room to introduce some more neighbourhood-based initiatives to encourage friendships and fun.

## V STRENGTHENING THE INFRASTRUCTURAL SUPPORT FOR MIGRANTS

Concerns have been raised in relation to the current infrastructure in Dunedin to support migrants. SSNZ Dunedin (one person) provides a range of services and support to local migrants, particularly around information and economic development issues, but there is concern that no other services are dedicated exclusively to supporting migrants to the city, particularly with respect to their social needs. The local Multi-Ethnic Council and Space2B (a migrant resource and drop-in centre based at a local church) provide a number of services and social opportunities, but these organisations rely mainly on volunteers and are subject to fluctuating membership. English Language Partners and Literacy Aotearoa also provide significant social support as a part of their broader language support and development roles. There is a desire to strengthen the support available locally for migrants and to improve the coordination between the different services in the city.

## VI LANGUAGE ISSUES

A range of English language opportunities are available in Dunedin through English Language Partners, Literacy Aotearoa and a number of night classes, private language schools and social English groups throughout the city. However providers are concerned that they have long waiting lists and some migrants miss out. There has been a longstanding concern in Dunedin about the lack of interpreters and this is considered to be an urgent gap that needs to be addressed. The need to ensure that migrants with limited English are supported when they are with health professionals, government agencies and others to make sure that important information is communicated accurately is also deemed a priority. Note that SSNZ Dunedin is currently working with NZ Police, the courts and the hospital to coordinate resources and has also organised workshops for those who use interpreters.

## VII SUPPORT FOR MIGRANT YOUTH AND INTERNATIONAL STUDENTS

Young people make up a significant proportion of the overseas-born population of Dunedin (well over a quarter) and they (and their parents) have raised a number of settlement issues, especially in relation to fitting in with the prevalent youth culture in New Zealand. Many are concerned at the levels of drinking, drugs and teenage sex involved. Some young migrants are subject to racism and discrimination and feel that their New Zealand peers do not always appreciate their differences. While there are already a number of excellent support programmes and services for international students in Dunedin, a range of issues were raised in relation to their living arrangements, their problems studying in another language as well as visa, administration, driving and health insurance concerns.



## Progress to date and priorities for future action

### Progress and achievements

Since the inception of the Settling In project in Dunedin and the process to develop this community report, a significant amount of related work has already been achieved. Some of these achievements are noted below.

- Discussion groups were held (with over 270 people from 43 different ethnicities) resulting in the coming together of some ethnic communities for the first time.
- Discussion groups offered participants the opportunity to share settlement experiences with each other and to suggest improvements. Some positive action has already come out of the discussions.
- A Migrant Community Coordinator has been employed for 10 hours a week based at Arai Te Uru Whare Hauora. This position is funded by Settling In, Family and Community Services.
- A recruitment process is underway for a Newcomers Network Coordinator who will work out of Arai Te Uru Whare Hauora. This position is funded by Settling In, Family and Community Services.
- Stronger links have been established with ethnic communities in Dunedin.
- Stronger links have been made with educational institutions (schools, University of Otago and Otago Polytechnic).
- Local media (newspapers, local radio) have reported on the 'Settling In Dunedin' project and helped to raise awareness of increasing diversity in Dunedin.
- Discussions have been ongoing about Dunedin being a possible centre for refugee resettlement, including Otago Daily Times coverage.
- Stronger collaboration has developed between organisations from local and central government, NGOs and voluntary groups to support migrant communities and the host community.
- Initial work has begun on bringing together a central register of services and resources that exist in Dunedin.
- Collaboration has begun between key funders to maximise the opportunities to support migrants in Dunedin, to ensure coordination and prevent possible duplication.

### Priority actions for the next 12 months

A number of opportunities and suggestions for further action have been identified through the focus groups and consultation process. These have been noted throughout the report in relation to the different key findings areas (eg positive ageing). Following on from the release of this report, sector groups (from the working group) will be established to prioritise the issues identified and progress suggested actions. In addition, the following overarching actions have been highlighted as priorities for the next 12 months:

- Develop a Programme of Action as a framework to underpin the ongoing implementation and review of the suggestions and actions identified in this Settling In report. This will include the establishment of sector working groups to look at the actions recommended for each of the key findings areas, and to progress as agreed.
- Consider options for increasing the accessibility and visibility of services that are central distribution points for information and advice to migrants, such as SSNZ Dunedin.
- Develop resources to complement current SSNZ Dunedin resources and activities to support newcomers to Dunedin.
- Develop a strategy to encourage more structured opportunities for migrants without work to contribute their skills in Dunedin (eg through volunteering).
- Promote socialisation opportunities to newcomers, particularly women at home, men without work and older migrants, and develop some new neighbourhood-based opportunities that encourage social connections for these groups.
- Establish connections with the growing Pacific communities and leaders in Dunedin (groups that were difficult to reach during the consultation process).



# 1. Introduction

## 1.1 Background to this 'Settling In' report

Global migration is a reality of our world today, with greater numbers of people shifting in the quest for better job prospects, education opportunities and life experiences. In 2007, 191 million people (about 3% of the world's population) lived outside of their country of birth (OECD, 2007). Even at the southern end of the world New Zealand is not immune to this dynamic, with growing numbers of migrants coming to our shores attracted by our size, natural attributes and lack of urban chaos. So-called 'environmental migrants' are particularly attracted to places like Dunedin, with their small size but big-city attributes as well as easy access to some of the world's most pristine landscapes and interesting wildlife. New Zealand also welcomes a number of refugees<sup>2</sup> each year who for different reasons are unable to remain in their homelands.

Migrants play a fundamental role in strengthening the global economy. They contribute to economic growth and human development; they enrich societies through cultural diversity, knowledge and technology exchange; and they improve demographic balance in ageing populations. Nevertheless, there are many challenges involved in making settlement a success – migrants often need to make considerable sacrifice to move and they need to expend a great deal of effort to fit into their new home. Host communities on the other hand need to accommodate difference and find ways of ensuring that newcomers are able to fully participate and contribute within their new community.

The Settling In initiative was introduced in 2004 in response to these pressures and a growing awareness that intervention was required beyond the early settlement period to maximise outcomes for refugees and migrants seeking new lives here. There was concern that without adequate attention to the social needs of these newcomers New Zealand was at risk of losing much-needed skills and undermining social cohesion within communities.

To this end more than 2,500 people have taken part in hundreds of community conversations around New Zealand as part of the Settling In initiative, which is now operating in 14 locations. These conversations provide many insights into the settlement experiences of newcomers and they underpin the Settling In process. Settling In is a strengths-based community development programme that works directly with former refugee and migrant communities to help them find solutions to meet their own needs. Settling In also supports local host communities to understand and embrace their changing communities and to realise the benefits that this brings.

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<sup>2</sup> Including around 750 quota refugees per year that the government is mandated to accept into New Zealand as part of its United Nations obligations.

### **The benefits of successful settlement**

The benefits of successful settlement flow beyond the individual migrants and their families, to their wider community and to New Zealand. These include:

- access to the skills, expertise and global connections provided by resident migrants
- more diverse and vibrant communities
- migrant families that are connected with their communities and more likely to stay and contribute their skills
- migrant children settled at schools and more likely to achieve
- migrant youth connected to their communities and making positive contributions
- less likelihood of racial tension and violence
- a range of other social benefits for all New Zealanders when skilled migrants choose to stay (eg reduced waiting lists at hospitals thanks to overseas medical staff).

## **LOCAL CONTEXT**

Dunedin has a long history of immigration and several well-established ethnic communities that have helped to shape the distinctive character of the city. However, like the rest of New Zealand, Dunedin has experienced considerable demographic change in recent years, with increasing numbers of migrants from around the globe shifting here to take advantage of education and job opportunities, and the many lifestyle benefits the city has to offer. A number of migrants have commented that they shift here because it is a small but bustling university city with a range of tertiary opportunities for their children. There are also growing numbers of skilled migrants to meet the city's skill needs, and the University of Otago and Otago Polytechnic attract large numbers of international students and staff (around 2,500 students each year). These groups are now a visible and vibrant part of the population mix.

Different imperatives drive the quest for improved settlement outcomes nationally, including economic necessity and social cohesion. A particular challenge for Dunedin is the need to attract and retain skilled migrants and their families to meet the skill requirements of the city. Like many communities around New Zealand competing for these global skills, Dunedin needs to provide support to the whole family of a skilled migrant if that family is to settle and stay. There are many anecdotal examples of migrants leaving after only a short period of time because their partners or children were not happy, although the Dunedin climate is known to be a factor also.

Dunedin has a number of great services, including a city council that welcomes newcomers and a dedicated Settlement Support New Zealand<sup>3</sup> Coordinator. The Settlement Support initiative in Dunedin (SSNZ Dunedin) is funded by Immigration New Zealand and delivered by the Dunedin City Council. However, there are clearly a number of gaps and it was felt that it would be timely to take stock of emerging issues for newcomers, to coordinate services

<sup>3</sup> Settlement Support New Zealand exists to coordinate settlement advice and information, and to facilitate more responsive mainstream services for migrants and refugees within communities.

and to plan for the ongoing needs of the expanding local migrant communities. In particular there was concern that apart from Settlement Support (consisting of one person and with a strong information and economic development focus)<sup>4</sup> there are no other dedicated services supporting migrants to the city, particularly with respect to their social needs. Dunedin does have a Multi-Ethnic Council and Space2B (a migrant resource and drop-in centre based at a local church) but both of these organisations rely mainly on volunteers and membership fluctuates.

A 'Settling In Dunedin' working group was established to gather information, consider the issues and develop responses to improve settlement outcomes for newcomers. Participants included representatives from a range of local and central government services, non-government organisations (NGOs) and others, including: Ministry of Social Development (MSD) – Family and Community Services and Work and Income; Settlement Support (SSNZ Dunedin); Ministry of Education; Space2B; New Zealand Police; Southern District Health Board; Dunedin City Council; Dunedin Council of Social Services; Department of Internal Affairs; Immigration New Zealand; English Language Partners; Refugee Support Group; Otago Mental Health Trust; Arai Te Uru Whare Hauora; Pacific Trust Otago; George St Normal School; and community representatives. The project was coordinated by Settling In (MSD), with significant support and input from the local Settlement Support Coordinator.



Settling In Dunedin working group members

<sup>4</sup> The Settlement Support Coordinator also has a Settlement Network Support Group that meets bi-monthly and helps to identify issues and support the coordinator with local solutions. This is a steering group derived from the Local Settlement Network that consists of over 250 service providers and meets six-monthly.



### **Support for refugees and migrants in Dunedin – a recent experience**

A recent experience in Dunedin, when the city was called on to support Bhutanese former refugees from Christchurch following the February earthquake, was very illuminating with respect to the capacity of the city to support refugees and migrants at times of crisis and also more generally. Because Dunedin has no government-funded refugee-specific services and limited migrant services the wider community was required to come together and provide this support. To the credit of the city, within a very short time period local agencies and community groups rallied around and worked collaboratively and effectively to provide shelter, food and support for a group of more than 80 Bhutanese refugees for two weeks. The group was hosted by the whanau ora collective He Waka Kotia o Araiteuru with the support of the Araiteuru marae where the guests stayed. The Bhutanese group was treated to considerable hospitality at the marae and it was universally agreed that despite a number of challenges the overall experience was a great success.

This experience clearly shows that Dunedin has a range of skilled and committed individuals and agencies within the community that were able to respond effectively at this time of crisis. However, it was also apparent that should this sort of support be required on a long-term basis there is currently insufficient infrastructure within the community to provide this in a sustainable way.







## 1.2 Purpose

This report has been developed to bring together in one place information in relation to migrants who have settled in Dunedin. In particular, it identifies needs, gaps in services and suggestions for further action. Most significantly, this report gives a voice to the newcomers and an insight into their experience of living and working in Dunedin – direct quotes from focus groups are used, unchanged, throughout the report.

It is important to emphasise that this is primarily a community report reflecting community perspectives. Although it draws on a range of data, it is largely shaped by qualitative information. It is intended to be a practical document that will support and guide future action aimed at enhancing social services and making a real difference at the grassroots level.

## 1.3 Process

This report has been developed after research and consultation within the communities of Dunedin city. Of particular importance were the discussion groups held with the different newcomer groups<sup>5</sup>. In some instances members of the ethnic communities themselves arranged, facilitated and recorded notes for the groups, which helped to encourage more free and frank discussion. Barbara Johnston<sup>6</sup> (Dunedin Refugee Support Group) was also contracted to coordinate and facilitate some of these groups. She has had four years as a committee member of the Settlement Network Support Group and a long history of working with refugee communities in Dunedin and providing English language and pastoral support for migrants. Her strong links with local ethnic communities resulted in a wide range of discussion groups and helped to broaden the scope of the project. The response from ethnic communities was incredibly positive, involving 34 discussion groups with more than 270 people in total.

### A summary of discussion group participants

34 discussion groups and 274 discussion group participants in total	
43 nationalities / homelands represented	Afghanistan, Africa, Australia, Belgium, Brazil, Cambodia, Canada, Chile, China, Colombia, Holland, Egypt, Philippines, Germany, Hungary, India, Israel, Iraq, Italy, Indonesia, Iran, Mozambique, Japan, Kenya, Korea, Lebanon, Pakistan, Palestine, Samoa, Spain, South Africa, Sri Lanka, Taiwan, Tanzania, Thailand, Tokelau, Tonga, Ukraine, United Kingdom, United States of America, Vietnam, Zambia, Zimbabwe
Age range	15–70 years
Gender	171 women 103 men
Length of time in Dunedin	4 months – 30 years

<sup>5</sup> The discussion groups included a range of participants and were organised according to ethnicity, age, status or a combination of these factors.

<sup>6</sup> Barbara has since been appointed to the Migrant Community Coordinator position funded by Settling In.

These discussions provided an opportunity for newcomers to talk directly about their experiences and resulted in a range of qualitative data (generic and group-specific) around the most pressing concerns and issues. Many participants emphasised their gratitude for this opportunity to share their views and expressed great interest in the findings of the report.

‘The group felt that the initiative of the MSD was commendable and that it would like to get feedback on the outcomes of the study. The support from the team in Dunedin in making this possible was acknowledged.’

‘All want to continue meeting – we laughed a lot, ate food and talked and talked ... Had a good interpreter.’

The qualitative data from the discussion groups has been supplemented with information from a range of sources, including statistical data and reports from relevant agencies, discussion and focus groups with service providers, and contributions from others working with migrants in Dunedin. Members of the Settling In working group have provided valuable input, expertise and support throughout the process. The work that the SSNZ Dunedin Coordinator does with her local Settlement Network Support Group has been extremely valuable in terms of highlighting key issues for Dunedin. The findings and consequent recommendations have been clustered into areas of interest and future focus, eg ‘access to services’. Further detail about the discussion groups and report development process is provided in Appendix 1.

## 1.4 Scope

As noted, this Settling In report focuses on migrants living in Dunedin city. Dunedin is not currently a refugee resettlement destination, although there are former refugee communities from Vietnam and Cambodia living here who were resettled in Dunedin from the late 1970s through until the 1990s. There are also small numbers of former refugees from Somalia, Iran, Iraq and Afghanistan who have shifted here from other parts of New Zealand. There are no dedicated government-supported refugee services in Dunedin at present, although there has been some discussion about the city becoming a resettlement location in the near future.

The scope of the content is largely shaped by the information available from the range of sources noted above. Known information gaps (including where the voice of a particular community has not been heard) will be highlighted and others may become apparent as the process continues. Much of the statistical data used in the report is from the 2006 census. However, it is recognised that there has been demographic change within the Dunedin population since that time and, wherever possible, additional data has been used to provide a more recent and accurate picture of migrants living in the city.

## 1.5 Acknowledgements

The development of this Settling In report has been highly collaborative, involving committed individuals from a range of agencies and enabling access to a wide range of information sources and expertise. The dedication of working group members in terms of locating migrant and refugee communities and then encouraging them to be part of this process has greatly enriched the quality and depth of information available. Special thanks to Barbara Johnston for her work encouraging, organising and facilitating discussion groups and to the Dunedin City Council Economic Development Unit and SSNZ Dunedin Coordinator, Fi McKay, for their expertise and constant support. Thanks also to Paul Naidu (English Language Partners) and the many others who provided photos for this report.

A large number of people were consulted or interviewed throughout the project – unfortunately too many to mention individually. The working group extends a warm thank you to everyone involved, especially for their generous provision of time, knowledge and expertise.

Finally, the contribution of the migrant communities has been enormous and must be acknowledged. For many, it was their first opportunity to offer thoughts and suggestions about their experiences, the difficulties they face and how they might be able to contribute more effectively within their new community. The sheer quantity of information provided by discussion groups signals how important this was to participants and how much consideration they gave to the issues at hand. A number of participants expressed gratitude for this opportunity and for their new life experiences in New Zealand.

‘We might have some challenges, we are so grateful for what we have! When we look back at where we came from, we know we are very lucky and thank the government and thank God that we are in NZ. And now we want to help new people to have the same good experience.’

‘When we had finished some participants sat and talked for another hour, enjoying the company of one or two beside them.’

‘We have so much more to say!!! Maybe we will meet again!’

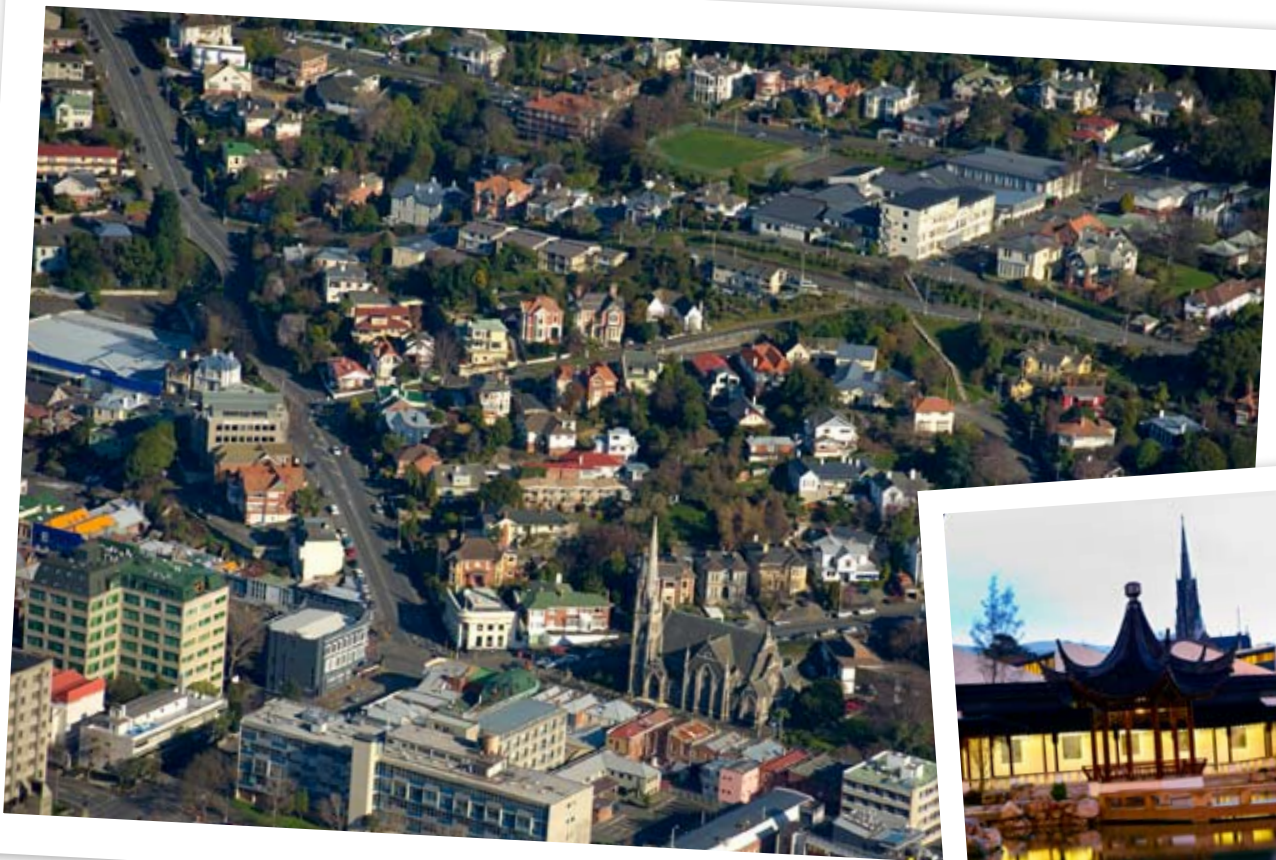
## 1.6 Disclaimer

This report documents the opinions and views expressed by participants at discussion group meetings held in Dunedin. Note that these are personal statements, reflecting individual perceptions and experiences. They are not the viewpoints of the Settling In Dunedin working group, working group members or the organisations that they represent.

## 2. Context

### 2.1 A brief profile of Dunedin city

Dunedin is located on the south-east coast of the South Island and is the main centre of and gateway to the Otago region. It is a city nestled in tree-clad hills at the head of a spectacular harbour and is New Zealand's second largest city by geographical area (after Auckland). Dunedin is characterised by its Edwardian and Victorian architectural heritage and distinctive town planning – a flat city centre at the heart of which is an octagon-shaped park, surrounded by hilly suburbs. The city houses the country's oldest university – the University of Otago – and is well known for the vibrant and active student population that makes Dunedin home for many months of the year. The current city population is around 125,000 with a fluctuating annual student population of about 25,000.





### **Takata Whenua**

The area that is Dunedin today was inhabited by Māori from 1100 AD. Through conquest, marriage and peace alliances, Waitaha, Kati Mamoe and Kāi Tahu tribal groups became merged into the Ngāi Tahu tribe (Kāi Tahu in the southern dialect) by the 1700s, with permanent settlements at Ōtākou (Otago Peninsula) and Puketeraki (Karitane).

The arrival of Europeans in the early 1800s and the establishment of a permanent whaling station in 1831 saw Māori trading flourish, but the population of indigenous people was also greatly reduced by introduced diseases. Events of significance include the signing of the Treaty of Waitangi in 1840 at Ōtākou, and the sale of the 'Ōtākou Land Block', which encompasses the entire Dunedin urban area, to the settlers in 1844. Lands that Kāi Tahu reserved from this sale were chosen for their strong cultural values, and were located adjacent to the coast, providing access to important fishing resources.

Early settler governments imposed assimilation policies on Māori which persisted for over a century, the effect of which marginalised Māori/Kāi Tahu communities. The current Crown policy of redress for past breaches of the Treaty of Waitangi has resulted in a resurgence of Māori culture, identity and self-determination. Kāi Tahu in the Dunedin area have been part of this renaissance and are valued citizens and Treaty partners with the Crown. This enables Kāi Tahu input into local council planning, and Māori culture is widely celebrated in the city, as in the Matariki festival in June. The local Kāi Tahu hapu are Ngāti Taoka and Ngāi Te Pahi at Ōtākou.

Excerpt from: SSNZ Dunedin's Strategic Plan 2010–2013

Dunedin has had a long and interesting immigration history. Māori have inhabited the area since around 1100 and there have been waves of migrants throughout the following centuries fueled by the prospects of better futures and fortunes to be made.

The first Europeans settled in the area in 1815, attracted by the sealing and whaling opportunities and by the late 1830s Otago Harbour was an international whaling station port. The city of Dunedin was formally established after the arrival of Scottish Presbyterian settlers in 1848. The name 'Dunedin' is derived from the old Gaelic name for Edinburgh and that Scottish city was the inspiration for Dunedin's design and much of its architecture.

In 1861 the discovery of gold inland from Dunedin led to a rapid influx of population and wealth. Dunedin soon became New Zealand's biggest city. The strong Scottish community was quickly diversified with new arrivals from around the globe, including many from Australia and England but also numbers of Irish, Italians, French, Germans, Jews and Chinese. The Chinese presence was significant; the 1871 census recorded 2,641 Chinese immigrants, the largest number of migrants from any non-British colony. Only four of this group were women. Chinese remain a strong influence in Dunedin today; New Zealand's first authentic Chinese Garden (only the third outside of China) is found here and Chinese New Year celebrations draw large crowds to the Octagon every year.

Following this first wave of gold-seekers, a further group arrived to set up shops and services to meet the needs of the growing Dunedin population. Amongst this group was a strong contingent of Lebanese who settled in two distinct clusters – the Catholics (Maronites) from Bsharri were concentrated in the southern inner city, while the Eastern Orthodox followers from Tarabulus (Tripoli) gathered in South Dunedin.

These new arrivals from different parts of the globe brought many of their cultural and religious supports with them. The Catholic Church established a strong presence in Dunedin at this time and the Jewish population built a synagogue in the city. Throughout the 19th century Dunedin had the largest Jewish community in the southern hemisphere.

During the 20th century war and civil unrest in other parts of the world displaced large numbers of people from their homelands. Dunedin welcomed assisted migrants from Poland and Holland following the Second World War and also became home to around 1,200 refugees from Vietnam and Cambodia from the late 1970s through to the mid-1990s. A number of these former refugee communities remain in Dunedin. There has been no structured refugee resettlement in Dunedin since that time, although small numbers of former refugees from Somalia, Iran, Iraq and Afghanistan have shifted to Dunedin from elsewhere in New Zealand.

Dunedin has a large and growing Pacific Island community, with representatives from all of the Pacific nations. The largest group is the Samoan community but there are increasing numbers from other communities.

In recent years newcomers from Asia have made up a growing proportion of the total migrant population in Dunedin – Asian populations doubled between 1991 and 2006 and growing numbers of international students from Asia are studying in the city, some of whom settle and become permanent residents.<sup>7</sup>



<sup>7</sup> Much of the information for this section was provided by Settlement Support New Zealand (Dunedin) (from the Strategic Plan 2010–2013).



## 2.2 Key demographics – 2006 census data

The following information is largely derived from the 2006 census. It is important to acknowledge that some change has inevitably taken place since the time this data was collected.

### Population

**2006** – At the time of the last census, in 2006, Dunedin city had a resident population of 118,680 (almost 3% of New Zealand's total). The city's population grew by almost 4% between 2001 and 2006, following a 3% decrease between 1996 and 2001.

**2010** – The latest estimates from Statistics New Zealand provisionally put Dunedin's population at 124,800 in mid-2010.

**2011, 2021 and 2031** – Statistics New Zealand projects that Dunedin city's population will continue to record small increases over the next two decades, rising from 124,800 in 2011 to 128,000 in 2021, and 129,700 in 2031.<sup>8</sup>

### Ethnic groups

In 2006, Dunedin city exhibited much less ethnic diversity than the country as a whole. The most numerous ethnic groups<sup>9</sup> in Dunedin were:

- 90,470 'Europeans' (79% of residents compared with 68% nationally)
- 15,580 'New Zealanders' (14% compared with 11% nationwide)
- 7,360 Māori (6% of the population compared with 15% nationally).

Compared with their national presence, other smaller ethnic groups were under-represented in Dunedin:

- People of Asian ethnicity numbered 6,130 (5% of the resident population compared with 9% across New Zealand).
- Pacific peoples numbered 2,540 in Dunedin (2% of residents compared with 7% nationally). Note: Recent estimates put numbers at more than 3,000.
- People belonging to other ethnic groups numbered around 890 (just under 1%, a similar proportion to nationally).

In 2006, by far the largest number of Asian people in Dunedin lived in the Otago University area unit (930). The largest numbers of Pacific people lived in Caversham (210), Brockville and St Clair (195 each).

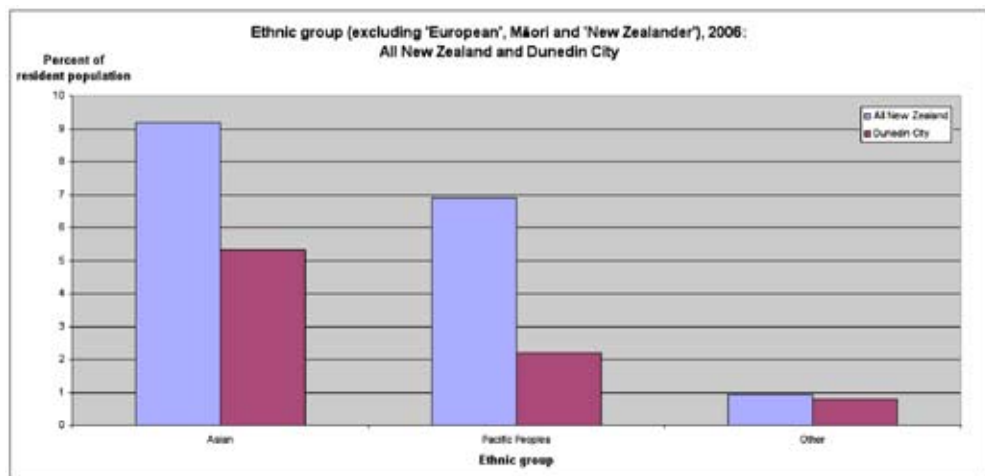
Of course, not all people identifying with minority ethnic groups are immigrants. In 2006, around 4,890 people of Asian ethnicity in Dunedin were born overseas, along with around

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<sup>8</sup> These population projections assume medium rates of fertility, mortality and migration.

<sup>9</sup> Percentages add to more than 100 because individuals could identify with more than one ethnic group and all were counted.

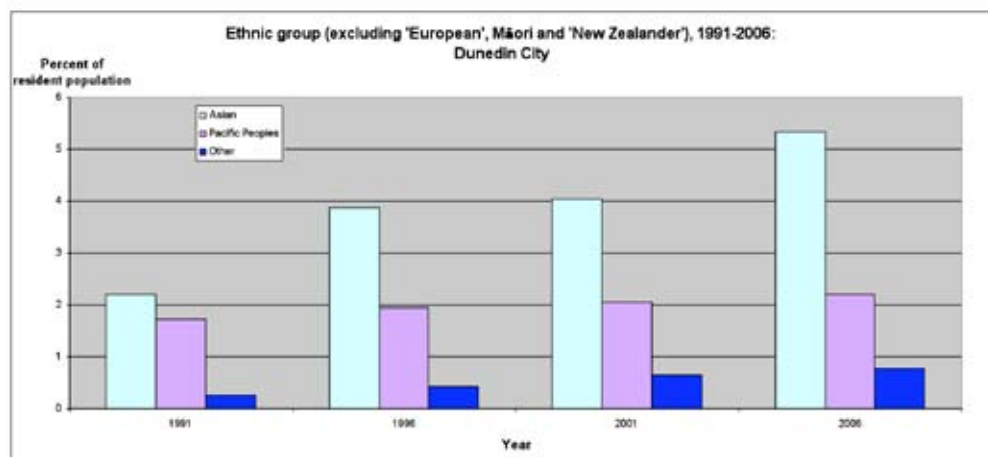
860 Pacific people, 650 people of Middle Eastern, Latin American or African ethnicity, and 650 people of other ethnicity (excluding 'European' and Māori but including people who gave their ethnicity as 'New Zealander').



Source: Census of Population and Dwellings, 2006

## Changes in ethnic groups over time

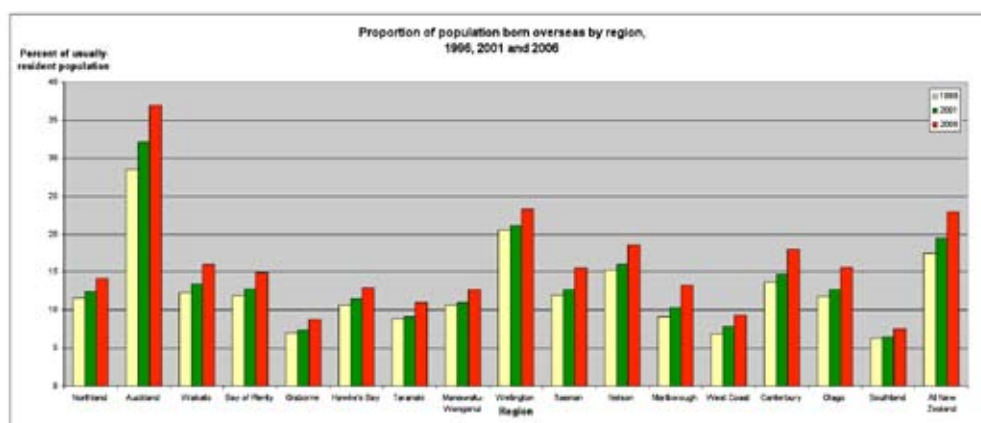
Dunedin city's ethnic mix has changed over time (as has that of the country as a whole). In the 15 years between 1991 and 2006, the city recorded slight falls in the proportion of its population identifying as 'European' but small increases in the proportions identifying with other ethnicities. Māori increased from 4% to 6% of the population, Asian ethnic groups more than doubled in proportion from a little over 2% to just over 5%, and Pacific peoples slightly increased their representation from just under 2% to just over 2%. Other smaller ethnic groups almost trebled in proportion, increasing from 0.3% of the population in 1991 to 0.8% of the city's residents in 2006.



Source: Census of Population and Dwellings

## Overseas born

In 2006, 16% of the population of the Otago region were born overseas, up from 12% in 1996 and 13% in 2001. That gave the region the sixth highest proportion of overseas born in 2006, out of 16 regions in the country.



Source: Census of Population and Dwellings

Within the region, Dunedin city boasted a slightly higher 17% of residents born overseas in 2006 – up from 14% in both 1996 and 2001. Across the country as a whole, 23% of the resident population in 2006 were born overseas (although that figure was boosted by the Auckland region's very large 37%).

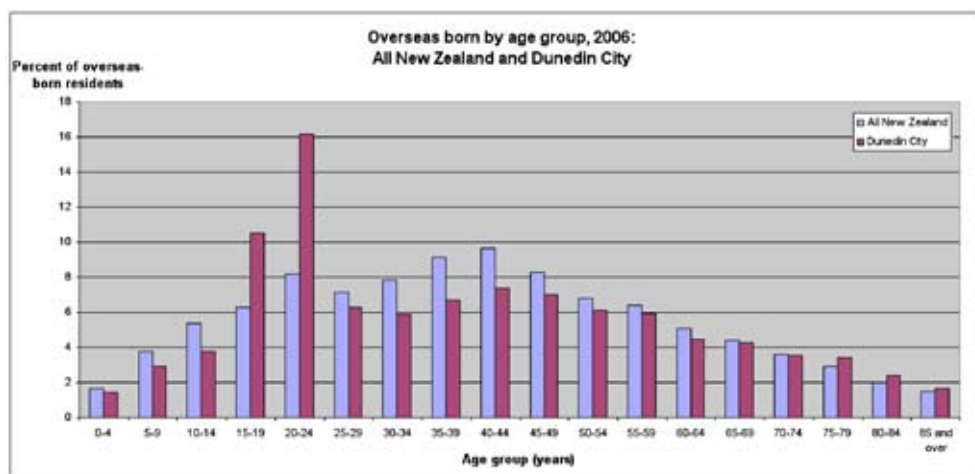
## Ethnicity

People are able to choose more than one ethnicity in the census and consequently some newcomers may be counted under several different ethnic categories. At the time of the census the largest ethnic groups of newcomers in Dunedin city were NZ European (15%) and Chinese nfd<sup>10</sup> (13%), followed by British nfd (7%), Australia (7%) and English (6%).

## Age of overseas born

The age structure of the overseas-born population in Dunedin differs in several respects from nationally. In 2006, young overseas-born adults were over-represented in the city's population, with 15–19 year olds making up 11% of all overseas-born residents (6% nationally), and 20–24 year olds accounting for an even larger 16% (twice the national proportion). That means that, in 2006, over one-quarter (27%) of the overseas-born residents of Dunedin were aged between 15 and 24. This reflects the impact of the tertiary education sector on Dunedin and, in particular, the presence of the University of Otago, which attracts large numbers of students to the city.

<sup>10</sup> 'not further defined'. For example in the ethnicity classification 'British nfd' can be used for responses like 'Brit' or 'British'.

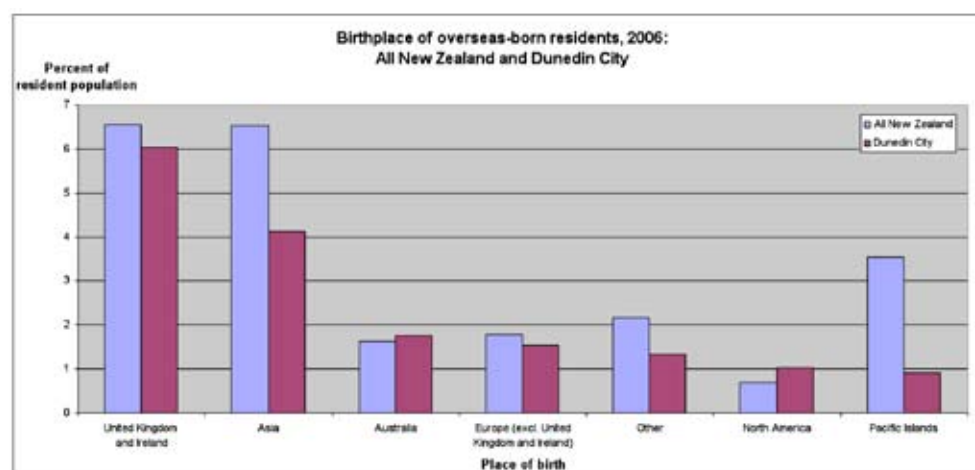


Source: Census of Population and Dwellings

A comparison with other 'university towns' shows the importance of the student body in Dunedin's population. In Palmerston North, 20% of overseas born in the city were aged between 15 and 24 in 2006 (with 20–24 year olds accounting for 12%). The comparative figure for 15–24 year olds in Christchurch was 17% (including 20–24 year olds who made up 10% of the city's overseas born).

## Birthplace

Across New Zealand, the United Kingdom (UK) and Ireland just surpassed Asia in 2006 as the country's most common overseas birthplace (both accounting for 7% of residents). In Dunedin, however, UK and Irish-born individuals were the largest group of overseas-born people by a considerable margin (around 6,920 or 6% of the city's residents). People born in Asia numbered around 4,720, or 4% of the city's population. The Pacific Islands were the birthplace of 1,050 Dunedin residents (1% of the population compared with nearly 4% nationally).

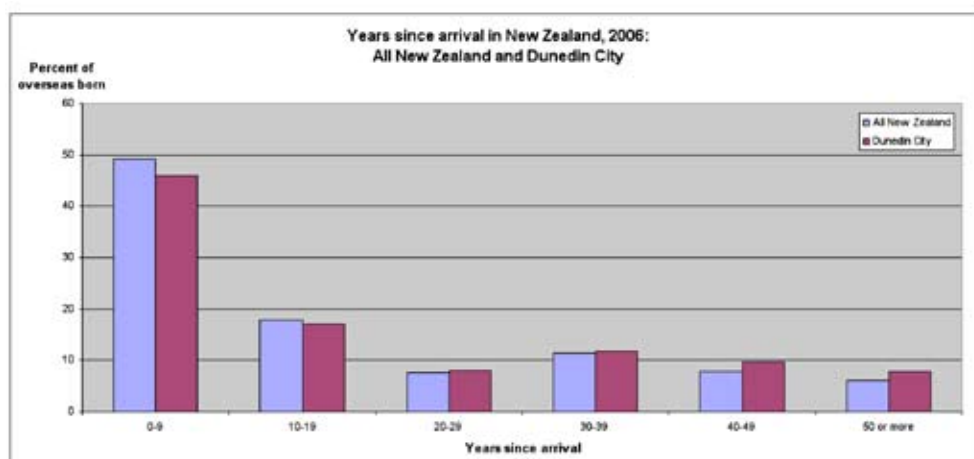


Source: Census of Population and Dwellings

In 2006, the Dunedin area units with the largest numbers of overseas-born residents were: Otago University (1,400), Stuart St-Frederick St (1,020), North East Valley (930), North Dunedin (860), Caversham (660), St Clair (650), Vauxhall (640) and High St-Stuart St (620). People born in Asia were most numerous in the Otago University area unit (780), Stuart St-Frederick St (560), North Dunedin (400), North East Valley (320) and High St-Stuart St (210). Pacific Island-born people were most numerous in St Clair (90), Caversham (80), Otago University and Brockville (70 each), and Stuart St-Frederick St (60).

## Years since arrival in New Zealand

The length-of-residence pattern of the overseas born in Dunedin is slightly different from New Zealand as a whole, apart from recent arrivals where the proportions are similar. Thirty-one percent of Dunedin's overseas-born had lived in New Zealand less than five years compared to a national figure of 32%. However, they were less likely to have been in New Zealand between five and nine years (14% compared with 17% nationally), or between 10 and 20 years (17% locally and 18% nationally). Conversely, Dunedin's overseas-born population was more likely than the national population to have been in New Zealand for several decades (37% of overseas-born residents in Dunedin had been living in New Zealand for 20 years or more compared with 33% nationwide). This is probably the result of there being considerably more British than Asian immigrants living in Dunedin, and British immigrants tend to have been in New Zealand for longer. However, there are also a number of well-established migrant communities in Dunedin, in particular the Chinese.



Source: Census of Population and Dwellings

## Recent arrivals

In 2006, Dunedin city had around:

- 1,430 residents who had been in the country less than a year (including 360 born in Asia, 120 born in 'other' countries<sup>11</sup> and 70 people born in the Pacific Islands)
- 1,130 residents who had been in New Zealand for one year (including 330 born in Asia, 130 born in 'other' countries and 45 born in the Pacific Islands)
- 1,110 residents who had been in the country for two years (including 460 born in Asia, 120 born in 'other' countries and 50 born in the Pacific Islands)
- 1,170 residents who had been here for three years (including 590 born in Asia, 140 born in 'other' countries and 40 born in the Pacific Islands)
- 960 residents who had been here for four years (including 450 born in Asia, 130 born in 'other' countries and 40 born in the Pacific Islands).

## Language

The 2006 census showed that around 2% of the population in Dunedin city were able to speak French and 1% were able to speak each of German, Northern Chinese, Yue, Japanese and Dutch.

In 2006, 91% of overseas-born Chinese people in Dunedin city assessed themselves as 'able to have a conversation in English about a lot of everyday things' – a considerably higher figure than the 79% nationally. Among overseas-born people of Indian ethnicity, 97% in Dunedin said they could speak English – also a higher figure than the 91% nationwide.<sup>12</sup>

At 92%, the proportion of Dunedin city's overseas-born Samoan people who described themselves as able to speak English was markedly higher than nationally (81%). A similar situation existed with Dunedin's overseas-born Tongan population (93% able to speak English compared with 85% across the country). The 96% of overseas-born Cook Islands Māori in the city who could speak English was similar to nationally.

## Religion

Trends in religious affiliation in Dunedin are similar to those experienced nationally. In the 10 years between 1996 and 2006, the majority of people affiliated with Christian religions but the proportion dropped between censuses. Conversely, the proportions giving the next largest response (no religion) rose over that time. In general, the proportions affiliating to other religions also rose slightly over the 10 years. In 2006, just over 1% of Dunedin's population (1,290 individuals) described themselves as Buddhist, while a little under 1% were Hindu or Muslim (600 and 590 respectively).

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<sup>11</sup> Excludes Asia, the Pacific Islands, the UK and Ireland, the rest of Europe, Australia and North America.

<sup>12</sup> These figures may not necessarily indicate a complete lack of English. Ability to speak a language is self-assessed in the Census. The question asked about the ability to 'have a conversation about a lot of everyday things'. Some people may have assessed their ability more harshly than others and some may have forgotten to tick English when answering the question.



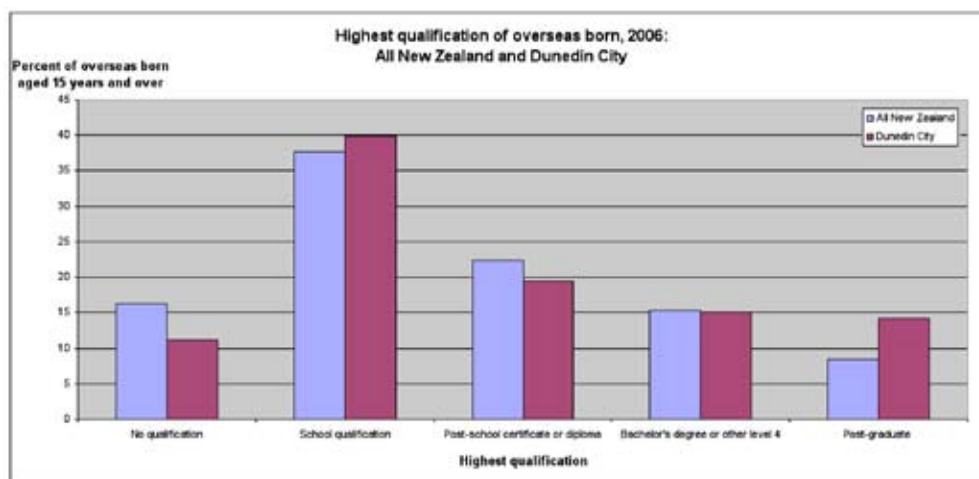
However, religious affiliation varied markedly by ethnic group.<sup>13</sup> In Dunedin in 2006, the most numerous responses to the religion question by people who identified as Chinese were: no religion (56%), Christian (31%) and Buddhist (10%). In contrast, the largest proportion of Indian people in the city (48%) identified as Hindu, while 26% were Christian, 13% had no religion and 6% were Muslim. The situation was very different for Pacific peoples, the majority of whom were Christian: in Dunedin, the 2006 census recorded 72% of Samoan people, 60% of Cook Islands Māori and 73% of Tongan people as identifying as Christian.

## Highest qualification

Across the country, people born overseas are generally more highly qualified than the population as a whole. In 2006, 24% of the overseas-born population aged 15 years and over had a university qualification (a Bachelor's degree or postgraduate qualification). In comparison, just 13% of people born in New Zealand had that level of qualification.

The overseas-born population of Dunedin is generally more highly qualified than the overseas born across the country:

- In 2006, 11% of the overseas born aged 15 years or over in Dunedin had no qualifications, compared with 16% nationally.
- The proportion with school qualifications as their highest level of educational attainment was 38% across New Zealand as a whole and 40% in Dunedin.
- The city had a slightly smaller proportion with post-school certificates or diplomas as their highest educational attainment (20% compared with 22% nationally).
- Bachelor's degrees were the highest qualification of 15% of the overseas born in Dunedin and the country as a whole.
- A further 14% of overseas born in Dunedin had postgraduate qualifications, compared with 8% nationwide.



Source: Census of Population and Dwellings, 2006

<sup>13</sup> These figures by ethnic group include people born in New Zealand.

Asian-born New Zealand residents are more likely than average to be university educated (31% across New Zealand and 28% in Dunedin in 2006). University qualifications are comparatively scarce among people born in the Pacific Islands, although Dunedin's Pacific-born people hold more educational qualifications than nationally. In 2006, one-third (33%) of New Zealand residents who were born in the Pacific Islands had no educational qualifications, while 8% had Bachelor's degrees or postgraduate qualifications. In Dunedin, the proportions were 27% of Pacific Islands-born with no qualifications and 15% university qualified.

In contrast, people born in countries outside Asia, the Pacific Islands, the UK and Ireland, Australia, Europe and North America are more likely than average to hold university qualifications. In Dunedin, the proportion was 32% (17% with Bachelor's degrees or the equivalent and 15% with postgraduate qualifications). Across New Zealand, 28% of this group were university qualified (19% with Bachelor's degrees and 9% with postgraduate qualifications).

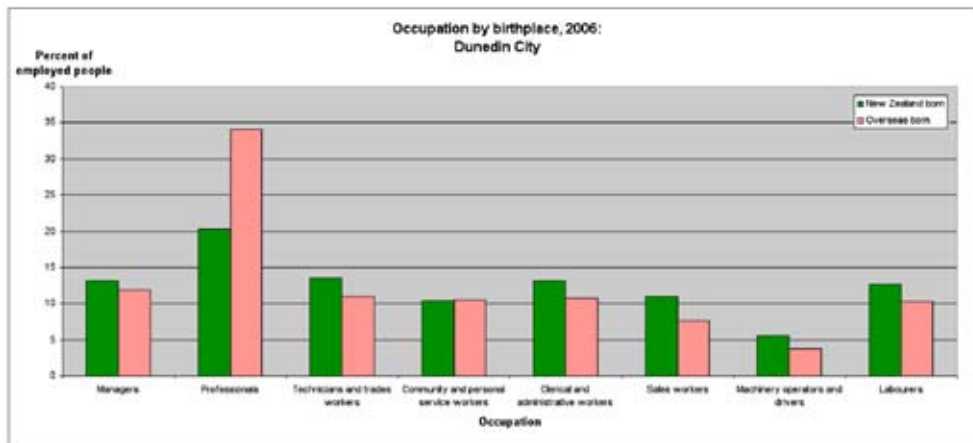
## Labour force status

In Dunedin, in 2006, overseas-born people aged 15 and over were less likely to be in the labour force than New Zealand born (56% compared with 66% of New Zealand born). In 2006, 37% of Dunedin's overseas born were employed full time, 15% were employed part time and 5% were unemployed. The remaining 44% were not in the labour force (eg students or retired people). Those labour force figures were lower than for overseas-born people across New Zealand (46% working full time, 14% part time and 4% unemployed at the time of the census).

In 2006, 55% of Dunedin's residents born in Asia and aged 15 or over were not in the labour force (markedly higher than the 40% nationally, probably because of high student numbers in Dunedin). Of the people born in the Pacific Islands and resident in Dunedin, 38% were not in the labour force, compared with 35% nationally.

## Occupation

Employed overseas-born adult residents of Dunedin city are much more likely than New Zealand born to be working in professional occupations (34% in 2006 compared with 20% of New Zealand born). As a result, a smaller proportion of overseas born than New Zealand born residents worked in most other occupations. The largest differences were among those working in sales (8% of employed overseas-born Dunedin residents compared with 11% of employed New Zealand born), as technicians and trades workers (11% versus 14% of employed New Zealand born), and as labourers (10% versus 13%).

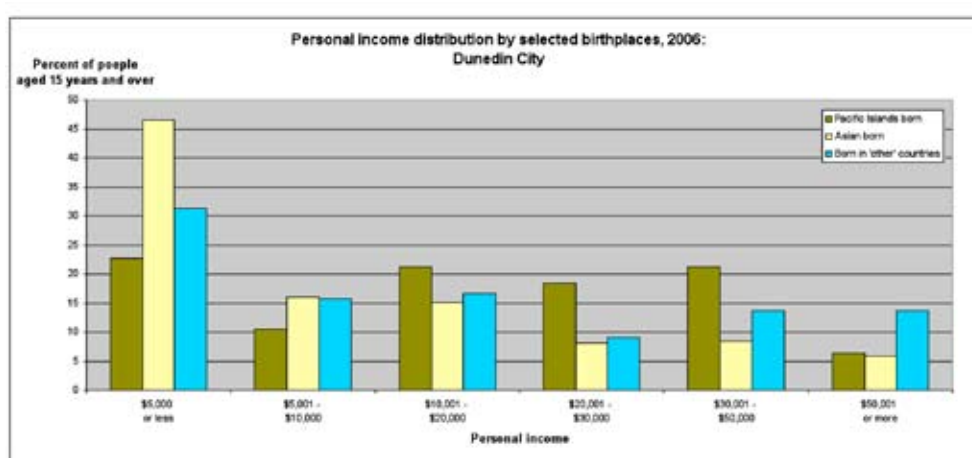


Source: Census of Population and Dwellings, 2006

In 2006, professional occupations were the most common among Asian-born people in Dunedin (27% of employed Asian born), followed by labouring (16%), community and personal services work (13%) and managerial work (12%). Nationally, Asian-born residents were most likely to work as professionals (21%) and managers (16%). Dunedin residents born in the Pacific Islands were most likely to be in labouring occupations (30% compared with 21% nationally). At 17%, professional occupations were the second most common among Pacific Island born living in the city (13% among Pacific born nationally). Dunedin residents born in countries outside Asia, the Pacific Islands, the UK and Ireland, Australia, Europe and North America were most commonly in professional occupations (39%). Other types of occupation were much less common for this group: community and personal services work (13%), and technical and trades work and managerial occupations (both 10%).

## Personal income

In general, people born overseas earn less than those born in New Zealand. At the 2006 census, 57% of Dunedin's overseas-born adults had incomes of \$20,000 or less, compared with 50% of the city's New Zealand born. Nationally in 2006, 48% of all overseas-born people in the country received \$20,000 or less compared with 41% of New Zealand born.



Source: Census of Population and Dwellings, 2006

Note: 'Other' countries exclude Asia, the Pacific Islands, the UK and Ireland, Australia, Europe and North America

People born in Asia are more likely to be in the lower income brackets than all overseas-born people, possibly because they include higher proportions of recent immigrants and higher proportions of tertiary students. In 2006, 78% of Asian-born people in Dunedin had incomes of \$20,000 or less (61% nationally). Among people born in the Pacific Islands, 54% in Dunedin had incomes of this level (48% nationally). At the other end of the income range, overseas-born residents of Dunedin were slightly more likely than New Zealand-born to have incomes over \$50,000. Around 14% of the city's residents born overseas had incomes of that level compared with 13% of New Zealand born.

In Dunedin, incomes over \$50,000 were as common among people born in the Pacific Islands as those born in Asia (6%). In contrast, people born in countries outside Asia, the Pacific Islands, the UK and Ireland, Australia, Europe and North America were more likely to have higher incomes: in 2006, 14% of Dunedin residents of that origin had incomes above \$50,000. A similar pattern existed nationally, with 8% of Pacific Islands born, 9% of Asian born and 23% of those born in countries outside Asia, the Pacific Islands, the UK and Ireland, Australia, Europe and North America having incomes above \$50,000.

## 2.3 Recent indicators of demographic change

The census data helps to paint a picture but local residents know that the demographics of the Dunedin population have changed considerably since 2006, with increasing numbers and greater diversity of migrant arrivals. The following data helps to provide a more recent indication of these changes.

### English language demand – English Language Partners data

- Home tutor learner matches jumped from 216 in 2008/09 to 291 in 2010/11
- The total number of people in English Language Groups increased from 120 to 246 over the same period
- There was a marked increase for all learners serviced over this period – from 336 total in 2008/9 to 517 in 2010/11
- Increases were significant for both permanent residents and non-permanent residents
- The waiting list for English language assistance grew from 101 (2008/09) to 137 (2010/11)
- English Language Partners reports that there is an unmet demand for group learning, especially at the beginner/elementary level but also for those wanting advanced-level support. They also report that there are not nearly enough tutors to cater for increasing levels of learner demand and that this is a constant struggle
- There has been a change in the ethnicity of learners since 2008. Prior to 2008 about 50% of learners were from China, with large numbers also from Cambodia and China. Presently there are 50 different ethnicities represented amongst registered learners. The majority are still Chinese (25.5%) followed by Korean (9.5%), Indian (6.5%), Filipino (6%), Japanese (4.7%) and the other 45 ethnicities in varying smaller proportions

### Immigration New Zealand arrivals data<sup>14</sup>

Note: 'Arrivals' include overseas migrants who intend to stay for 12 months or more – including international students – plus NZ residents returning after an absence of 12 months or more).

- Most of the 'Arrivals' to Dunedin between 2009 and 2011 were overseas migrants (not returning New Zealand residents)
- In 2009 out of 1,771 arrivals, 1,201 (67.8%) were not New Zealand citizens (ie they were migrants)
- In 2010, out of 1,834 arrivals, 1,224 were migrants (ie 66.7%)
- In 2011, out of 1,692 arrivals, 1,132 were migrants (ie 66.9%)
- In total between 2009 and 2011, there were 3,557 new migrant arrivals to Dunedin (ie who were not returning New Zealand citizens)

<sup>14</sup> These figures are indicative only. Data is based on the information stated in arrival cards, and does not always reflect the area of actual settlement (eg those moving to Porirua city may put Wellington on their card). Note: Statistics New Zealand has identified some 'sampling errors' in this data.

## ***HIGHLIGHTS In Dunedin city in 2006<sup>15</sup>:***



- 17% of residents were born overseas
- migrants in Dunedin were young – over a quarter (27%) of the overseas-born residents were aged between 15 and 24
- most newcomers were from the UK/Ireland<sup>16</sup>, with increasing numbers from Asia and the Pacific Islands
- Asian ethnic groups more than doubled from 1991 to 2006
- many migrants were recent arrivals – almost one-third of overseas-born residents had been here less than five years
- there are some well-established ethnic communities – more than one-third of those born overseas had been here for 20+ years
- by far the largest number of Asian people in Dunedin lived in the Otago University area
- the overseas-born population of Dunedin was generally more highly qualified than the overseas born across the country and more likely to be working in professional occupations.

In addition:

- the University of Otago and Otago Polytechnic attract international students and staff from a range of countries and backgrounds
- many of the local primary and secondary schools have increasingly ethnically diverse rolls and growing demand for ESOL support
- the demand for ESOL support has increased over the last three years and currently outstrips the services that are available
- English language learners are from a wider range of ethnicities today than three years ago.

<sup>15</sup> Information from the 2006 Census.

<sup>16</sup> A category in the Census.



### 3. Key findings

A number of findings emerged from the consultation and research activities. These findings are clustered into the following areas of focus:

*Access to services*

*Safety and security*

*Appreciation of diversity*

*Positive ageing*

*Economic well-being*

*Vibrant and optimistic youth*

*Healthy lifestyle*

*Knowledge and skills*

*Families and children*

*International students*

Some of the issues that emerged were specific to particular newcomer groups but most were of general concern to migrants and new settlers in Dunedin. For each of the key findings areas, the information gathered has been considered together and analysed in terms of the key issues, existing services, what is working well currently and further actions<sup>17</sup>. Feedback from the focus groups has been reproduced, unchanged, to provide an authentic backdrop to the analysis. This information is extremely useful and provides a basis from which to determine priorities for future investment to improve the settling in process for newcomers to Dunedin. Note that, while many of the issues raised by newcomers relate directly to their experiences as migrants, other issues may also be of concern to the wider community.



<sup>17</sup> Following the report's release, sector groups will be established to work on priority actions, including the development of outcomes, success and performance measures, partners and any supporting data.

## 3.1 Access to services

### Introduction

‘Visitors have different challenges than residents. How do we find out about places to go to get help and information? We were met at the airport but there was still so much to learn. If people arrive and do not know anyone they need a place to start and connect. I understand that is what Settling In is for.’

‘More and better information/education before arrival as well as afterwards.’

For anyone new to a community, being able to access the information and services that they need to settle into their new community is pivotal. In the first instance migrants need to find shelter, food, work, medical care and schools for their children. The ease with which they can do this will have an enormous impact on the success of their settlement experience. Dunedin is fortunate to have a local Settlement Support Coordinator (SSNZ Dunedin) who provides a range of services, including written information about the city in several languages and an introductory orientation tour. This tour is highly regarded by newcomers and was frequently cited by discussion group participants as being a highlight of their welcome to the city. Unfortunately, Settlement Support is the only local service dedicated exclusively to supporting the settlement of local migrants (although other organisations assisting migrants, eg English Language Partners, provide significant settlement assistance as a key component of their other roles). There is also concern that the Settlement Support Coordinator’s office is inaccessible as it is located on the sixth floor of the Dunedin City Council building.

Accessibility is a huge issue for migrants – how do they find out about local services quickly and easily? A number of the requests by discussion groups were for resources that already exist; however, they clearly do not know about these and sometimes local agencies did not know about them either. Local migrants have expressed a need for a more central and visible place for newcomers to go to access information, resources and advice.<sup>18</sup>

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<sup>18</sup> Note: The Dunedin Council of Social Services (DCOSS) is centrally located in Dunedin Community House and is co-located with a number of community services, including the Citizens Advice Bureau, Volunteering Otago and the local community radio station. However, space is already very tight and there is no room for a migrant resource centre.



PRESENTATIONS		TOUR LOCATIONS			
1 Dunedin Settlement Support NZ	7 New Zealand Police	★ Start – Dunedin Community Law Centre	K Farmers Market	U University	
2 Space2B	8 Sport Otago	A Dunedin City Council	F IRD	T Police	R Botanic Gardens
3 Dunedin Multi Ethnic Council	9 Relating Well in NZ	B Careers Service	G ACC	M Work & Income	S Signal Hill Lookout
4 Citizens Advice Bureau	10 Parks & Recreation DCC	C NZ Transport Authority	H Joes Vege Market	N Urgent Doctors & Urgent Pharmacy/Family Planning Clinic	
5 Dunedin Public Library	11 Dunedin Community Law Centre	D Immigration	I Dunedin Chinese Garden	O Hospital	T Hinton Fruit & Produce
6 Otago Volunteering	12 Dunedin Public Art Gallery	E Taste Nature	J Otago Settlers Museum	P Museum	U Moana Pool



## EXISTING SERVICES AND ACTIVITIES

A number of services, activities and resources are currently available for newcomers to improve their access to local services, although these are not always known about or accessed by migrants. Key services include:

SSNZ Dunedin (Settlement Support)

- Top Tips Brochure – available in several languages
- [www.dunedin.govt.nz/newcomer](http://www.dunedin.govt.nz/newcomer)
- Orientation tour for migrants – four-hour tour each month where newcomers are introduced to key services, people and locations, and also get to meet other new migrants
- Available to provide advice and other information to migrants
- [www.settlemystaff.com](http://www.settlemystaff.com) – resource for employers to help attract, settle and retain staff

**Dunedin Council of Social Services (DCOSS)** aims to promote social equity, justice and well-being by advocating on issues, empowering groups and facilitating collaboration in the social service sector. Current activities include producing a bi-monthly newsletter 'Newslink' for the volunteering services sector in Dunedin, administering the voluntary sector supervision project, lobbying and submitting on central and local government social policies. DCOSS works to help strengthen the community and voluntary sector and provide a voice for those who don't have one. Note: The new Shakti women's refuge is located here.

**Citizens Advice Bureau** offers confidential free information, advice and referrals on any subject. It is available to everyone by phone, email, mail or in person. Also has specially trained people who can act as client advocates. Speakers are available to talk about Citizens Advice Bureau to community groups. A Justice of the Peace is usually available on weekdays from 9am to 3pm and on Saturday from 10am to 12 noon. A free interpreter helpline is also available.

**English Language Partners** focuses on language assistance as well as settlement support. All of their initiatives include a settlement component, eg:

- home tutors provide significant support to their learners through help with local transport, accessing services, advocacy, liaison with agencies, and even job assistance
- all English Language Groups have a minimum of two field trips a year to connect with others and the community
- English for Mothers of Babies and Toddlers Group is formally supported by Plunket Otago and professional guests are regularly invited to educate the class, eg nutritionists, Plunket nurses, family planning services.



**Otago Access Radio (based at DCOSS House)** is a not-for-profit station, hosting programmes by, for and about local communities. Broadcasts from Dunedin on 105.4FM and 1575AM, and streams live from [www.oar.org.nz](http://www.oar.org.nz). Looking to develop ethnic community radio programmes run and hosted by them in their own languages.

**Pacific Trust Otago** provides a range of services to the Pacific communities of Dunedin. It focuses on health promotion but within a wider social services context.

#### **General resources**

**A range of government and NGO resources** are available to help with accessing services, including translated resources (eg driving in New Zealand, the Ministry of Education's Team up booklet, Housing NZ tenancy information, NZ Police's religious diversity booklet).

**Note: Migrants in Dunedin would like a central, clear point from which to access these.**



## Feedback from discussion groups<sup>19</sup>

### a. Key issues

#### Access to information

A strong theme emerging from the discussion groups was the need for one central and visible place where it is easy for newcomers to the city to get information and advice. Where these centres have been established in other parts of New Zealand (eg Nelson Multicultural Resource Centre) they have been very successful in helping newcomers to quickly find the resources they need when they first arrive. They also provide an opportunity to talk with someone local to ask questions and get advice, and a way of meeting people. Some participants noted that much of the information they get is hard for them to understand and they would like more resources to be available in simple English or their own language.

‘There needs to be a way for these activities to link – we need one place to go to find out what is happening.’

‘We need a migrant support network – a place to go. It needs to be under one umbrella. How do new people find out about it when they first move here?’

‘There needs to be a person as well as a space for people to go to.’

‘It is expensive to advertise for each agency – but a Centre could be promoted and people could go there for help.’

‘It is so difficult to get information and meet people.’

‘Provide initial contact for migrant newcomers as they begin to settle in Dunedin.’

‘Newsletters or websites that would help give information for all Filipinos (both old and new migrants).’

‘Coordination of migrant services on a city/regional scale.’

‘I’m wondering if each city could have an immigrant person ... where this person could be aware where they could have connections with the different people to make things more clear and where someone can go if there is a problem and be the first stop.’

‘CAB [Citizens Advice Bureau] could have some of this information.’

‘I never knew about Pregnancy Help but CAB told me and several young mothers in our community have gone there – we found it through CAB.’

‘There should be a website that links everything – Nelson has a really good one. Link everything like how to find a job, how to find a house, all that stuff ...’

‘We need to advertise to newcomers to DUNEDIN!!!’

‘House Multicultural Centre in the DCC building or in a central location to welcome newcomers.’

<sup>19</sup> This feedback comprises direct quotes from discussion group participants or notes as interpreted and presented by facilitators.



'No community leader, to provide help and information.'

'Need someone from the local community to provide help on our arrival [applicable to immigrants only].'

'Common meeting place for all people to meet and get together.'

'If we had a centre, we could have courses on First Aid and lots of other things. People can pay \$2 to \$3 per person for Women's Swimming classes. This gets people outside and mixing together. Even once a week would make such a difference.'

'Since has limited English, always stay at home with children, don't know any information about the community around us.'

'Really want their children to go out, not always stay at home. But don't know any informations, eg Playcentre, playgroup – what will suit the children.'

'A migrant centre so if you have a problem you can easily go there so they have direct contact with immigration. If you had someone who can make a few phone calls to help solve the problem that could be helpful.'

## Housing

Housing is a big issue for migrants to Dunedin. A range of issues arose because they did not have good information about housing in New Zealand generally, or Dunedin specifically, either prior to arrival or when they first got here. Many come from warm climates or countries where insulation or central heating is 'a given' and they find the houses here cold and very expensive to heat. The link between homes that are cold, cramped and poorly constructed and poor health outcomes is well documented and some migrant families in Dunedin have revealed they have developed health difficulties such as asthma since moving here. Several examples were given of migrant families who left Dunedin because of the cold climate and inadequate housing.

Newcomers would like more guidance on what to look for when renting or buying a house and have stressed the need for accurate information about:

- different housing and accommodation options
- realistic costs
- maintenance requirements of different housing types
- heating options and how to use them (some participants did not know how to use a wood burner)
- how to find electricity and phone providers
- tenancy rights and responsibilities
- flow-on effects (eg school zones)
- the value of a north-facing house in winter (note: this factor is unknown to people who are used to central heating).

It has been suggested that a simple brochure explaining the basics about housing in Dunedin, and where to go for more detail, would be really useful.

'It was very difficult to find a house especially because of hay fever and asthma. Hard to find a house that isn't damp. In Timaru we had a good, modern house but first house in Dunedin was very damp and son developed very bad asthma. Dehumidifier has helped but there is still a problem – house is on reclaimed land so dampness rises. This has required hospitalisation. It would be good to find a dry house. Now it is even harder to find a house because more Christchurch people come to Dunedin and are looking for houses.'

'Dunedin houses fall short of World Health Organisation standards – it is a real problem here.'

'I would like a warm house.'

'No central heating in homes.'

'The other thing is the condition of the houses. When you come in you just don't know the condition of the houses ... some are just too cold and you can't heat properly.'

'When you are looking for somewhere you take the only one you can find and by the time you realise the issues it is too late. The lease is terrible – why should it tie people for so long – for one year.'

'The students have a (rating) system with stars which is helpful.'

'The terminology was difficult, ie furnished, unfurnished etc?'

'Deciding where to live due to schooling, employment, public amenities and desired location.'

'Need for safe and suitable housing.'

'Renting too expensive.'

'Need basic furniture, other items for accommodation.'

## Transport

Being able to easily navigate your way around a community affects how well you can access services and make connections. Dunedin is a large, spread-out city geographically and there are a number of transport challenges for those without private vehicles. The limitations and costs of public transport, and the difficulties gaining a driver licence (especially if English is not your first language) and owning a car are key issues for newcomers to Dunedin.

### Private transport

'Want to have Drivers Licence so we're not so isolated.'

'Get Drivers Licence – hard to change to drive on other side of road – really essential to drive to not be so isolated.'

'The transport isn't working well. There will be better to have different language for the NZ English speaker to complete the driver licence test.'

'South African driver licences are easily converted to New Zealand licences in most cases. Both countries use similar driving rules. This obviously helps with settling in.'

'Though so many buses in Dunedin, but most of people prefer not take a bus. They really want to have a driver's licence to drive a car. However they have limited English, they don't know how to complete the paper test and don't understand it.'

'Since the people want to drive a car there will be a better way to have an organiser to organise a group of people to study the driver's licence test together.'

'Parking is a big issue. It is difficult to find around schools and it costs too much in the city'

'Transport is an issue – lack of language and also don't know how to read a map.'

'Driving conditions can be challenging; sudden changes in weather, snow and black ice are dangers that the group did not experience in South Africa. Again, it is not obvious how one should prepare for some of the things that can happen here.'

'Turning rule is confusing, but one would think it would lead to problems to change it now.'

'Driving on the left side of the road and coping with impatient drivers.'

'Women needing to drive – isolation – bus tickets expensive.'

### **Public transport**

'Bus fee very high.'

'Bus transport service from the airport to the city – Where is it?'

'Having school buses would help because I am worried when my children walk a long way to school alone, or if I am busy with the baby it would help if they could catch a bus rather than me having to take them.'

'Lack of public transportation (taxis are expensive and the public buses have limited routes).'

'Switch to smaller public buses; the big buses are usually empty and more costly to maintain.'

'Public transport seems to work well for the group. All live close enough to the city centre. It is safe to walk and everybody uses a mix of private and public transport.'

'Taxis are too expensive.'

'Buses are not very efficient in Dunedin especially for those who don't work. Routes are not user friendly and no buses after 11 pm for people who work late. Taxis are expensive.'

### **Government services**

Most of the issues raised were in relation to a lack of understanding about the role of different government services and difficulties meeting requirements due to language and communication barriers. Immigration issues were highlighted by some discussion group participants, particularly with respect to visa processes.

'Government forms are cumbersome and quite confusing.' (mentioned several times)

Very difficult when dealing with IRD, the language and cultural expectations make barriers – I feel like a bad person when I make a mistake but I have truly only misunderstood.'

'We also added "Governmental" concerns that the students expressed. They would like to have English classes for an extended period rather than an introductory class. Problems arise during settlement rather than when you first arrive and you are unaware of what you need to ask ...'

'When the children go to kindergarten or school, they want to know how the kindergarten or school work and how the government support the children to go to school, eg how many hours will be free in the kindergarten for the children and so on ...'

'Important when going to government people or officials to have someone with you who speaks English if you can't.'

### Immigration issues

'More assistance with Immigration issues.'

'Immigration process – is quite long, complicated and laborious; sometimes we get conflicting directives from the local district office and the central office.'

'Immigration issues – delays, study visas.'

'Change immigration status.'

'Speed up processing of immigration process; from our personal experience, it can get very confusing because when we rang the 0800 number to apply for a Returning Resident Visa we received a set of instructions; then the IRD took another 3 weeks just to ascertain that we had tax residency status ... unfortunately, when we rang to follow up, we were given a couple of contradictory instructions. I would think that with today's computerised system, it would be much easier to determine whether one had tax residency or not.'

'The issue of the interaction between the immigration department and other departments – that issue is very important because it seems that people don't know or choose not to know. The other thing that is related to the immigration department, for example, when we came we were on a 3 year work permit. Towards the end of the first year we were making up our minds to be here a little bit longer so we studied the process of applying for residence. We had to do all these medical exams, police checks ...'

'If you ask most of the people who come here they will tell you one of the biggest problems is immigration. When they to apply for this and that it is quite hard and is expensive too. The process is just tedious.'

'If you have a work permit why should you be treated like a visitor and when you look at those things you should be getting. If you try pressing hard then you end up getting it but they are just trying to shield you from the information.'

### Helping people connect

Although good written information can be a great help, it is clear that the most effective and common way people find out about their local community is through their connections with others and 'word of mouth' recommendations. Of course, for newcomers, this can be difficult and so any structured means of helping them to meet people and get connected is very useful. The SSNZ Dunedin orientation tour is highly valued in this respect – it is fun, it is active and very informative and it has that all-important 'personal touch'. Social English classes, home tutors and the recently established 'Chai and Chat' and 'Women across Cultures' initiatives are also really popular local mechanisms for helping people to connect. Several churches also provide social activities for newcomers and migrants as a way of helping them to meet locals.

'Just making one connection can lead to others.'

'There needs to be a connection with Immigration – maybe have something at the airport.'

'People arrive here but no one knows who and when they arrive.'

'Current initiative by the DCC to introduce new immigrants to each other and to several structures and a tour is a great practice.'

'Fi's bus tour is REALLY great!!'

'There is a really good orientation tour that Fi McKay does and that takes people to Space2B. Sometimes Fi drives the bus and that is fun! It is hard to find out about these things. At Space2B you can also help the new people who come in.'

'Relating Well in New Zealand is a very good course but there is no relationship formed or continuity from it.'

'Most of people in our NBC group are young parents. Sometimes they don't know how to raise a baby in their first time, they really want Plunket or other people has experience to help them but can not communicate with English Skill.'

'We need meeting spaces.'

'Feel socially isolated – good to have cheaper internet or telephone options – or given a list of where I can use the internet, library etc.'

'Would like a contact list of other foreign families from my own country in the same city.'

'We need the personal touch – nothing too bureaucratic.'

### Access to community facilities

'Moana pool is too expensive.'

'Broad band too slow.'

'Dunedin should have a public sauna.'

'Local organisation should give special "deals" to migrants.'

'There is a Women's gym but men do work there but it would be good to have "only women" sessions. Build up the physical and mental well-being of newcomers to Dunedin.'

'\*\*\*\*\* mentioned that the older of her two sons wanted to play rugby, that it was easy to get to the venues and that the community helped with getting the kids to be involved. This was greatly appreciated. It was felt that community involvement is high, especially along the commonality of raising kids and the activities that go with that.'

### b. Feedback about what is working well

- The services and support provided by the local Settlement Support Coordinator are well regarded. In particular the orientation bus tour was highlighted as providing a great introduction to the city and a nice friendly way to meet people.
- 'Women across Cultures', 'Chai and Chat' and local English language services are also appreciated by migrants as a useful and non-threatening way to meet others and find out about local services and activities.
- Many migrants expressed appreciation for the services and opportunities that are available to them in Dunedin.



### c. Feedback about what is not working well

- There was a lot of discussion about how difficult it is for newcomers to access the information and services they need in Dunedin. There is no central, easily accessible place for migrants to get information and support when they first arrive.
- Housing is a big issue for migrants to Dunedin – particularly lack of insulation and affordable heating – and is known to be the reason some do not stay in Dunedin. There is a need for better and more accessible information on this topic.

### Further action and opportunities

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time.

- Explore the possibility of establishing a central, visible point of contact for newcomers to the city where they can access resources, advice and referrals.
- Coordinate information and activities so this information is easily accessible to newcomers.
- Hold resources from Health, Education, NZ Police and other services in a central place.
- Develop Dunedin-specific information and resources about housing, and provide migrant feedback on housing issues to local real estate and rental agencies.
- Develop strategies to inform and link migrants to any government-supported schemes, eg 'healthy homes', 'Warm Up New Zealand: Heat Smart' – particularly those who are most vulnerable (eg elderly, unemployed and families with young children).
- Provide opportunities for migrants to learn about keeping New Zealand houses warm.
- Support mainstream agencies and other services dealing with newcomers on a regular basis to ensure that they are able to respond effectively (eg interpreters, written resources and 'intercultural awareness' training).
- Have meeting spaces available and publicised where groups can meet for social and information-gathering sessions.
- Work in conjunction with the university and other employers to help integrate the 'trailing spouses' of academics, students and other employees.
- Encourage and empower employers to assist new migrant employees and families to access the services they need.

## 3.2 Families and children

'All agreed that they have come to New Zealand and Dunedin to ensure a good future for their children.'

'Our women, our mothers, our wives especially those who don't work, you wonder how they feel. There was a point my wife was feeling isolated, she had nothing to do. She wouldn't go to this English thing for migrants because she already knows the language. There may be social activities but we have been unaware of them.'



### Introduction

Moving countries can be an incredibly stressful experience and usually involves leaving behind family support, friendships and other social networks. Many migrants to Dunedin are families – shifting to take up new employment opportunities and for lifestyle reasons. It is reported that a number of families choose Dunedin because it is a small but vibrant city with high-quality tertiary opportunities available for their children. A range of issues arise for newcomer families and children, including:

- a lack of extended family support
- loneliness, isolation and invisibility – especially for the spouses or partners of newcomers who have come to take up jobs (often women but not always) and for older parents whose children may have shifted elsewhere
- difficulties accessing family support services (eg parenting support) due to language barriers, cultural differences in child-rearing practices, fear of government agencies
- understanding and accessing health services in New Zealand
- the costs and accessibility of early childhood education and childcare
- schooling and education (eg the New Zealand school system, zoning requirements, ESOL support, intercultural awareness)
- differences in the social mores and roles of family members in New Zealand, compared with their homeland, and subsequent tension and intergenerational conflict between family members.



Anecdotally, it is reported that a number of migrants leave New Zealand after a relatively short period of time because their families are not happy or settled. This has been raised as a particular concern for Dunedin, especially when the migrant has been recruited to fill an identified skill gap in the community. For many newcomer families, it is often most difficult for the spouses (sometimes referred to as 'trailing spouses') to adjust to a new life and home (especially if they are not working) because, unlike their partner and children, they are not fully immersed in their new community and may take a lot longer to learn English and to build relationships. Particular effort has to be made to connect with the less visible members of newcomer families and to find ways of supporting them to become a part of their new community. Newcomers networks, mothers groups, social English classes, coffee mornings and playgroups can be very helpful. In Dunedin there have been instances of very highly skilled people within the 'trailing spouse' group and it is a particular challenge to ensure that they are able to settle happily in their new home and contribute to their community, even if it is not in the form of paid work. The university is very cognisant of the issue of 'dual career' academic couples and the need to take the career aspirations of both partners into account when recruiting migrant staff (Schiebinger et al, 2008). There are also specific issues for the partners and families of international students to consider.

## EXISTING SERVICES AND ACTIVITIES

Many general services, activities and resources are available to support families in the area, including migrant families. Key services include:

**Plunket Otago** offers a range of services, including Plunket nursing, Community Karitane, home visits and clinics, car seat hire, parenting courses, parent support groups, playgroups and coffee groups. Works with English Language Partners to support a class for mothers of babies and toddlers.

**Arai Te Uru Whare Hauora** provides Wellchild Tamariki Ora support to a number of migrant women and families in Dunedin. Migrant women often prefer the approach and framework for family well-being that is offered by Māori health services to that offered by mainstream services. A migrant women's forum has recently been held at the marae to consider the parenting and isolation issues faced by migrant women.

**Dunedin Multi-Ethnic Council's 'Chai and Chat'** is a weekly social group for women of all ethnicities to meet, chat and enjoy food together.

**'Women across Cultures'** is another social group for women in Dunedin to get together and share friendship. Meets weekly at Space2B.

### English Language Partners

- Mothers of Babies and Toddlers class (fortnightly) – formally supported by Plunket Otago – builds language and social confidence to face the challenges of family life.
- Range of social activities designed to get learners and their families participating in the community, eg quiz nights, dinners at local ethnic restaurants.

**Literacy Aotearoa** runs a young mothers group, offering computing skills, reading and writing. Free childcare provided.

**Pacific Trust Otago** provides a range of support services to Pacific families in Dunedin.

**Space2B** is an innovative way to connect new settlers and kiwis in Dunedin. Migrants meet for tea, coffee or lunch together every Wednesday from 12 noon to 2pm at 5 St Andrew Street, Dunedin. Phone: (03) 477 4848, [www.facebook.com/pages/Space2B/110323765662808](https://www.facebook.com/pages/Space2B/110323765662808)

**Shakti** (recently established in Dunedin) is an Asian women's refuge that offers support, counselling and advocacy.

**Kodomo Kai**<sup>20</sup> is a Japanese group with around 50 families and 80 children offering:

- a playgroup with about 10 children
- a weekly Japanese language class for about 25–30 children (taught by parents)
- a cultural group that meet for significant seasonal festivals like Boys Day and Girls day, to hand on cultural knowledge.

**Dunedin Chinese Language and Culture Trust** – language and music school.

**A wide range of ethnic associations and groups support families within their communities in different ways.**

**Dunedin Refugee Support Group** provides friendly support, advocacy and help to access community services and learning opportunities. Also supports festivals and celebrations for the Cambodian community.

**Numerous church-based activities** – Coptic Orthodox Church, Al Huda Dhargyey Mosque, Buddhist Centre, Cornerstone Bible Church, Nations Church, Forward in Faith African Church, Elim Christian Centre, Pacific Island Churches, Chinese Churches, Korean Churches and many others.

**North East Valley Community Development Project** is a project to strengthen this community which has a mixed population, including elderly residents, families, students and migrants. A range of events and initiatives are currently provided and planning is underway to extend these.

**Broad Bay Newcomer Assistance Programme** is a free service that is run by a small group of volunteers whose children attend Broad Bay School on the Otago Peninsula. As part of the service they:

- give the new arrivals a warm welcome
- help them to find accommodation locally
- arrange a school visit, including an opportunity for children to 'try out' their local school
- present them with a 'Welcome Pack' once they've decided to settle here
- introduce them to others in the community
- keep in contact with them, especially the woman (so that she gets connected with others).

<sup>20</sup> In March 2011, this group organised a flea market for the Christchurch earthquake. Takings of \$15,000 were split between Japanese and Christchurch EQ funds. There were about 100 volunteers, including Japanese and others. Activities included cake stalls and food, Kimono, calligraphy, Japanese games and Japanese drumming.

## Feedback from discussion groups<sup>21</sup>

### a. Key issues

#### Social isolation for women

Limited English, access to childcare and a lack of social connections are the main causes of social isolation for migrant women in the discussion groups. Many of them are desperate for more contact with others and would love more opportunities to learn English. A community-driven initiative at Broad Bay – the Newcomer Assistance Service noted above – has been successful in this respect. The service is provided by local volunteers and aims to help families settle into the area. It includes a focus on maintaining contact with the mother to help with issues of social isolation.

‘Issues for mothers with small kids at home, who can’t drive, who are isolated at home – they do not see anyone. Space2B and English Language Partners have places for people to go and learn to cook, have coffee and be with other mothers. Language is sometimes a problem for going into these groups.’

‘Since has limited English, always stay at home with children, don’t know any information about the community around us.’

‘These women are part of an “underground” women’s network – we can only reach them through word of mouth, hand to hand bringing them into the community.’

‘Hard to meet with other people when I am so busy with my family.’

‘So isolated with no family here.’

‘More regular social English classes so we can develop friendships and to overcome social isolation by being at home alone with the children in a strange city with limited English.’

‘Partner does not like me to go out of the house on my own.’

‘Feel very lonely when the children are at school and husband at work.’



<sup>21</sup> This feedback comprises direct quotes from discussion group participants or notes as interpreted and presented by facilitators.



## Mothers and children

The isolation of migrant women, coupled with their lack of confidence and their parenting responsibilities, often means that they struggle to connect with services and support such as childcare, language classes and social opportunities. It is interesting to hear that in Dunedin a number of migrant women choose to use the Wellchild health services provided by the local Arai Te Uru Whare Hauora because they feel more comfortable here and with the cultural framework that is used.

'Space2B has many migrant mums and also the Kiwis going there understand they need to be specially welcoming to newcomers.'

'Husband away for months with work and leaving the woman on her own with children (Feb – Aug).'

'Little kids adapt more easily – older kids find it a bit harder ... they don't understand at school and they feel lonely.'

'Feel frustrated when my family learns English faster than me.'

'More opportunities for mothers with preschoolers.'

'Wish there were more support groups for people in similar situations that allowed women to attend with their children – language classes and social groups often are restricted to adults.'

## Childcare and support

'Kiwi groups can tend to exclude migrant mothers in a playgroup – so this can be doubly hard for newcomers from other countries. There was mention of a new migrant mum going to a playgroup and all the other mothers ignoring her and she left crying – she felt even worse than before she tried to join a group.'

'Not enough kindergartens.'

'High cost of childcare.'

'Really want their children to go out, not always stay at home. But don't know any informations, eg Playcentre, playgroup – what will suit the children.'

'Support single parent (wherein either one of the spouse is away from the country/city).'

## Family support issues

Moving countries and adjusting to life in a new culture can be an incredibly stressful experience and usually involves leaving behind family support, friendships and other social networks. Some new migrants adapt really well, creating new support networks and friendships. For others, especially those who come from cultures where the extended family is paramount, this dislocation can be very traumatic.

'In coming here, our family has flourished. Our parents had access to an education that they would not have had in other countries because of their religion. They are involved in the community and they encouraged us to be educated. The youth can "live in both worlds" – Kiwi and Persian!'

'I came to Auckland but not to Mangere. I stayed with my brother and found our own house. He bought all the stuff for us. The Mangere programme is excellent – easy if you have been to school before, been on a plane before. But if someone has not got any English or is illiterate in their own language it is big challenges.'

'We do not have family support so we like to really support each other. Older women in the community do a lot to support younger families and they have to look after each other. We want young ones to grow up knowing this is the way to live.'

'There is a group of about 15 women who are here for the longer term who keep the "network" going and then there are lots moving through. Our young people need to learn to look after others, to give back and make life better for everyone.'

'Homesickness – expensive to make contact with family.'

'(Lack of) extended family advice and help with daily life, ie baby sitting.'

'Unsure who to trust for guidance, when making big decisions or regarding personal issues.'

'Pressure from families back in their home country to send money/gifts.'

'Really missed them (family) when new baby arrives or an accident happens.'



## Parenting in New Zealand

'Even though my daughter speaks English, she came from a different culture. Kiwi attitudes to parenting are very different. We do not let our kids run loose when they're 16. That makes it very difficult.'

'Kids can still be kids here, especially in Dunedin where facilities are close and parents consequently have time to attend functions and sports events.'

'Would like to have a group for people who want to share the school/preschool information or how to raise children for the new parents.'

'Most of people in our NBC group are young parents. Sometimes they don't know how to raise a baby in their first time, they really want Plunket or other people has experience to help them but cannot communicate with English skill.'

One of the most complicated aspects of migration is the resulting intergenerational conflict that can occur as parents try to retain strong links to their language, culture and the 'old country' while their children seek to be accepted by their new peers. The social mores in New Zealand are often markedly different from those of other cultures and it can be very stressful for families as they try to navigate the tensions that arise from these differences. Migrant parents can find it difficult to get clear information and an understanding of parenting within a New Zealand context, for example, available support services and legal obligations.

## Retaining culture

'We speak Hungarian and we have lots of Hungarian friends so we keep that going. My daughter skyped with friends in Hungary when we came to NZ so she kept that up and also now she's in Hungary she skypes her NZ friends in English so she is lucky.'

'Bilingual child – 19 months – seems to cope well with two languages but more difficult for older children.'

'Maintain home culture and language for kids growing up in NZ.'

'Parenting teenagers and raising them in Kiwi culture – I want them to retain their own culture as well.'

'[Would like] holiday programme with emphasising about cultural themes.'

### b. Feedback about what is working well

- The various coffee groups and social networks for women around the city are highly valued by the women who know about them and are able to attend.
- Some ethnic groups have well-established family services and activities that offer support on a number of levels – from socialisation, to culture and language retention and childcare facilities.
- Many families enjoy the opportunities, services and lifestyle available in New Zealand (and Dunedin).

### c. Feedback about what is not working well

- Many migrant family members feel isolated and lonely in Dunedin. This includes older migrants, youth, women at home and men (especially those without work).
- Many migrant women in Dunedin do not have access to socialisation opportunities (often due to lack of transport, awareness, language, confidence, childcare) although the discussion group process has been helpful in bringing people together and making connections.
- Some parents feel a great deal of pressure raising their children in a new country while trying to maintain their cultural heritage, language and traditions and would like some parenting support.



## Further action and opportunities

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time.

- Strategies for increasing the range of family-oriented socialisation opportunities (eg newcomer-specific playgroups, mothers groups, social English classes, craft groups) and connecting isolated family members to existing groups.
- Strategies to build links and strengthen home-school partnerships and communication between migrant parents and schools / early childhood educators.
- Establish a fieldworker position to support isolated women and older people in their homes and link them with existing services. This can include support for pregnant women with no networks in New Zealand.
- Provide 'Parenting in New Zealand' courses to explain the New Zealand education system from preschool up, services available and also legal elements around parenting, eg the age at which a child can be left alone.
- Develop some new neighbourhood support programmes to encourage friendliness and social connections between neighbours.
- Encourage mothers at home in a suburb to set up a small coffee group that meets in homes on a rotating basis – people get to know and trust each other and also help with babysitting and emergency support.
- Look at the Broad Bay Newcomer Assistance Service and ways of replicating this concept in other areas.





## 3.3 Economic well-being

### Introduction

'In general the workshop participants felt that they could manage the barriers to entry reasonably well. Being accepted into a workplace was important. Being able to find a job, especially for "trailing spouses", seems to be a real problem, especially here in Dunedin.'

'Break racism and age discrimination at job interviews.'

'This also goes when you are looking for jobs here in Dunedin. Not many Africans who have been here before me have got a job. If an employer gives you a job offer you can apply for a work permit. In my experience most Dunedin employers do not want to do this, they do not want to interact with immigration. Employers in Christchurch and Wellington, Tauranga will give you a job offer but if you want to stay here ... they are reluctant here, they are looking for the born and bred in Dunedin type. It is easier for them – they don't want to go to that extent to keep people here but they can get the same job in Christchurch – they are much more open than Dunedin. Dunedin will lose in the long run.'

There is no doubt that immigration makes an invaluable and growing contribution to New Zealand's economic prosperity. Research from the Department of Labour suggests that without current levels of immigration our future is bleak – by 2021 the total New Zealand population would drop by 9.6% and gross domestic product (GDP) by 11.3%.<sup>22</sup> At the workplace level this additional diversity can also bring a number of benefits. Interim findings from a research project in 2009, conducted in the Manawatu on diversity within the workplace<sup>23</sup>, suggest that many benefits can be gained from a more diverse workforce, both for the individual businesses concerned and their employees, and also for New Zealand (see Appendix 3).

Employment is certainly a major drawcard for many of the migrants shifting to Dunedin. The University of Otago and the local District Health Board regularly employ migrants, who take up a range of jobs right across these sectors but with a focus on the high skill end of the market. Both of these large employers have human resources strategies in place with respect to recruitment and retention of skilled staff but both also noted that this is a big issue and a lot more could be done. Settlement Support also places a big emphasis on this issue and has a number of services in place, including an excellent website for employers ([www.settlemystaff.com](http://www.settlemystaff.com)), developed with the Dunedin City Council.

The biggest concern for employers is keeping skilled staff in Dunedin once they have recruited them; it was identified that there is a real need for structured support strategies to ensure the successful settlement of the whole family of recent migrant recruits. A number of local anecdotes reveal the extent of this issue and how important it is to invest in the initial settlement needs of new employees, their spouses and children if they want them to stay. The local Settlement Support Coordinator was sufficiently concerned that she undertook a case study looking at the job seeking experience of the spouse of a local skilled migrant and made a

<sup>22</sup> Reported in the Nelson Mail, Thursday 5 November 2009.

<sup>23</sup> Based on an international study benchmarking employment practice in Austria and the Netherlands, as well as New Zealand, and conducted locally by the Office of Ethnic Affairs and Vision Manawatu through Victoria University of Wellington.

number of recommendations as a result of her findings (see Appendix 2). This issue also came up many times in discussion groups. The university notes that academics often have academic spouses and, like many universities around the world (Schiebinger et al, 2008), they need to give special consideration to meeting the needs and expectations of 'dual-career academic couples' when they are recruiting staff.

### **The recent story of a skilled migrant from Ukraine**

Galia (not her real name) came to Dunedin at the start of February 2011 as a skilled migrant. She had been recruited from Ukraine to fill a position in a local IT company as they were unable to find anyone with her particular skills in either New Zealand or Australia. The recruitment process took six months and a lot of work on the part of both the employer and the skilled migrant. Galia brought her teenage daughter with her, who had just turned 16. One of the main reasons for choosing New Zealand was that she wanted her daughter to have a high-quality education that would enable her to have a wider range of future options than a Ukrainian qualification. Galia was keen to have the experience of living in a completely different country and had chosen New Zealand because of its natural beauty.

On arrival she was surprised and disappointed to find that no one from the Dunedin company was at the airport to meet them. Instead, the driver from a local transport company had been sent to take them to a local hotel where they stayed for 3–4 days. During this time they looked for rented accommodation on the internet. When Galia enrolled her daughter in a local girls' school and the principal asked if she had found a place to live, she was pleased to accept the help of a school parent who was a real estate agent. He found them a one bedroom flat close to the school and even though this was the first one they looked at Galia felt obliged to accept his offer as he had been so helpful.

This was February, but after the first week the flat began to feel cold and damp and it became clear that even at that time of the year it got only 2–3 hours of sun. They only turned the heat pump on for 5 minutes at a time as it gave Galia a headache. Back in Ukraine they had researched Dunedin's climate and were happy to find that temperatures only went as low as zero. As they were used to winter temperatures down to minus 20 degrees centigrade, this seemed mild by comparison. What they did not know however was that in Dunedin they would not find the 24-degree indoor temperatures they were used to. To add to their concerns, the flat was so damp that their clothes went mouldy and so did the walls. They soon began to think they would have to find another place to live but were concerned as Galia had signed a six-month lease until the end of July. Efforts to talk to the landlord did not help, neither did discussions with the Health Department. Nobody at work knew about her concerns and Galia became more and more concerned about her daughter's health.

By April she had begun to spend weekends looking for another place to live but by then her daughter had begun to have second thoughts about staying in Dunedin and told her mother she wanted to return home. Combined with Galia's serious concerns for her daughter's health prompted by living in a mouldy house, she decided to end the

two-year contract after only four months. In Galia's words, 'It's too dangerous for Katya to live in a house full (sic) of the mould'. Not only did mother and daughter have to give up on their dreams for an internationally recognised education but they had to pay back the financial assistance received from the employer for travel and hotel accommodation along with two months' rent, and return home to start again.

So what could have been done differently? When contacted, the employer admitted to feeling embarrassed about the way things had turned out. He acknowledged the company had been busy and that no one had taken the time to help this single mother settle in and find suitable accommodation or checked in to see how the process was going. To their credit the company had arranged for some English language support for Galia which she appreciated but this did not turn out to be the critical factor in her retention. Both parties lost out, when help with the practicalities of getting settled in would have made all the difference.

*(Note: A true story as told to a local English tutor and member of the Settling In working group)*

## EXISTING SERVICES AND ACTIVITIES

Many services, activities and resources are currently available to improve economic well-being for newcomers to the area. Key services include:

**SSNZ Dunedin** provides a range of services and support, including:

- a website for employers to help with staff settlement ([www.settlemystaff.com](http://www.settlemystaff.com))
- seminars on job search, preparing CVs, interview skills and Kiwi Workplace Culture – in partnership with the local Careers New Zealand
- one part of the orientation tour specifically focusing on how to job search in Dunedin.

**English Language Partners** – 'English for Employees' programme.

**Careers New Zealand (formerly Careers Service)** provides a range of job search support in partnership with Settlement Support (see above).

**Otago Careers Festival** is an annual (free) event to showcase the range of opportunities to live, learn and work in Otago. It explicitly welcomes migrants.

**Dunedin Community Accounting (DCA) run by DCOSS** is a free service that is managed by Volunteers from Otago University, 3rd and 4th year students and chartered accountants who are very keen to help not-for-profit organisations. DCA provides assistance related to accounting and book-keeping systems such as: reconciliation, reporting, budgets, cash book, donations, PAYE, GST and any other accounting matters for any not-for-profit organisation.

**Southern District Health Board** and **University of Otago** each have a range of strategies in place to help attract, settle and retain migrant employees and families.

## Feedback from discussion groups<sup>24</sup>

### a. Key issues

#### Finding work

For those migrants without work when they arrive, life can be very difficult. Even with a range of skills and qualifications, newcomers often find it difficult to get job interviews, let alone jobs. A survey of temporary migrants (Masgoret et al, 2009) found that good English skills were associated with positive employment outcomes. Temporary worker respondents with higher language proficiency have less difficulty getting work, are more likely to be in a skilled job and earn more money than respondents with lower English language skills.

'I came from China to be with my sons when they studied here but now they live and work overseas. I am learning English even though it is very difficult to get a job.'

'There are not many computer science jobs in Dunedin but more in Oz and in Auckland and Wellington. We do not want to go far away from parents. We hope higher education will help to get job. In my job search, I have concentrated on the skill gaps and tried to focus my study in that area.'

'I studied Law and Politics but it is difficult to get a law job – for the past couple of years I've tried other jobs but still no luck. I have tried Civil Service and am still doing Post Grad but looking for jobs. Am trying for Masters.'

'I would love to live in NZ – my daughter came to study and I was on guardian visa. Now I'm a registered teacher and my daughter has gone back to Hungary. I do cleaning jobs and support work but I'm always last on list for getting teaching job.'

'Want to work but difficult to find work.' (mentioned many times)

'Lack of job opportunities.' (mentioned many times)

'(Hard) getting a job related to qualification, eg Food Science.'

'Some have had professional qualifications in their home countries but due to the scarcity of work opportunities, they end up as taxi drivers, or do temporary jobs outside of their expertise.'

'I would love to go to Wellington – the climate is great and it suits me well and there is lots of work. But I can't go and leave my parents. We have been in Dunedin 7 years and we love it and feel very settled but maybe we have to leave to find work.'

<sup>24</sup> This feedback comprises direct quotes from discussion group participants or notes as interpreted and presented by facilitators.

## Barriers to employment

Of course there are also those newcomers without work. The current economic climate has reduced job opportunities across New Zealand and this brings particular challenges for those who are most vulnerable in the labour market, including former refugees, migrants and international students. These groups are known to face a number of particular barriers to employment, including language and communication difficulties, unrecognised qualifications, childcare costs, employer discrimination and a lack of networks. Within these groups, some individuals face greater hurdles than others, eg young people, women and those who are perceived to look and sound the most different. Migrants here on temporary work visas face a number of challenges in relation to immigration requirements, changes to the skills needed in New Zealand, diminishing opportunities due to the recession, low wages and their access to some services (eg healthcare). These issues have all been identified within discussion groups.

'Hard to get a job as a dentist – qualifications not recognised. Did online course to qualify.'

'Getting qualifications accepted.'

'Have government create suitable jobs for people whose English is a second language.'

'English language barriers.' (mentioned several times)

'The key issue for the women was that they are not able to use their professional skills or qualifications here in NZ/Dunedin which means they have had to find other forms of employment which has meant accepting jobs of a lower status than they had in Korea. Several have taken local Polytech skills courses but find their English language is a barrier to getting work.'

'A third woman who was a civil engineer in Korea is now a cleaner at a local boarding school near her home and says the daytime hours suit her. She did a course in community care at Polytech but has not been able get a job.'

'NZ experience, how to get it?'

'"Old Boys network" stops new people from getting jobs – New Zealand is comparatively well off compared with India.'

'Many local business owners advertise "Born and bred in Dunedin" – this excludes all others.'

'High cost of childcare.' (mentioned several times)

'Minimal options for those with working visas and are laid off.'



## Discrimination in the workplace

'Break racism and age discrimination at job interviews.'

'I experience this at work – one parent staring at me. I was wearing a scarf and he said "Are you qualified to work here?" That is all he could say but he did not know how well qualified I was. Of course if I am working in a hospital, then I am qualified. I studied, I obey all the laws, I work hard but still I get insulted and asked if I am forced to wear a scarf by my husband. People say such personal things to me and I get so upset.'

'The society in NZ is seen as a very "equal" society. It does seem as if women still earn less for the same job. The group felt that South African women are ambitious and hard workers and that the expectation was that they would be treated as equals to their male peers. The question was raised: is there a glass ceiling beyond which women cannot progress in organisations?'

## Cultural difference and workplace culture

'Isolated at work when I can't speak properly to other people.'

'It was felt that it was not easy to be accepted into the workplace, where South Africans may come across as pushy or crossing boundaries that we are not aware of.'

'Workaholics are not always tolerated. Many older South Africans have a wide application background. This is not seen as an advantage by employment agencies that use "templates" to screen for interviews. This is a barrier to entry, especially for trailing spouses.'

'The summary was that Kiwis are far more "civic-savvy", as a group we need to understand and learn that skill to be able to integrate better. It was not clear where that sort of information would be available.'

'What are the cultural sensitivities, the do's and don'ts? The group wondered if cultural sensitivity information was readily available.'

## Volunteer opportunities

'Did some volunteer work but it costs so I stay at home – very lonely and get depressed.'

'Here 3 years and moved with my partner who is studying physio. Works at Otago University Students Association as a volunteer. Volunteering was an important way to meet people. It was difficult to get out there and meet people. I had to put in so much effort but after 3 years it is easy. We will be moving on when my partner is qualified.'

## Government support services

'I try to get involved in community life – I have had part time work. They want to give me a part time job but NZ Immigration Service said they have to give the job to NZ resident first.'

'There is no service for people to connect in with – they just arrive and nobody knows about us. Services like Work and Income do not understand where we come from and this makes it much harder. We do not like to go and ask for money – it is hard to ask for help. We had a good life in Afghanistan but we lost everything. As soon as people see a scarf on our heads, they think we know nothing. They treat us like we are stupid. We are educated. We used to have servants – now we are treated like animals.'

'Case manager at Work and Income – when I first met her, she thinks I am stupid! So shocked that I have a degree! My son translated for me – her attitude was terrible. I was on my own with my 3 children and she was so mean to me. I was crying. My 13yr old son said he would leave school and get a job so I wouldn't have to get a benefit. I got a social worker and she went with me to Work and Income. My friend took me to a counsellor and she put me in touch with a social worker. They helped me to get English classes and organise things. I had that help in Christchurch before I came here and we had a volunteer who was great and helped us so much. They take us to Work and Income and they are nice. They had Refugee Services in Christchurch but there is nothing like that in Dunedin.'

'Govt/providers work together (to provide) Work Experience workshop (Careers Services has some).'

'Would like government to help and support the family whom have only one income and cannot afford to study English or learn a skill to get a job.'

'Need a support system especially for Filipino workers who are on a work permit but may have been laid off.'

## Cost of living and other expenses

Some newcomers find New Zealand an expensive place to live and made the point that this was quite a surprise to them as the 'real' cost of living is not readily available to migrants before they arrive. For some who are expecting a significant increase in their economic well-being and quality of life this does not eventuate.

'More expensive than other cities.'

'High cost of rent.'

'Increased GST.'

'Exorbitant fees charged by recruiting agencies in the home countries.'

'Pressure from families back in their home country to send money/gifts.'

## Tax, banking and other financial systems in New Zealand

Some migrants would like clear and simple information about how these systems work in New Zealand. These sorts of things can be hard to understand even for those New Zealanders who have lived here all of their lives.

'One of the participants felt that, as helpful as the banks are, she did not initially understand much about the tax system. This ranged from getting tax numbers for kids to what is offered to migrants when it comes to using your tax number for the kids and as new migrants.'

'Arranging for the extension on a bond for renovations, the system was explained inadequately: 20% is given up front and the balance was then paid only after completion of the job and viewing was arranged via the bank. This wasn't explained on application of the funds and could have a very negative impact on the financial security of a new migrant.'

'The time of you being integrated into the society is prolonged because you are busy trying to raise funds to do your school and you don't have contact with the rest of society. In most cases the same amount that is paid by Kiwis in taxes will be the same amount someone like us would be paying. Migrants do not have a special tax rate that they follow. It is a question of money and different ideologies that different governments would follow but it is disadvantaging for many migrants.'

### b. Feedback about what is working well

- A number of migrants settle very happily into new jobs in Dunedin and have effective support from their employers with this.
- The 'settlestaff' website provides a lot of useful information for employers and is highly regarded, as is the other support given by the Settlement Support Coordinator and the Dunedin City Council.

### c. Feedback about what is not working well

- Many employers do not sufficiently consider the settlement needs of their new migrant recruits and their families and sometimes lose key skills because of this.
- A number of highly skilled 'trailing spouses' in Dunedin have the potential to make a significant contribution to the community but there is no easy or structured way to do this.
- Many employers are unaware of the benefits of diversity in the workplace and some are unwilling to take on migrant workers.
- Many migrants find it difficult to find a job, especially those with language barriers, unrecognised qualifications and no New Zealand work experience.
- Migrants are often unfamiliar with New Zealand workplace culture and job application processes and requirements and may struggle to get employment opportunities.
- Many migrants who do not want or need paid work would like to volunteer within the Dunedin community but are struggling to find or link into opportunities to do this.

## Further action and opportunities

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time.

- Work with employers in the region to develop further strategies to help settle and retain skilled migrants (and families).
- Raise awareness amongst local employers of the benefits of a diverse workforce and the mobility of skilled migrants and provide resources to assist with this.
- Build on existing strategies to ensure migrants have easy access to job search, application and interview tools and techniques (relevant to the New Zealand workplace).
- Develop strategies to tap into the under-utilised volunteer capacity within the community.
- Introduce 'intercultural awareness' training for employers and further promote English Language Partners' 'English for Employees' programme.
- Develop strategies to link migrants to employers/workplaces (eg work experience placements to help get a 'foot in the door').
- Build awareness in the migrant community of Otago Careers Festival and other events.
- Develop initiatives to introduce migrants to 'kiwi-speak', especially those who are communicating regularly as part of their job (eg doctors and teachers) to ensure that they understand commonly used colloquialisms – and also for fun!



## 3.4 Appreciation of diversity

### Introduction

'It seemed obvious that we should get to know Kiwis and that we should contribute to the diversity by taking part in community.'

'There are 100 Korean families in Dunedin now which is very different from when \*\*\*\*\* came to Dunedin 27 years ago. At that time there were only two Korean families and no Korean ingredients available as there are today. She feels there are no problems for those who have come more recently but the others had different ideas.'

'In the way we participate in the local community – language barrier eg "bring your own plate", "potluck dinner" don't understand what these terms mean?'

'In the last 10 years many more Africans have come to Dunedin and it takes time for things to change.'

A number of challenges can arise when a community becomes more ethnically diverse, especially if this change happens quickly. Newcomers from other cultures have to make significant adjustments if they wish to settle successfully in their new community and they may have to live without many of the cultural supports that they are used to. The host community also needs to accommodate the differences that people from other cultures bring. Some of these differences are fundamental and immediately obvious – differing dress codes, music and foods. However, it is also important to consider the less visible aspects of diversity that newcomers bring, such as their spiritual beliefs and family values. These things may be more difficult for host communities to appreciate and more complicated for small communities to accommodate.

Although Dunedin has a long history of migration, including an interesting mix of early settlers during the gold rush years, like many parts of the South Island, Dunedin has not traditionally been associated with widespread ethnic diversity. However, this picture has definitely been changing – there is a significant and highly visible international student population in the city for large parts of the year, increasing numbers of ethnic eateries and a range of different churches emerging to meet the spiritual needs of different communities. Nevertheless, some suggest that the strong sense of local tradition and the distinct culture of the university has resulted in some exclusive pockets of society in Dunedin that make it very difficult for newcomers to settle and be accepted quickly. There is a strong demand from the local community for 'intercultural awareness' training to be made available in the city.

The Araiteuru Marae, located in the central city, has links with a number of ethnic communities. Some migrants have mentioned that they feel comfortable in the marae setting and prefer the Māori approach to child and family well-being. These intercultural links are important for helping to build unity within the city and a wider appreciation of diversity. The local Baha'i community has longstanding links with the Araiteuru Marae – using it for cultural events and other activities – and following the Christchurch earthquake earlier this year the marae provided a place of refuge for a group of Bhutanese refugees (who have links to the Baha'i community in Christchurch).



## EXISTING SERVICES AND ACTIVITIES

Many services, activities and resources are currently available for newcomers to help build greater understanding and appreciation of diversity within Dunedin. Key services and events include:

### CELEBRATIONS AND SOCIAL CONNECTIONS

- **Dunedin Multi-Ethnic Council (DMEC)** runs the 'Chai and Chat' weekly women's group and organises Race Relations Day celebrations and other events in the city.
- **'Women across Cultures'** is a weekly social group for women to share friendship and get together informally.
- **Celebration of Culture** (hosted by English Language Partners) is Dunedin's biggest pot-luck event, held annually and attended by 350–450 people each year.
- **Ramadan** – at the Mosque and final day in the Octagon.
- **Polyfest** is a three-day Māori and Pacific cultural festival – preschool to secondary school performances from a large number of schools in the Edgar Centre.
- **Chinese New Year** – annual celebration in the Octagon.
- **Range of local festivals**, eg Diwali, India Independence Day, Khmer New Year, Onam Harvest Festival.
- **English Language Partners** runs social language groups for migrants.
- **Araiteuru Marae** offers a venue for local communities and supports local migrants and ethnic groups in a number of ways.
- **Space2B** is an innovative way to connect new settlers and kiwis in Dunedin. Migrants meet for tea, coffee or lunch together every Wednesday from 12 to 2pm.
- **Logan Park High School Adult Community Education Programme** offers ESOL classes for adults as well as cooking classes for new settlers.
- **Otago Polytechnic** – ESOL students meet with volunteer 'Conversation Assistants' from the community who help with English language and local information.

### ETHNIC GROUPS AND ASSOCIATIONS

- **Wide range of local ethnic associations and community groups, including:** IndiaNZ, Pacific Trust Otago, Otago Japan Club, Korean Society, Otago-Southland Chinese Association, Dunedin Shanghai association – and many others.
- **Chinese Language and Culture School** holds classes on Saturday mornings in South Dunedin.
- **Otago-Southland Chinese Association** organises events that develop friendship and promote goodwill within the community.
- **Senior Chinese Association** celebrates significant festivals such as Chinese New Year, Moon Festival and the Dragon Festival, holds an English class once a week supported by English Language Partners and has a weekly swimming session at Moana Pool.

- **Natyaloka School of Indian Dance** offers Indian classical dance forms Bharathanatyam (classical dance from Tamil Nadu) and Mohiniattam (classical dance from Kerala) – taught to students from the age of five and above.
- **Korean Society** is a longstanding group with a range of activities, including an annual event for local Korean war veterans that has taken place for the last 16 years.
- **OUSA** (Otago University Students Association) has a wide range of clubs and societies.
- **Japanese Kodomo Kai** has a playgroup and a weekly Japanese language class for children and celebrates cultural events.

#### SPIRITUAL DIVERSITY

- **Diverse places of worship**, eg Mosque, Synagogue, Chinese, Korean, Japanese<sup>25</sup> Churches, Coptic Orthodox Church, African Church, Baha'i Community.
- **Samoan, Tongan and Cook Island Churches**
- **Nations Church** provides a pot-luck dinner for migrants each month – it is a Migrant Club.
- **Abrahamic Interfaith Group** was formed at the University of Otago (with support from the Dunedin Police and the Dunedin City Council) after 11 September 2001 to encourage friendship and understanding between the three faiths of Judaism, Christianity and Islam.

#### SPORTS EVENTS

- **Pacific Trust Otago** provides a range of activities for local Pacific families and communities including highly popular sports tournaments each year.
- **Ethnic soccer tournaments** – based at the University of Otago.

#### CIVIC OPPORTUNITIES

- **Dunedin Sister City activities** – Otaru, Japan and Shanghai, China.
- **Volunteer Otago** offers opportunities for newcomers to gain work experience within 'kiwi culture' and potential for a paid employment position.



Performers at Indian Onam Festival

<sup>25</sup> Held in the hall next to All Saints Church in Cumberland Street, 5–7pm every Sunday, followed by a meal and then an English lesson given by a Korean minister who also speaks Japanese.



## MEDIA

- **Otago Daily Times** runs a regular series called 'Flavours from Home', which features recipes from around the world cooked by people who live in Otago with a photo of the cook, a short biography and a video link to watch the cook in action.
- **Otago Access Radio** aims to provide the diverse range of groups and individuals that make up the fabric of our society with a voice – encouraging participation, information sharing and involvement in community life. Offers a range of programmes of interest to help build appreciation of diverse communities, eg:
  - 'Chinglish'* (broadcast Mondays 7–8pm) – a member of the Dunedin branch of the New Zealand China Friendship society promotes friendship, understanding and goodwill between the peoples of New Zealand and China
  - 'Baha'i Is On Air'* (broadcast Tuesdays 5–6pm) – Ashkon, a member of the Dunedin Baha'i community, hosts a weekly introduction to the Baha'i faith, including Baha'i teachings and contemplative, joyous music
  - Talanoa Ako Pasefika Education Programme* (broadcast Mondays 4.30–5.30pm) – Tasi Lemalu presents news about what's happening in Pasefika education and reports on issues, new programmes and initiatives
  - Chinese Garden Show* (broadcast first Tuesday each month 1–2pm) – host Pita Tipa presents up-to-date information about happenings at the Dunedin Chinese Garden ([www.chinesegarden.co.nz](http://www.chinesegarden.co.nz)) and provides fascinating background information on dates of cultural significance in the Chinese calendar.

## Local Chinese Language and Culture School

The Dunedin Chinese School has been a part of the city's thriving Chinese community since it began in 2000. The school was established to give the children of Chinese migrants a place to learn and practise their language and culture while growing up in Dunedin. The school has grown significantly in size since then and runs a number of classes in Mandarin and Cantonese as well as classes in Chinese dance and Chinese culture (including calligraphy, paper cutting and painting). Although many of the learners come from the local Chinese community the school is open to anyone and it is common for people from non-Chinese backgrounds to enroll.

Classes are held every Sunday during the school terms from 12.30pm to 5pm.

## Feedback from discussion groups<sup>26</sup>

### a. Key issues

#### Connecting with the wider community

Getting to know 'kiwis' is a common goal of migrants – most do not want to do everything with their own ethnic group but usually struggle to make meaningful connections with their New Zealand neighbours and communities. Language and cultural differences are barriers to making these connections, as are the lack of opportunities. There is a desire and need for some more structured facilitation and linking of newcomers to the wider Dunedin community. Sports clubs and churches can provide a very important means of newcomers making community connections (McGrath and Butcher, 2004). The Pacific Trust Otago holds regular sports tournaments which are attended by hundreds of local families and are a hugely important mechanism for bringing these communities together. These sorts of connections help migrants adjust to their new community and most importantly help them to make friends. There are clearly benefits for the wider communities too in terms of building a wider appreciation of diversity and contributing to social cohesion.

'I help out at Space2B and I like to welcome other newcomers and I work for a drop-in there. Retired people come along as well ... they can come for lunch, there's music playing. It's a warm place and we welcome all people.'

'We don't really know our neighbours – they have big motorbikes who are "very interesting" – different from us and so we keep to ourselves. Some are students and people don't really get together. In our old house we got to know more people – Fishing is an important and enjoyable activity.'

'Hard to meet Kiwis.'

'Stay at home a lot – feel depressed.'

'Social isolation' (mentioned frequently)

'Difficult to make good friends – can feel very different, lonely, sad and unconfident.'

'Social isolation is a problem for some women who are reluctant to join groups where English is spoken as they are conscious of their limited English. \*\*\*\*\* spoke very highly of "Chai and Chat" where she had cooked Korean food the week before and encouraged others to join in.'

'Easy to meet people but difficult to make real friends – would like more classes that encouraged friendships or social activities for families.'

'The people who are more friendly are those who have been abroad. Most of my friends are Pacific Islanders and others from abroad.'

'I find it difficult to be bold and find and join groups.'

<sup>26</sup> This feedback comprises direct quotes from discussion group participants or notes as interpreted and presented by facilitators.

'Speaking as a church minister ... generally the Dunedin community is quite good – I feel accepted. I feel in a way I am becoming part of the wider community. I am not very sure if my experience is the experience of everyone I guess it might not be. We live in St Kilda and I would say we are on talking terms with my neighbours around so in that way am becoming part of the community.'

'The group felt that it is also the responsibility of the immigrants to keep themselves better informed, to join civic/community activities, like the PTA, churches, the library and to integrate with the society in which they live. All the participants have taken action to be integrated as soon as possible into communities.'

'The participants found it interesting to be viewed as an ethnic group. The attendees agreed that they would not feel comfortable doing the typical things like setting up a South African commerce body, or a language interest group, an ethnic community paper, etc. The message was simple: We like to integrate into our environment and get on with life.'

'People are friendly ... Neighbours are good.'

'Dunedin has a visible community life and the group sees no real barriers.'

'I want to meet people.'

'I looked for a Volunteer Centre so that was a way to link in – the Information Centre told me about it.'

### Links with ethnic and religious communities

Existing ethnic communities and church groups can provide considerable cultural comfort, familiarity and support to newcomers and can help with the retention of first language and culture. They provide immediate social networks and can also be a useful bridge into the wider community. Dunedin has a number of well-established ethnic communities with strong local associations, eg the Chinese and Indian communities, and a range of religious groups and churches to support growing congregations. These include a Mosque, a Buddhist temple, a Synagogue, a Coptic Orthodox Church, Pacific Island Churches, an African Church, a Baha'i Church, a Japanese Church, and Korean and Chinese Churches. Dunedin also has one of three Antiochian Orthodox churches in New Zealand, serving a community of people from the Middle East.

'Regular contact with our own community with frequently gatherings. This togetherness helps provide strong support making it easier to adapt to living in New Zealand, eg celebrate Khmer New Year, Water Festival, and Buddhist Religious celebrations.'

'Having a Khmer Buddhist Temple helped maintain a cohesive community. With the loss of the temple, people feel the community is falling apart.'

'We meet through the mosque, mainly students at University. We usually meet on Fridays, and during Ramadan, people come together more. Maybe 300 come together to break their fast. We didn't use to have a mosque but it is so good to have it now. That is a place to go for food or money or other support, or if someone is sick we try to visit them and support new mothers who have no family.'

'We need support groups, eg South African.'

'To organise an elderly Chinese association to provide a place for the elderly Chinese people to enjoy activities and events for better communication and a more active life. Hopefully we can get the support that we need.'



'Our main community is through church – we like to spend time with those people and the Baha'i church has many overseas students and it is very welcoming. Very diverse and dynamic. People leave in the summer and then new ones come in. Stable base of Dunedinites and then those who come and go. There are not many from Iran now but there used to be more ... Over last 21 years in Dunedin, we have met lots of refugees here – they have done very well. Learnt English quickly and went to Uni and did Pharmaceutical studies. Now they are qualified and their children have come back to Otago to study and the parents live in Auckland. There are fewer new people now – just the odd one. New ones are of Persian descent and well settled here – they are not refugees, have just chosen to come here.'

'Having a faith community makes it much easier for people to meet others and to get support, especially when they are new.'

'It is easy to join a church community and someone mentioned being invited to book clubs.'

## Language and communication

'Kiwi's intolerance towards people who do not speak English as their first language.'

'Will be good to have own language community, because the not English speaker will be happy to see the other people from their own country and speak same language. At least can let them out of the house to meet more people and make more friends, not feel lonely at home.'

'English speaking problems with shop assistants.'

'Even with an explanation it is very difficult for second language speakers to listen, "translate in their head" to their first language, understand the question then go back through that process to find the answer.'

'Translations' (lack of)

'Difficulty in understanding Kiwi slang and expression.' (mentioned many times)

'English language issues – barriers to employment, social isolation.'

'Improve English, first step for everyone.'

## Cultural difference and understanding

Those migrants who look and sound the most different to the host community usually face the greatest number of challenges in their new home. A number of Muslims took part in discussion groups and they were very candid about the level of ignorance and intolerance that they encounter in Dunedin. Most accept it as a reality but also find it insulting and wearying. Many migrants would also like to access information about New Zealand more easily – history, Māori culture and 'kiwi' ways of doing things – so that they better understand their new country.

'Many people ask me about wearing a hijab – they are very curious. "Do you wear it to bed??" They do not bother that I am a Muslim but they are curious. I am happy to talk to groups in school – that is very interesting and the students ask lots of questions about how come I am allowed out of the house. There are misconceptions.'

'My daughter was 16 and I wanted her to wear a hijab but she said she just couldn't cope with that. I have to respect her decision.'

'We came as refugees – my husband and I could speak English and we had been to Western countries. And yes, there were issues like the girls wearing scarves to school and young kids would tease them. Once the local kids got to know them better they realised our kids were not so different after all.'

'And they think he is a tourist. He is 17 years now. Young people see Muslims in the media and teenagers just think of the pictures they see on the news. We need some positive media and also more understanding of Muslims. When I show photos of my country and talk about foods and vegetables in Afghanistan, people find it astonishing but of course, there are beautiful parts of my country – not all dry and bombed.'

'I am not public property – I will show what I want people to see. It is not for them to tell me what to do. It is exhausting to explain over and over again ... I don't ask them why they wear short skirts or bikini.'

'She has found NZ students "object" to her Australian accent and had not expected this "insular" attitude which she attributes to the ribbing relationship between Australia and NZ. This has happened at least 10 times in semester one and having travelled extensively in Europe she did not experience this negative attitude there.'

'Cultural differences need to be acknowledged and understood – in India people get out of car when stopped by Police out of respect. In NZ, it is the opposite.'

'The work group discussed several things briefly. For example, where would one get a good background to the history of NZ? What are the cultural sensitivities, the do's and don'ts. The group wondered if cultural sensitivity information was readily available. On this topic it was felt that it was not easy to be accepted into the workplace, where South Africans may come across as pushy or crossing boundaries that we are not aware of. Workaholics are not always tolerated. Many older South Africans have a wide application background. This is not seen as an advantage by employment agencies that use "templates" to screen for interviews. This is a barrier to entry, especially for trailing spouses.'

'Difficult to know the local rules about socialising – do I ask you?'

'Afraid of the unknown – difficult if you look different – not sure if people understand or like me.'

'Necessities for people from third world are different from what people expect in NZ.'

'Getting food that you like.'

'Lack of ethnic spices and ingredients.'

## Host community education

It is vitally important that host communities are supported to understand their changing community and to embrace the diversity and contributions that they bring to this mix. A lack of understanding and a lack of connection between newcomers and host communities can create tensions, while sharing cultures can lead to greater understanding and tolerance.

'Education host community/opportunities to share cultures.'

'People think it is funny to trick Muslim people into eating pork – this is very upsetting for us.'

'An opportunity to share about our own culture with the community.'

'We have to be a role model every moment of my life – we do have fun, we are "normal" – I can't explain it any more. It is exhausting.'

'Some people give us a kind of "look" that is demeaning.'

'They have been surprised and somewhat irritated when asked by Kiwis how they learned English – they are bilingual and have realised that many Kiwis are not aware of this but may make judgements based on their accented English.'

'At the same time as feeling part of the community there are certain assumptions that people have for example about an African. They ask you questions that I consider not to be serious questions and thinking about them you think maybe they are serious. Eg for how long have you been here you say 2 years and they say "have you been able to learn English in 2 years?" The assumption is everyone who comes here can't speak English so when you tell them "I'm bilingual" they wonder. They have some preconceived ideas about African people.'

## Discrimination and racist attitudes

Although many migrants feel safe and comfortable living in Dunedin, a number of comments were made in discussion groups about racist attitudes, including incidents where migrants are subject to blatant discrimination and racist taunts. On the whole migrants do not feel that these behaviours and attitudes are widespread or ingrained; rather that they are restricted to a small minority. International students have said that they are sometimes the target of this sort of behaviour.

'I was shocked when I first came to NZ – I thought NZ would be a very calm, peaceful place but after one month I experienced people yelling out at me "F\*\*king Korean" from the curb. Several in group had experienced that.'

'There was some discussion about Don Brash and his recent statements which they feel are racist. Some also mentioned Winston Peters and his earlier anti Asian campaigns.'

## **b. Feedback about what is working well**

- Many newcomers to Dunedin have found the community welcoming and friendly with a lot of opportunities to get involved in local groups and activities (Note that many of the migrants who find it easiest come from English-speaking countries.)
- The services that are available such as Space2B, 'Chai and Chat' and the 'Women Across Cultures' group are well attended and appreciated by migrants.
- The many different churches in Dunedin provide a great deal of spiritual and social support for migrants and a bridge into the wider community. The traditional New Zealand churches have also been especially welcoming to newcomers and provide a mechanism for building friendships and tolerance in the community.
- There are many active and well-established ethnic groups and associations in Dunedin that help to promote and celebrate diversity within the city and provide cultural support to their members.
- The growing international student community has increased the visibility of diversity in Dunedin and brought new ethnic groups to the city.
- The Settling In discussion groups fostered new connections and friendships and many participants expressed a desire to continue meeting with their group in some regular way.
- Many people noted that the orientation tour is a great way of helping newcomers to connect with their new community.
- A positive 'town-gown' link has been made between the university Pacific students and Kings High School where there are a significant number of Pacific students.

## **c. Feedback about what is not working well**

- There is a feeling that the Dunedin community is not as harmonious or tolerant as it could be and that there are some distinct pockets of society which are hard to become a part of (eg the University and the 'old Dunedin').
- Some migrants have experienced racism and discriminatory behaviour on account of their differences.
- Although there are a number of one-off events, there are currently few structured mechanisms to promote unity and build a greater appreciation of diversity within the wider Dunedin community.

## Further action and opportunities

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time.

- Development of a Newcomers Network is underway – ongoing support and promotion.
- Develop and promote a calendar of local events that celebrate diversity.
- Develop further opportunities for migrants to volunteer.
- Encourage/facilitate/support migrant parents to engage with schools, eg as parent-help, sports days, school events.
- Use existing or new ethnic associations/networks to connect with isolated individuals and with the wider community.
- Establish migrant–kiwi friendship groups where new migrants and local kiwis can learn more about each other’s cultures.
- Develop strategies to build links with local media to feed in positive news, promotions about community events (eg Access Radio and Star Community Paper initiatives).
- Develop strategies to share information and stories with wider community.
- Develop strategies to improve intercultural awareness in the wider community (eg work with the Office of Ethnic Affairs to arrange ‘intercultural awareness’ training in Dunedin).





## 3.5 Healthy lifestyle

### Introduction

‘Services need to understand – the patient in the hospital cannot read the menu. No-one helps her – nurses should understand.’

‘Not sure how to access health services.’

‘I had to go to the hospital with chest pains – they said they have to sort out my residency status before they looked after me. I did not have my passport with me but when they saw it then it was okay.’

‘\*\*\*\*\* who was at the meeting is a GP at the Mornington Health Centre where there are 18 GPs – the biggest practice in NZ. They offer free medical advice to under 18 year olds and take care of Māori, Pacific Island, other ethnic groups and people in lower socio-economic groups. They have a free van to pick up and drop off patients.’

Accessing health information and services is a critical concern for anyone new to a country – the processes and services are likely to be quite different from those they are used to in their home country. For many newcomers the main issues are around not knowing how the New Zealand health system works or the role of different health providers, and therefore not knowing what is available and where to go to get the help that they need. There are many stories across New Zealand about migrants using emergency care on a regular basis due to a lack of understanding about its purpose or difficulties accessing a local GP. Communication difficulties and issues of cultural difference were highlighted in discussion groups, as was the cost of healthcare in New Zealand.

A particular issue for this community is the need to attract and retain specialist health skills. The health workforce is highly dependent on migrant workers – the local District Health Board (DHB) is one of the largest employers of migrants in the city – and a range of issues were raised in relation to the settlement and retention of these workers. The DHB is aware that the settlement needs of a whole family need to be considered or they risk losing the skilled employees that they recruit, often at considerable cost.

Despite a number of concerns, a great deal of appreciation was also expressed by discussion group participants in relation to the quality and level of healthcare they receive in Dunedin.

## EXISTING SERVICES AND ACTIVITIES

A range of generic health services, activities and resources are currently available to all residents in Dunedin (see below), but very little is specifically designed to meet the needs of migrants.

**Plunket Otago** offers a range of services.

**Arai Te Uru Whare Hauora** provides 'Wellchild/Tamariki Ora' and 'Parents as First Teachers' support to a diverse range of migrant women and families in Dunedin.

**Pacific Trust Otago** provides a range of health support services to Pacific families in Dunedin.

**English Language Partners** runs a Mothers of Babies and Toddlers Group in partnership with Plunket, which provides English language support within the context of parenting and family health.

### Range of mental health support services

- Otago Mental Health Support Trust (OMHST) services are free of charge and are located on the 3rd floor of the Queens Building, 109 Princes Street (ph: 03 477 2598).
- Tapestry Clubhouse – for individuals who are affected by a major mental illness to provide a restorative environment for the vocational and social rehabilitation of members.
- Bipolar Network.

See the Family and Community Services directory for additional health services currently available in Dunedin – [www.familyservices.govt.nz/directory/](http://www.familyservices.govt.nz/directory/)



## Feedback from discussion groups<sup>27</sup>

### a. Key issues

#### Access and quality of care

'Hospital is very good – the staff are very organised and caring. The treatment is great and they understand me.'

'Problems arise when seeing doctors.'

'Not good enough service at the hospital.'

'Difficult if we have problems or health issues and have no one for emotional or practical support.'

'It is confusing knowing the conversation rules with medical experts.'

'Need support at hospital.'

'Medical Counsellor – support during emotional trauma as well family counselling with counsellor who have our cultural background.'

'We need patient advocates who know the system.'

'Could we share information about Health Advocacy service? – we could send to everyone who is part of the group.'

'There is lots of cultural training for medical professionals, but in practical terms the service is not very sympathetic.'

'Other professionals treat me badly as well ... No greetings, no explanation.'

'It is helpful to have an advocate who can help a migrant where there are issues with the health system.'

#### Women's health

'Facilities to support women during pregnancy/postnatal and parenting.'

'When people want to make an appointment to see a woman doctor, the hospital and GP system needs to understand this.'

'I asked for a female to do my x-ray so I had to wait for another 6 months for my x-ray – this is a big issue for Muslim women.'

'It is traumatic to have a male suddenly turn up – especially new people to the country.'

'People see the scarf, not the person ...'

'If we complain, then maybe it makes it worse for Muslim women – it would be good to have somewhere to go to get support with these issues. Have an advocate to support to do something about it. We are exhausted with these issues and would really love to have someone to help us.'

'We need someone to work at a personal level that we can really talk to.'

<sup>27</sup> This feedback comprises direct quotes from discussion group participants or notes as interpreted and presented by facilitators.

## Interpreters/communication

Communication difficulties for newcomers can be very stressful and frightening, particularly when English is limited and they feel that their health concerns are not being understood. Newcomers would like health resources and services in Dunedin to be more culturally and linguistically sensitive and diverse. In particular they would like easy access to interpreters in relation to their health issues.

'Interpreters are not professionals and sometimes they cannot do the job very well. They are not trained and do not understand the ethics of interpreting.'

'Talking to a GP is difficult – Language Line is good for Work and Income but there is nothing like that for my doctor.'

'Non-English speakers cannot find any interpreters when seeing their GP.'

'Hopefully there will be Chinese interpreters or doctors available.'

'There are lots of elderly Chinese people living in Dunedin. They have problems when seeing their doctors or filling out some forms. They really need Chinese interpreters to help them.'

'Need an interpreter to help with the medical system.'

'Sons have acted as interpreter for going to doctor. Doctor does offer interpreter service and that has been used as well. This has also been good for going to hospital.'

'Interpreter was very good – Language Line was used as well and they were very familiar with medical terms. Phone system worked well.'

'Coordinated interpreting service and training for interpreter and those who use service.'

'Difficult to understand technical terms and instructions.'

## Lack of information

'Lack of familiarity with healthcare and legal system.'

'Access to Health information – like what have I got wrong?? What is in this medicine??'

'Unbelievable that Plunket is free – difficult to read their material to contact them especially when you're not expecting the service to be free.'

'It would be good to have First Aid training for immigrant woman so they know NZ systems in emergencies – especially for people with children. Really everyone needs to know this stuff.'

## Costs and issues for non-residents

Basic healthcare in New Zealand is perceived to be expensive and cost is a barrier for many, especially those on low incomes, without work or on temporary work permits (and no health insurance). Migrants also expressed concern at the confusion over eligibility for healthcare in New Zealand for those on different visas.

'Cost of medical care if not resident – I was pregnant and had to pay midwife fees. Medical Insurance did not cover the costs. My husband and I were living off a scholarship and this was a very difficult time.'

'Friends are going for residency and are having some difficulties – they do not have medical insurance and can no longer afford it and they are very worried about what is going to happen.'

'Unsure of the fee paying structures, ie are children free?'

'Costs of GPs'

'No public healthcare for those who are not citizens or permanent residents.'

'The health system is an issue – don't know how much it would cost if sick or in need of surgery.'

'Immigration status and access to health.'

'Friend from Africa came in NZ was told to go home to Africa to have her baby – she managed to get a longer visa so she could have her baby here.'

'They should treat me first and then invoice me – when I produce my passport then I wouldn't have to pay – they should treat me on the spot! Even in America they would treat you first and then sort out the permit.'

'As a non resident even if you are working and you pay taxes you won't get that community card which makes health services much cheaper. I'm working and studying as well but when you get sick you have to pay a lot more than others while I still pay taxes like a normal Kiwi.'

'A year after we came here ... my wife got herself badly burnt with cooking oil so I took her to the emergency care unit but when we got there those people at the reception they refused to start doing anything. They wanted to confirm first if she was a permanent resident before they can do anything and that took some time. They made a few calls here and there and later on they said OK we have confirmed, then they admitted her. I found that to be very odd. I expected them to start treating her and ask those questions later. We were not sure if that is how the system is operating or if it was just that individual person. The delay was 20 to 30 minutes. It is implied that they will be able to treat only if you are able to pay. We came with a work visa – we were entitled for those things. They had to call Immigration to check – it was in the evening.'

'My wife was so ill that they could not wait to verify. They treated her but having presented to them the documents they were still not sure whether she was eligible to have access to the medical attention we had and yet you have in your passport a visa that indicates it is a 3 years visa and if you are on a 3 years visa you are eligible for that. So my major concern is I am not very sure whether various departments pass information and requirements to each other. They even have a list of who is eligible but when they see your documents they have to confirm whether you are eligible or not. Sometimes you wonder whether it's the institution or it is the person that is dealing with you.'

## Mental health issues

Not surprisingly very little information came through from discussion groups about mental health issues, although it is known that a number of migrants suffer from mental health concerns including depression due to factors such as isolation, lack of family support, language barriers and traumatic past experiences. The Otago Mental Health Support Trust



(OMHST) based in Dunedin provides education, support and advocacy for those with mental health challenges. Staff note that clients include migrants suffering from depression due to social isolation or cultural difficulties. OMHST has one staff member whose family is originally from Guanzhou in China and who can speak Cantonese and some Mandarin, and another employee from the Philippines who can speak Tagalog and Cebuano. OMHST also has access to other mental health providers from different ethnic groups who have migrated to Dunedin, for referral purposes.

#### **b. Feedback about what is working well**

- Generally migrants greatly appreciate the level and quality of healthcare that they receive in New Zealand.

#### **c. Feedback about what is not working well**

The main concerns for migrants in Dunedin are:

- the communication difficulties they face and the lack of interpreters, multilingual resources or other support to help with this
- limited cultural awareness and sensitivity in mainstream services, which can deter migrants from using these
- issues of access and costs (eg around maternity and obstetrics support), especially for those who are not permanent residents.

### **Further action and opportunities**

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time:

- Improve availability and access to healthcare information for migrants – in particular strategies to get key information to migrants.
- Consider translating key information in selected languages or bring together what is already available.
- Improve health advocacy services for migrants and access to interpreters.
- Provide training for interpreters and those using interpreter services.
- Refer information and concerns to the Southern District Health Board and link into any wider health initiatives and strategies for the region.
- Provide support networks for pregnant mothers both during their pregnancy to ensure culturally appropriate maternity care and afterwards to reduce isolation and encourage good health outcomes for mother and baby.
- Contact Red Cross to discuss opportunities to provide first aid training for migrants.

## 3.6 Knowledge and skills

### Introduction

‘Even with an explanation it is very difficult for second language speakers to listen, “translate in their head” to their first language, understand the question then go back through that process to find the answer.’

‘When the children go to kindergarten or school, they want to know how the kindergarten or school work and how the government support the children to go to school, eg how many hours will be free in the kindergarten for the children and so on ...’

Dunedin has a longstanding reputation as a centre for knowledge and learning. The University of Otago is the oldest in the country and a thriving student population fosters a lively atmosphere in the city. Social and economic well-being for an individual is closely linked to the skills and knowledge they possess and are able to contribute. Those with relatively few educational qualifications are more likely to be unemployed or working in low-income jobs. The data on the overseas-born residents of Dunedin shows that on average they are more highly qualified than those across the rest of the country and more likely to be working in professional occupations. This no doubt reflects the city’s tertiary learning focus and the numbers of international students and professionals who choose to settle here long term, including those specialists recruited to work for the university or the local District Health Board.

Nevertheless, large numbers of newcomers to Dunedin are experiencing difficulties and for many this is related to limited English language. Without good English people find it hard to communicate, get work, make friends and settle. There are a number of excellent ESOL providers in the city, but demand has increased and their services are stretched. English Language Partners reports that in 2010 they serviced 520 learners (representing over 50 different ethnicities) compared with 320 learners in 2009. English Language Partners notes that there was a big influx of learners from Christchurch following the earthquake in February this year. They also report a shortage of volunteers, with over 100 people currently on their waiting list for services. A key concern that has emerged for Dunedin is the lack of trained interpreters or translators available to help with a range of communications issues.

A number of issues were also raised in relation to schooling for migrant children and their families. As well as language barriers and the need for ESOL support many migrant parents of school children have a range of needs that require targeted support. Parents often have difficulties understanding how our schools work and commonly lack the confidence to discuss concerns with schools. It has also been observed by schools in Dunedin that some migrant parents are unaware of parenting laws and ‘norms’ in New Zealand and sometimes inadvertently do things they should not (eg leave young children alone). Some local schools have different strategies in place to support their migrant children and families. Specific issues for international students are discussed in section 3.10.



Learning English with English Language Partners

### **A local primary school – George St Normal**

George St Normal primary school is located in central Dunedin. It has a current roll of 431 children, of whom 120 were born overseas. These children represent 23 different nationalities. The school embraces its strong multicultural flavour and has taken several measures to help the migrant children and their parents adjust and become happy and participating members of their new school community. These include:

- developing a DVD resource in which migrant children talk about their experiences of starting school – making the DVD helped the school to improve things that the children found difficult or confusing, while the DVD itself aims to help new children understand schooling in New Zealand
- holding specific events, including a 'Taste New Zealand' food fair with a multicultural theme
- having a multicultural choir that performs at school and other events, and a kapa haka group of 75 children
- having a strong ESOL component – including five teacher aides to provide English language assistance and a Ministry of Education funded pilot programme to work with six high-needs ESOL children – with the aim of developing a broader strategy
- focusing on strong communication and engagement with migrant parents – currently looking at ways of encouraging parents to use school resources (eg ESOL resources).

## **EXISTING SERVICES AND ACTIVITIES**

Many services, activities and resources are currently available for newcomers in relation to education, knowledge and skills development issues. Key services include:

### **Language services**

- English Language Partners provides a free home tutor service, free group classes, English for pre-paid migrants and a new 'English for Employees' programme that is at no cost to the employee, a class for mothers of babies and toddlers and a range of other services.
- Literacy Aotearoa provides free assistance to adults wishing to improve their literacy in reading, writing, maths and a range of other areas.
- Several private English language schools.
- Otago Polytechnic's School of Foundation Studies offers ESOL classes for fee-paying migrants.
- University of Otago offers a range of courses at the English Language Centre.
- School-based ESOL providers.
- A range of conversational English classes are available at local churches and at night classes through local colleges such as Logan Park High School and one run at the university by volunteers – free, five days a week.
- Logan Park High School's Adult Community Education programme offers ESOL classes.

### **International Student Support**

- University of Otago offers a range of services (see section 3.10).
- Otago Polytechnic offers a range of services (see section 3.10).

## Feedback from discussion groups<sup>28</sup>

### a. Key issues

#### Language

Language underpins many other needs. Limited English is frequently seen as the most significant barrier for newcomers with respect to accessing services and participating in the community. There are particular issues for older people and women, who may be more socially isolated than their husbands and children and have fewer opportunities to build their English language skills. Key issues for migrants in Dunedin are the scarcity of English language learning opportunities and the lack of trained and locally available interpreters. The latter issue was raised especially in relation to healthcare issues.

#### **Importance of English support**

'The most important will be to learn English first, cannot do anything in NZ without English.'

'ESOL – especially for women – is really good.'

'English language issues – barriers to employment, translations, social isolation.'

'We also added "Governmental" concerns that the students expressed. They would like to have English classes for an extended period rather than an introductory class. Problems arise during settlement rather than when you first arrive and you are unaware of what you need to ask ...'

'Improve English, first step for everyone.'

'\*\*\*\* shared the following with the group: "In the beginning of the years when we first arrived, I found that the pronunciations of the vowels was difficult to grasp for [her son], but before long the school spent extra time with him and had the teacher aids help him understand the differences in his/our pronunciations. It was a small difference that had to be rectified, but it most certainly made a difference in [his] learning/reading and understanding the teachers.'

'Learning English is the key contact (goes to Polytech English class 2 days per week).'

'One woman says "the best place to sleep is in the classroom, it is warm, it is safe and I don't know what the teacher is saying so I can sleep very well there". We first of all just need some time to settle, to take a breather and get well before we do the next bit. We can't get a job straight away – we just want the basics sorted first then we can try to work ...'

'Coping with NZ slang.'

<sup>28</sup> This feedback comprises direct quotes from focus group participants or notes as interpreted and presented by facilitators.

### **Access to English support**

'ESOL is not easy to get.'

'Provide free learning skills or free English study.'

'More language assistance.'

'Looking forward to seeing more free English training courses in Dunedin (for elderly).'

'I was not a refugee but I needed that help. I needed a safe place to go and take my kids and cry. I know we need to learn English and find work and contribute to NZ and we want to do that but we are traumatised and we need to get better before we can learn.'

'Feel frustrated when my family learns English faster than me.'

'Lacking English language skills and competencies and no understanding of the technical terminologies associated with each situation is a disadvantage and difficult to overcome with help. More English lessons requested.'

'[Mother] goes to an ESOL class offered by Literacy Aotearoa on Mondays and Wednesdays and says it's a good level for her (not too hard, not too easy). Polytechnic stopped offering accessible classes for migrants and refugees from the start of this year.'

### **Connecting with other newcomers**

One of the main benefits of English language classes is that they bring together people who are in a similar situation and this can help with issues of social isolation. Social English classes are very popular for this reason and those in discussion groups, especially women and older people, would like more opportunities to learn English in these less formal settings.

'Language classes are only way to have contact with other people.'

'It would be good to have details of other school families that live nearby – to car pool or help with after school care in emergencies.'

'Wish there were more support groups for people in similar situations that allowed women to attend with their children – language classes and social groups often are restricted to adults.'

'More regular social English classes so we can develop friendships and to overcome social isolation by being at home alone with the children in a strange city with limited English.'

'Easy to meet people but difficult to make real friends – would like more classes that encouraged friendships or social activities for families.'

### **Education system**

For some migrants our education system is quite different to what they are used to and a range of issues arise. In Dunedin migrants raised concerns about a lack of information about how things work here, discrimination in schools, the impact that language barriers have on the quality of home-school partnerships and the support that is available to schools to help meet identified ESOL needs.

### **Access to information**

‘Very difficult to understand the preschool options.’

‘Difficult to understand the options of educational provision in all age groups – waiting lists are confusing, pre-enrolment systems.’

‘Words that have no literal translation in another language and situations that students have no prior knowledge about are difficult to discuss. The preschool care falls into this category – is it compulsory? Why do you have State care, do the people want this?’

‘Different schooling system is hard to understand – I needed to know more about it.’

### **Discrimination in schools**

‘Teenagers were mean to our kids after Sept 11 and they hassled our girls. Our girls were saying “it’s not our fault – why do people do this to us?” but we had to support our kids. Now they have friends and things are good.’

‘My son – when he goes to school – they talk about Osama Bin Laden and gets upset and it is very hard for him. I had to go and speak to people at the school – my son did not understand why they are so mean. One of his teachers, one day said to him negative stuff about Muslims. My son was very scared and anxious – I had to tell him that every country has some bad people. The Principal told my son to tell him if it happened again. My son doesn’t want to run to the Principal – he wants to be a “bloke” and not run to the Principal. He said he would fight the next time it happened. He does not have any trouble now and he is still at school and doing well.’

‘International students are isolated from Kiwi kids so they don’t have much of a Kiwi experience.’

### **Home–school communication**

‘We would like an ESOL tutor to be present when we first approach a school for enrolment. It would relieve the fear we feel about the unknown environment and context. Can we ask the teacher a question? Can we visit the school?’

‘A bridge between Indian students and the family.’

‘Don’t go to meetings at children’s school as too embarrassed.’

‘\*\*\*\*\* is very involved at the school where her boys are adapting well to the new environment. She mentioned that the school was particularly helpful in doing extra assessments of her boys when needed to ensure the best possible outcome for their education.’



### **Costs and other issues**

'Cost of international fees for myself and my daughter's school as well.'

'School activities are expensive – I did not realise we could negotiate. I found this very hard.'

'High cost of school uniforms.'

'Having school buses would help because I am worried when my children walk a long way to school alone, or if I am busy with the baby it would help if they could catch a bus rather than me having to take them.'

'Very well educated, and kids well educated.'

### **Qualifications and employment**

Some migrants in Dunedin, like elsewhere in New Zealand, face a number of difficulties in relation to having their overseas skills and qualifications recognised here and getting work that matches their skills.

#### **'Getting qualifications accepted.'**

'Both sons have finished under grad degrees and parents hoped they would get work after that. When they couldn't find work, the sons went back to Uni but the parents hoped they could leave Dunedin to be somewhere warmer when they finish study. There are not many computer science jobs in Dunedin but more in Oz and in Auckland and Wellington. "We do not want to go far away from parents. We hope higher education will help to get job. In my job search, I have concentrated on the skill gaps and tried to focus my study in that area."

'I studied Law and Politics but it is difficult to get a law job – for the past couple of years I've tried other jobs but still no luck. I have tried Civil Service and am still doing Post Grad but looking for jobs. Am trying for Masters.'

### **b. Feedback about what is working well**

- The services of local English language providers are highly valued, as evidenced by the strong demand and positive feedback.
- The way that English Language Partners combines English language support within practical contexts – such as parenting – works really well.
- The strategies that George St Normal has in place to celebrate the multicultural nature of the school and to maximise the benefits of this diversity have been very successful (eg the Welcome DVD).

### c. Feedback about what is not working well

- Insufficient ESOL opportunities are available to meet the identified need. There is particular demand for casual or social English opportunities for mothers with children and older people.
- High cost of ESOL classes for migrants at Otago Polytechnic.
- Lack of social language groups for men.
- Lack of trained interpreters in Dunedin.
- Lack of cultural awareness and understanding in some schools.
- Difficulties having overseas qualifications and skills recognised and a perception that the English language requirements for many jobs are unreasonably high.

### Further action and opportunities

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time.

- Develop strategies to build links and strengthen home–school partnerships and communication between migrant parents and schools or early childhood educators.
- Establish some local book groups for migrants (women and men). (Note that many migrants can read English better than they can speak it and might enjoy this opportunity to progress their English speaking skills.)
- Promote workplace literacy programmes and other workplace support.
- Promote social English classes that already exist around Dunedin.
- Build on current strategies to develop the pool of interpreters available in Dunedin, including securing training through the Office of Ethnic Affairs.
- Find ways to link families at schools with ethnically diverse rolls into wider activities and services for migrants (eg ‘Women Across Cultures’, ‘Chai and Chat’, targeted parenting courses, fieldworker visits).
- Develop social language groups for men and/or link to existing men’s activity groups, eg ‘Men’s Sheds’.

## 3.7 Safety and security

### Introduction

'Everybody agreed that they feel safe in Dunedin. This is something that is very important to this group and they felt that they would contribute as much as they can to ensure that this remains the case. Examples included the fact that kids can ride their bikes in the streets and that they can play unattended in the parks!'

'Challenges seem nothing compared with Afghanistan and Pakistan. Everything is so easy and it so peaceful – it is like a dream! It's heaven here – everything is provided.'



New Zealand is generally perceived to be a safe country, free from the threats and dangers that characterise the homelands of many newcomers here. This reputation for safety is in fact a drawback for a number of migrants and also for international students (and their parents). It is clear that, for anyone new to a country, feeling safe and secure in their new home will have a big impact on how well they are able to settle. Some groups of newcomers, particularly refugees who may have experienced years of insecurity in relation to their personal safety and that of their family, may be reluctant to trust anyone they do not know well and have a very real fear of interacting with officials of any kind. For others who have arrived from homelands with quite different national security structures, laws and social mores from those operating in New Zealand, significant adjustment and support may be required.

There is a widely held perception within the community that Dunedin is a safe city where parents can relax and let their children experience a high degree of freedom. Locals, including the police, believe that there are few serious problems in Dunedin in relation to the changing ethnic mix of the city but it is acknowledged that low-level tensions exist and surface from time to time. It is also recognised that issues of family violence exist within some migrant families and communities in Dunedin, as they do within all segments of society. However, local service providers and others note that a fear of the police, shame and family ostracism are reasons that these issues remain hidden in migrant communities and are rarely reported. Now that Shakti has established a refuge for migrant women in Dunedin, it is expected that more will become known about the range and extent of family violence issues for these communities.

## EXISTING SERVICES AND ACTIVITIES

A range of services are available to respond to the safety and security concerns of migrants within Dunedin. Key services include:

**NZ Police** – Community Policing team and Local Ethnic Liaison Officer.

**NZ Fire Service** – smoke alarms, cooking advice, etc.

**Neighbourhood Support** – the NZ Police works closely with Neighbourhood Support to increase safety and security at the neighbourhood level.

**Family Violence Services** – a range of services exist in the city including a women's refuge which is very supportive. Shakti has recently established a refuge for Asian and migrant women – housed in the DCOSS community centre.

**University of Otago** has a range of safety measures, including a Campus Cop.

## Feedback from discussion groups<sup>29</sup>

### a. Key issues

#### Feeling unsafe

'problem of students' safety at night time.'

'It's not safe in city after dark, especially catching a bus.'

'Difficult to find safe environments – will there be alcohol served, will males be involved?' (concern for mainly Muslim women)"

'Having school buses would help because I am worried when my children walk a long way to school alone, or if I am busy with the baby it would help if they could catch a bus rather than me having to take them.'

'Threatening intimidating behaviour in George Street at night is a common experience and is an issue for her. She has experienced this on Wednesday nights and at weekends. These are groups (she thinks) of non students aged 20 or under who yell from cars or "travel in packs".'

'Invercargill louts come up in the weekend and cause problems in the city,'

'I was terrified of the Police – that they would beat me up and arrest me even if I just asked for directions.'

<sup>29</sup> This feedback comprises direct quotes from discussion group participants or notes as interpreted and presented by facilitators.

## Feeling safe

'Police (in fact, every New Zealander) don't take bribes like in \*\*\*\*\*'

'Safe place for children.'

## Cultural differences

'Cultural differences need to be acknowledged and understood – in India people get out of car when stopped by Police out of respect. In NZ, it is the opposite.'

'Sometimes I feel like leaving a bag and give people something to be suspicious about – the security people keep on coming up to me in stores and checking on me. I only feel safe at home and with friends. Sometimes we all get together – 60 or 70 people men, women and children come together and that is good fun. We like to have people who are not Muslims.'

'I was not a refugee but I needed that help. I needed a safe place to go and take my kids and cry. I know we need to learn English and find work and contribute to NZ and we want to do that but we are traumatised and we need to get better before we can learn.'

'Bullying attitude of some New Zealanders towards international students eg a student accidentally let go of a supermarket trolley which damaged a car – the adult Kiwi owner of the car was very aggressive and tried to extort money from the student.'

## Hatred and discrimination

'He had an experience in an Oamaru supermarket soon after arrival when someone shouted "wrong colour". His reaction was to think that perhaps this person had never seen a black man before. A more serious experience was when he was living in the suburb of Mornington. Every morning his car was splashed with food remains and "dirty things" by a neighbour. There was a walkway between his house and the neighbours where they had to be careful at night because the neighbour would put logs, rubbish and broken glass which could trip them up. Finally they left rotten fish at the door so his wife phoned the police who said they would check the neighbourhood. One night they found nasty words left on the car windscreen. They started to look for somewhere else to live. How do you get to know your neighbours when this kind of thing is going on? The current neighbourhood is OK but he finds everyone is for themselves. He only has contact with some elderly neighbours.' (as reported back by discussion group facilitator)

## b. Feedback about what is working well

- Including the local police in the Settlement Support orientation bus tour is reassuring and a great way of introducing the NZ Police style to new migrants.
- In general Dunedin migrants appreciate the relative levels of safety in Dunedin and they trust the local police.

'When I had to go to the Police station to report something very minor I said I was frightened he would arrest me. He stood straight up, looked at me and said "don't be ridiculous!" and I felt much better.'

## c. Feedback about what is not working well

- A number of stereotypes still exist in Dunedin (eg in relation to Muslims) and a degree of low-level racial harassment and some blatant discrimination has been noted in focus groups.
- It is suspected that a number of safety and security concerns go unreported and therefore are not known about or addressed.

## Further action and opportunities

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time.

- Ongoing participation of the NZ Police at community events and festivals to give newcomers the opportunity to meet and get used to NZ Police.
- Develop or link into any neighbourhood support strategies.
- Build on current NZ Police strategies to inform, advise and link with migrant communities.
- Provide local family violence services with information about the needs of different ethnic communities – link into wider Family Violence Taskforce work.
- Ensure issues of racism are included and emphasised in any work with schools and students on bullying.
- Ensure information/contacts about family violence support services are available at key places and in different languages – link into broader Family Violence Taskforce work.
- Promote police resources such as 'A Practical Reference to Religious Diversity'.
- Promote newly established Shakti services.



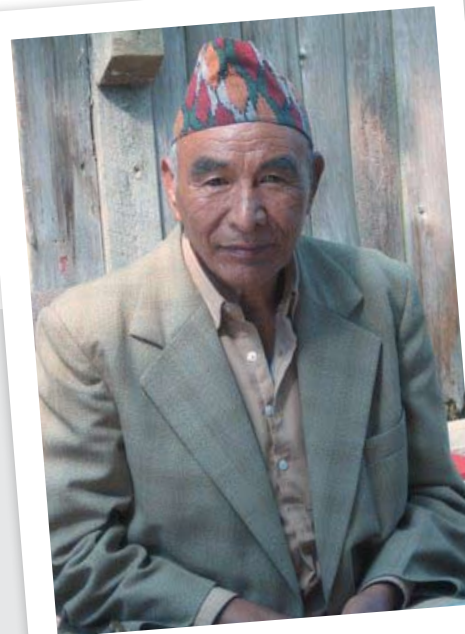
## 3.8 Positive ageing

### Introduction

'Retired and semi-retired have plenty to offer – we came here to be with our families but now they have moved off. There are 5 of us in this room [discussion group] who could do with a few more connections – we do not want to join Probus or the Gardening Club or University of Third Age. People who have been here all their lives have so many connections ... but us, how do we make our connections?'

'I came from China to join my sons when they study. I hear it is a good place for old people so I emigrate here. Now my son has moved to work in Australia and now just my wife and me are here. Our English is not good and we thank Barbara for being such a good teacher. I still need to learn so much more ... I was a Professor in China. All I want to do is learn English and be good at it.'

'Maybe we need a service for just older people – I'm looking at a Space2B for Mosgiel ...'



There are many challenges in ensuring that older residents of a community are valued and are able to participate in the community in the ways that they choose. For the older people within migrant families, these challenges can be particularly daunting. While younger family members may quickly pick up the English language, older members often find this more difficult, making them reliant on their immediate family for socialisation and interaction within their community. Limited English can result in extreme loneliness and isolation and can also create barriers in terms of accessing services that might help.

An issue that emerged in Dunedin was the number of older migrants who came with families, or to support them while they were studying here, and who now find themselves alone as their children have moved elsewhere for work or other reasons. It has been reported that issues are emerging for older Pacific peoples in the community without good English who have relied on their extended family for communication and socialisation and struggle when the younger family members leave Dunedin. There appear to be very few services available to support older migrants with their social and language needs.

A real fear expressed by a number of discussion group participants was what would happen to them when they could no longer look after themselves. New Zealand rest homes seem frightening to many migrants and ill equipped to deal with their dietary and cultural requirements. The Southern DHB Needs Assessment and Service Coordination team (NASC) notes that Home Based Support Service agencies struggle to find carers of various ethnicities to meet the needs of people of different nationalities, and that this is a gap. They also point out that despite the national trend for more migrants in the New Zealand caregiver workforce, rest homes in Dunedin generally lack staff from a diverse range of ethnic backgrounds.

### **Elder care workforce**

A related issue is the elder care workforce which has become increasingly reliant on migrant caregivers over recent years. New Zealand's population is rapidly ageing and a Department of Labour report (Badkar et al, 2009) estimates that 48,200 paid caregivers will be needed by 2036 to look after a growing number of older disabled New Zealanders requiring high levels of care and support. It is highly unlikely that the local supply will be sufficient to meet this demand and the authors note that immigration of low-skill workers will need to be considered as a measure. New Zealand does not have a formal scheme for caregiver migration, however there has been a rapid and growing reliance on migrant caregivers for the elderly over recent years with many coming from the Pacific and increasing numbers from the Philippines. It is suggested that as the demand for elder care grows globally, New Zealand may need to consider alternative source countries for migrant caregivers and the development of a range of migration pathways.



## EXISTING SERVICES AND ACTIVITIES

A range of opportunities for older persons exist in Dunedin. However, there is concern that many of these are not being accessed by some migrant groups. Key services include:

- **Age Concern** – seniors clubs
- **Otago Pacific Health Trust**
- **Senior Chinese Association** offers support and activities to local Chinese seniors. As a joint project, English Language Partners provides an English class exclusively for members. The association also meets to celebrate cultural festivals and has a weekly swimming session at Moana Pool.
- **60 Plus clubs**
- **Probus clubs**
- **Golden Age** operates at Nations Church (334 King Edward St, South Dunedin). They meet on Wednesday mornings and have a varied programme over each month. Usually a gold coin donation unless it's the monthly light dinner or a trip to the movies or mystery bus trip. Nations Church is already very immigrant-friendly and has a group for people of mixed ages, families, etc.
- **Local noticeboards** often advertise local friendship groups and free ESOL groups.
- **Daycare programmes at Maybank** (Ross Home – Mondays/Tuesdays/Fridays) and Sheen Street (next door to Leslie Groves Rest Home, Monday to Friday) – both can be funded via the District Health Board or a Disability Allowance, or paid for privately (\$34 a week approximately).
- **Senior Link** (South Dunedin) is a community day programme for elders operating on Mondays and Fridays (phone 456 4249). Not funded by the District Health Board but can be paid for privately (\$20) or via the Disability Allowance.
- **Presbyterian Support** – volunteer visitor services.
- **Alzheimers Society**
- **Carer's Society**
- District Health Board's **Carer Support Days** – following a needs assessment, funding can be used to get someone to come and stay with the older person, or for them to go and stay with someone else or in a rest home – all designed to give the main carer a break. (Note that there is information with respect to eligibility and guidelines for use of this resource.)

## Feedback from discussion groups<sup>30</sup>

### a. Key issues

#### Access to information and services

'To organise an elderly Chinese association to provide a place for the elderly Chinese people to enjoy activities and events for better communication and a more active life. Hopefully we can get the support that we need.'

'Access to information about life in New Zealand and Dunedin is a key issue. They feel information is not freely available to them. Information could be in either Chinese or English.'

'They would like a central place for an information and service centre and an English language centre.'

'We look at the wider community – elderly neighbours and they like to have visitors and know that they have good people living around them. It is important for young people to know about this.'

'A number of people in the group go to a Sri Lankan woman doctor in George Street who has lower charges. There was a suggestion that a Chinese interpreter could be attached to her practice.'

'They would like to have a Chinese (Mandarin) speaking Justice of the Peace.'

'A meeting place for the Senior Chinese Group – they would like to have a "home" a place to meet regularly which could be shared with other groups. They meet only 4 times a year at Dunedin Community house but it costs \$200 per year and their funds are limited. They could pay something towards the cost of a shared facility. It would be good to have access to a telephone and computer.'

'Can doctor's services be provided in Chinese?'

#### Community participation

'I'm over 60 – retired but we need more than just each other ...'

'Too busy to get involved socially but now semi retired and want to meet people and have conversations with English speakers. Social English classes are too much for beginners. The focus group was a chance to interact with others ... we are isolated as a couple.'

'Very difficult moving to Dunedin – very lonely, hard to meet people. People say it is easy if you are "white" but I didn't find it easy. Colleagues at work were main friends but now I'm semi-retired. Several friends have died. Younger colleagues have also left NZ.'

#### Language

'English language is a barrier.'

'To study English. But the memory is poor. To continue study.'

'Looking forward to seeing more free English training courses in Dunedin.'

'Language Line is known and used by some people who have tried using it with mixed success at the hospital and at Work and Income. They have found the doctor doesn't tend to use it

<sup>30</sup> This feedback comprises direct quotes from focus group participants or notes as interpreted and presented by facilitators.

because it needs more time for the appointment. They aren't always able to take a family member along as they may not be available so therefore may not have an interpreter. They would like to have local interpreters available who are trained and who know the correct terms.'

'Issues for older people – language is a key issue – not being able to use or understand English.'

'There are lots of elderly Chinese people living in Dunedin. They have problems when seeing their doctors or filling out some forms. They really need Chinese interpreters to help them.'

'Some elderly people in Dunedin are able/willing to make some contributions (to the society), but they have language barriers.'

'There was a lively discussion about the possibility of asking the New Zealand government to allow more Chinese doctors to come to New Zealand.'

## Accommodation and elder care

'Language is a key issue ie not being able to use or understand English. I asked if they had concerns about where they would live when they got older and raised the issue of Rest Homes as an option. There was a lot of enthusiastic discussion with the two main concerns around living in a rest home being language and food. They are all concerned that they can't eat food other than Chinese food. The idea of a rest home for Chinese people was enthusiastically received – there is one in Auckland they told me. They thought such a project would need government funding and that they would need to talk to the younger generation to get such a thing underway. They explained that this is a real concern because the younger generation don't want to look after their parents as used to be the custom.'

'Some people were concerned that their accommodation allowance gets cut when they are out of the country.'

'Others were not happy that rent for council flats had increased by 30% in the past 5 years.'

'Rest homes should have Chinese staff (speaking Mandarin).'

'Rest homes should have a Chinese food section.'

'Elderly people need service in Chinese when they are sick.'

'Several older Cambodians are worried about what will happen and where they will live in their old age. Some families are able to care for their elderly but there are others who are not and the future is uncertain for them.'

'There is one elderly Cambodian woman I know of in a rest home now.'

## Family support and immigration concerns

'I would love to live in NZ – my daughter came to study and I was on guardian visa. Now I'm a registered teacher and my daughter has gone back to \*\*\*\*\*'. I do cleaning jobs and support work but I'm always last on list for getting teaching job. I help out at [local centre] and I like to welcome other newcomers and I work for a drop-in there. Retired people come along as well ... they can come for lunch, there's music playing. It's a warm place and we welcome all people.'

'Three of the 18 people did not have permanent residence and had specific concerns as follows: They have come to help their families but under current immigration rules have to leave the country every 9 months for a period of 9 months. They would like to be able to stay here without having to go back and forth to China and are unhappy they have to wait so long before they can get PR.'

'I came to Dunedin with my daughter for her education.'

'When they couldn't find work, the sons went back to Uni but the parents hoped they could leave Dunedin to be somewhere warmer when they finish study. There are not many computer science jobs in Dunedin but more in Oz and in Auckland and Wellington. We do not want to go far away from our elderly parents.'

### Services and support for older people

'Some thought the Gold Card use on the buses should be extended till 5pm instead of 3pm.'

'Some were unhappy that the bus routes were not very good and that the fares had increased.'

'They did express appreciation for what is provided for them by the NZ government.'

'Older persons – impact of recession.'

'It is not appropriate that elderly people are not allowed to use their Super Gold Card to travel free on buses before 9am and after 3pm as buses are not short of empty seats during those times.'

### b. Feedback about what is working well

- Many older migrants have been in Dunedin for a long time and are well settled with long-established social connections and very good English.

### c. Feedback about what is not working well

- Lack of English services specifically targeting older migrants.
- Lack of social opportunities for older residents.
- Lack of rest home facilities able to respond to the cultural requirements of older migrants.
- Lack of advocacy and support for older people, particularly in relation to healthcare, including the need for translators.

### Further action and opportunities

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time.

- Support social networks that focus on older people.
- Identify providers for English classes specifically for older people.
- Include a focus on older people within the Newcomers Network.
- Establish links between ethnic groups and the Southern District Health Board to help with elder care support in the community.
- Raise awareness in rest homes and general elder care about the special needs of older migrants, especially those who are speakers of other languages.



## 3.9 Vibrant and optimistic youth

### Introduction

A healthy community fosters vibrant youth and actively seeks to ensure that its young people have a voice, feel connected to their immediate and wider communities and are supported to take up opportunities and make a positive contribution. As a university city Dunedin has a highly visible and significant youth population (with around 22% of the total population aged between 15 and 24 years in 2006). Over recent years, this segment of the population has become increasingly diverse and now includes young people from a wide range of cultures and ethnicities, especially with the increasing numbers of international students in the city. Census data reveals that, even back in 2006, more than a quarter of the overseas-born population in Dunedin were aged between 15 and 24. Dunedin is clearly a city that acknowledges and responds to its student population, but it is important to ensure that the overseas-born youth of Dunedin have access to appropriate social services and opportunities.

Young migrants and their parents have raised some specific issues in relation to the following:

- loneliness, language barriers and cultural difference
- 'fitting in' with New Zealand youth culture, particularly in relation to attitudes towards alcohol, drugs and sex
- intergenerational conflict as they become more immersed in New Zealand culture and their parents seek to limit this and to retain the ways of their 'old culture'.

It is important to distinguish between the views of parents and those of young migrants themselves as they may have differing perceptions about the relative importance of different issues. International students have identified particular issues which are outlined in the next section of this report (section 3.10).



### EXISTING SERVICES AND ACTIVITIES

A range of opportunities for young people exist in Dunedin, including sports, recreation, arts and other clubs and groups. However, there is concern that some young migrants struggle to tap into these. There are also a number of ethnic associations and groups in Dunedin which actively engage the younger members of their communities.

See the Family and Community Services directory for currently available services to help young people with health and other social needs: [www.familyservices.govt.nz/directory/](http://www.familyservices.govt.nz/directory/)

## Feedback from discussion groups<sup>31</sup>

### a. Key issues

#### Cultural differences

'And they think he is a tourist. He is 17 years now. Young people see Muslims in the media and teenagers just think of the pictures they see on the news. We need some positive media and also more understanding of Muslims.'

'My daughter was 16 and I wanted her to wear a hijab but she said she just couldn't cope with that. I have to respect her decision.'

'Conflict between how he used to have friendships in Egypt – cannot accept the way it is in NZ. He expects friendship that would mean to be together all the time. To hold out for each other.'

'It is a conflict between his and NZ culture. His friend borrowed his bike and fell off – his Kiwi friend offered to pay repairs but this is not the way in \*\*\*\*\*. It was an accident.'

#### New Zealand youth culture

For many young migrants and international students the cultural differences between New Zealand and their homelands are vast. In addition to the obvious differences of language and food, many are not prepared for the very different social norms that operate in New Zealand. Young people in discussion groups spoke of feeling fearful about the behaviour of some young people here, especially in relation to drinking, drugs, cars and sex. Parents of young migrants are especially fearful of the influence of kiwi youth culture and the impact that it will have on their children. Some international students also find themselves with a large amount of freedom and independence in New Zealand that they would not have in their own country at their age.

'We are afraid that alcohol is present at many events and worry for our youth.'

'The youth drinking problem. There are so many opportunities, so why is this happening? It seems quite over the top.'

'Hub for young people in Dunedin – social life without alcohol.'

'Social problems for youth in Dunedin.'

'I see so many young girls in trouble in NZ – problems with alcohol and place to get them away "if you can remember what happened yesterday, then you haven't had enough fun".'

'Drinking is a problem if you drive – what about domestic violence, terminations. How do our children fit into this.'

'A lot of unnecessary pain for youth – new people can bring other attitudes to this.'

'"The Kiwi Roots" – a festival film about how the youth lifestyle. A young woman skited that she had had sex with 20 people in orientation week – New Zealand is only country where women are more promiscuous than men. Link to family violence and suicide.'

<sup>31</sup> This feedback comprises direct quotes from discussion group participants or notes as interpreted and presented by facilitators.

'Why do we have such incredibly high prescription rates for youth? Why don't we put together bits of different cultures to protect our children. This is bigger than politics, this is something all NZ needs to work on.'

'The Hub is the place to bring about change – better than to be trashed, stoned!'

'Difference between making love and bonking. This is not good especially for fragile personalities.'

'Making love in a meaningful relationship – our work covers International students as well. This is the biggest problem in New Zealand society.'

'Effect of alcohol and promiscuity on society in New Zealand. Is there a better way – time for a change??'

'Substance abuse.'

'Abuse of sex – highest promiscuity rates.'

'Stability of relationships – disposable relationships.'

'There are 1.2m scripts for depression, 125,000 family violence incidents, 50,000 child abuse.'

'Highest suicide rate in OECD – is this worth talking about between the cultures?'

'You need to treat the source of the problems, not the symptoms.'

'There is so much unnecessary pain for children and youth.'

## Intergenerational family issues

Parents of young migrants often struggle as they try to ensure that their children enjoy their new home and make the most of the opportunities here, while remaining comfortable with and proud of their heritage and culture. Young people, on the other hand, are usually under a lot of pressure to 'fit in' with their kiwi peers, especially if they do not have many peers from their own cultural backgrounds. This can cause considerable tension within families, as parents and young people try to navigate this tricky area.

'Maybe it is harder to bring a family and the problems that youth have to settle in.'

'We view the family as a unit and would be happy for family days or social evening where youth can attend – like the English language.'

'We like our new country but we want them to be proud of where they (our young people) are from.'

'In coming here, our family has flourished. Our parents had access to an education that they would not have had in other countries because of their religion. They are involved in the community and they encouraged us to be educated. The youth can "live in both worlds" – Kiwi and Persian!'

'Teenager is not integrated – finds it difficult to accept the kind of friendship that youth have in NZ. He used to be very social in \*\*\*\*.'

'"Auntie Barbara" is welcomed into the community – very respectful attitude of children to adults.'

'We want children to enjoy freedom of Western culture and the democracy and also to have the support of the family – use the positives of every culture to make life better for our young people.'

'Families as building block of society disappearing? How is that for NZ??'

## **b. Feedback about what is working well**

- There are many happily settled young migrants in Dunedin who manage to enjoy the 'best of both worlds'.
- Many social and sporting opportunities are available in Dunedin for young people due to the strong university presence and numbers of students.
- The increasing ethnic diversity of international students has meant more young people from different cultural backgrounds are in the city, fostering an acceptance and appreciation of difference and providing scope for friendships.
- Many local 'homestay' families have positive experiences through hosting young international students.

## **c. Feedback about what is not working well**

- New Zealand youth culture is abhorrent to some young migrants and their parents and can lead to difficulties with social adjustment and mental health concerns.
- Limited services are available to help migrant youth with these particular issues and there are few translation services in the city.

## **Further action and opportunities**

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time.

- Assess the availability and accessibility (locally) of counselling and other support services for migrant youth in their own languages.
- Raise awareness of diversity in Dunedin schools and preschools.
- Promote opportunities in schools to understand cultural differences and celebrate diversity.
- Develop parenting programmes to support parents and youth who are challenged to manage intergenerational differences.
- Provide support and training for professionals working with migrant youth and their families.

## 3.10 International students

### Introduction

Although this section is closely related to the previous section on vibrant and optimistic youth, the tertiary international student population<sup>32</sup> is significant in Dunedin and students face some issues and challenges that are particular to them as a group, thus warranting specific consideration. Although many of these students may not remain in New Zealand beyond their study, for the time that they are here they are temporary migrants, sometimes for extensive periods of time (PhD students are here for three to five years). While they are here, they experience the same issues as many other migrants and have similar interactions with the local community and its services and resources.

Education is one of New Zealand's largest export industries and the annual financial gain alone is estimated at over two billion dollars in foreign exchange (Infometrics et al, 2008). There are also considerable longer-term economic and social benefits for the country, particularly if these students choose to stay in New Zealand and contribute their skills and expertise. The exposure we get from their overseas thinking contributes to knowledge transfer and education standards, their social connections are important for young New Zealanders who need to operate in an increasingly global marketplace, while the diversity they bring enhances our communities.

Around 2,500 international students are currently studying and living in Dunedin. Many of these are studying at the University of Otago, with smaller numbers at Otago Polytechnic (up to 400) and several private training establishments. A reasonable degree of help is available to international students studying in New Zealand. Prior to arrival, institutions provide information to interested students and their families, and Education New Zealand<sup>33</sup> has a website with a wide range of information about New Zealand to help students choose a study location and to assist with settlement once they arrive ([newzealandeducated.com](http://newzealandeducated.com)). Additionally, all education providers with international students are required to meet the standards set out in the Code of Practice for the Pastoral Care of International Students in New Zealand. Education New Zealand provides tertiary institutions with a comprehensive 'guide for staff' on supporting international students. This includes information on cross-cultural communications and orientation matters. Ideally, these processes should ensure an initial level of support, enabling students to have some familiarity with their new community, to locate essential services and to undertake their study programme. However, discussion groups and consultation with tertiary and service providers have identified that, beyond this,

32 The secondary school age international students have not been considered specifically in this section because there is perceived to be a greater level of structural support wrapped around the younger cohort.

33 Education New Zealand is a not-for-profit charitable trust set up to support the New Zealand export education industry, and to promote New Zealand's education services offshore. Education New Zealand is recognised as the umbrella industry body for education exporters in New Zealand. It is governed by an independent chairperson and Board of Trustees, elected by an electoral college of New Zealand institutions, all signatories to the Code of Practice for the Pastoral Care of International Students in New Zealand.

a number of issues arise for these students and their families, particularly in relation to building connections within the wider community, housing and adjusting to the particular 'student culture' in Dunedin. Students with families have additional pressures around accommodation, socialisation, schooling and arising health issues (such as pregnancy).

### University of Otago

Every year, the University of Otago welcomes around 2,000 international students from over 90 different countries around the world. Most students are studying at the bachelor level but there are increasing numbers of students at the doctorate level (nearly 400 in 2010). The university offers a range of services to its students including pastoral support which is provided by a small team of international student advisors. The university notes that the three groups of international students – undergraduate, postgraduate and PhD – each have particular needs. The issues for all students will vary depending on where they are from and the level and type of cultural adjustment they have to make. Postgraduate and PhD students have some very specific needs around university processes, visas and family support.

### Otago Polytechnic

Otago Polytechnic welcomes several hundred international students each year from a wide range of homelands. Polytechnic students in Settling In discussion groups were from India, Korea, Vietnam, Thailand, Mozambique, Japan and China. The majority of international students at the polytechnic are studying ESOL and business. Smaller numbers are studying areas such as fashion and design, adult learning and teaching (graduate diploma) and design enterprise. The polytechnic has a range of services in place to support its international students, as noted below.





## EXISTING SERVICES AND ACTIVITIES

A range of activities and services are in place to support international students in Dunedin. Key services include:

### University of Otago

- **Website** provides a range of information for students and prospective students ([www.otago.ac.nz/international/index.html](http://www.otago.ac.nz/international/index.html)).
- **International student advisors** are available on a confidential basis to assist international students with any issues or questions that may arise during their time at Otago such as: cultural adjustment, homesickness, family support, general health and well-being, academic issues, providing student status documentation, flatting and accommodation. Advisors can refer students to other specialised services as required.
- **The International Mentor Programme** pairs international students with enthusiastic, friendly Otago students to help them settle into Dunedin, and adjust to life at the university. Mentors are volunteers and receive peer support training to prepare them for their role. A significant part of the programme is about providing pastoral care and support for new international students but the programme also fulfils an important social function. Throughout each semester, the programme holds free and subsidised events, such as movie screenings, pizza evenings and ice skating trips for both mentors and mentees.
- **Otago Language Match** introduces students studying English, and other international students, to students or staff who want to practise another language. Speakers of languages such as Chinese, Japanese, French, German, Afrikaans, Arabic, Portuguese and Spanish meet their Otago Language Match partner informally to share conversation practice.
- **Safety and Security Measures** – including a Campus Cop (a sworn member of the NZ Police), a Campus Watch Team (provides information and pastoral support and will escort students), a University Safety Patrol (which will give free lifts to students between 11pm and 3am on Wednesday through to Saturday), and emergency phones across the campus.
- **The Pacific Islands Centre** offers a range of services and support for Pacific students including academic support, cultural and pastoral support, links to Pacific Islands community networks and cultural advice to staff and students working with Pacific peoples.
- **Range of cultural and ethnic clubs and associations**, eg African, Muslim, Fijian, Sri Lankan, Omani, Korean, Malaysian, Indian, Saudi, Singapore, Samoan, Indonesian and others.



### Otago Polytechnic

- **Website** provides a range of information to students or prospective students, including some translated material ([www.otagopolytechnic.ac.nz/students/international-students.html](http://www.otagopolytechnic.ac.nz/students/international-students.html)).
- **Learning Centre** offers free one-to-one appointments with a learning advisor, facilitated study groups and tutorials, workshops on study skills, essay and assignment writing, and maths, peer tutors, language advice for English language learners, handouts and study cards and online information. They plan to offer a free orientation programme in the future.
- **International Student Services** team can help with everything from first enquiries through to enrolment. This includes:
  - advising students on the best course of study
  - assessing student applications and, if applicable, providing a student with an 'offer of place' in their chosen programme
  - helping students choose the right accommodation option and organise either a homestay or a placement in a Hall of Residence
  - providing options for payment of tuition and other fees
  - assisting with student visa and permit renewals
  - offering social opportunities for international students to meet each other and make friends
  - ensuring a staff member is available for emergency contact 24 hours a day.
- **International Students' Handbook** is a downloadable booklet which includes key information about the academic calendar, study pathways, student visas and permits, accommodation options, grievances procedures and the student lifestyle at Otago Polytechnic.

### Japanese Christian Fellowship

- The Korean pastor (fluent in Japanese) holds a weekly service for Japanese students and others. The sermon is delivered in Japanese with a powerpoint in English and is followed by a meal prepared by the pastor's wife and caterers. Around 50–60 students attend. Half are Japanese, and the rest are other mainly Asian students. This is followed by a 30-minute English lesson. They also have a Bible class during the week, usually held in someone's home.

### Dunedin Elim Church ([www.dunedin.elim.org.nz](http://www.dunedin.elim.org.nz))

- The Elim Church runs an international service on Saturdays at 5pm for international students, both university and high school, and their families and migrant families. Following the service there is a social time until around 7.30pm. They have 50–60 students this year and last year around 80. Most are from south-east Asia, mainland China, Taiwan, Hong Kong and India. To help students make friends, the church offers 'Life Groups', small groups with a leader that can be study groups but are also based on similar interests, eg gym, sport, games, movies. They meet during the week in people's homes, cafes or other venues. The pastor and his wife also offer counselling.

## Feedback from discussion groups<sup>34</sup>

### a. Key issues

#### Student drinking culture

The distinctive student culture in Dunedin is a major attraction for both national and international students. However, some international students find aspects of this difficult to adjust to. The heavy drinking in particular is anathema to students from some cultures who find it disturbing and frightening at times. Others are keen to get involved but can't cope and end up having difficulties maintaining their studies.

'Drinking culture in Dunedin – starts on Thursdays and goes to Sunday. They mess up roads with broken glass. Staying at Backpacker and can't sleep at night. There is yelling, crying, very different from Japan.'

'Drinking on street is terrible – okay in bars and restaurants but not good on the streets.'

'People throw glass and empty tins. Sometimes they throw them at people. Bottle of beer thrown at students from car. They throw eggs as well as water bombs.'

'Once a guy just peed on me – I was just walking along Castle St when he walked past me and did that.'

'These things happen especially during the weekend and at night. Before I came to Dunedin, I lived in Christchurch and Auckland but Dunedin is the worst. We live in student area but not on campus.'

'Be honest about how it is in Dunedin – prepare students about how it is. Say it is dangerous in town from Thursday to Sunday night. I had heard about it but I was shocked when I actually saw it.'

'Party scene and alcohol a huge problem – easier access to alcohol here than in US has meant that a few students have ended up leaving as they could not cope with the alcohol culture.'

'Broken glass in Castle St is a problem – neighbours throw bottles over on to their decks. Loud music is annoying.'

'Living in the student area – Friday and Saturday nights are very noisy because of drunken people and noisy cars which make it hard to sleep.'

#### Discrimination and racist behaviour

'I was shocked when I first came to NZ – I thought NZ would be a very calm, peaceful place but after one month I experienced people yelling out at me "F\*\*king Korean" from the curb. Several in group had experienced that.'

'Some young people call out "Bigger off" and shouting from cars. Not just kids but also older people who look like managers or someone respectable but they yell out.'

'Skateboard park the kids are drinking, smoking and using Kronic. Much different from Japan. Average New Zealander is fine but Kiwi students are crazy. They think Asians can't speak English but they come up and say "Speak English" and I feel very bad. I am very disappointed with New Zealand people. I am very disappointed.'

'One person talked about having a friend at a local co-ed high school where there is a lot of prejudice against Asian people.'

<sup>34</sup> This feedback comprises direct quotes from discussion group participants or notes as interpreted and presented by facilitators.

## Student accommodation and support

Student well-being is determined by many things including the quality of the living arrangements and the support that students have. International students in discussion groups had mixed experiences depending on the type of accommodation they had (ie hostel, flat, homestay) and the level of support they received once they arrived (ranging from nil to very supportive). There seems to be scope for ensuring a better all-round experience for students in these respects. The university has a number of flats that international students may rent. These flats have a 'Kiwihost' tenant who provides support to the international students and helps them to experience a 'student flat', kiwi style. The Kiwihost has reduced rent in return for taking on this role. This seems to work well in most instances.

'I came alone and didn't know anyone – no-one picked me up so I had to find the way to Homestay. I got an email from Homestay to say she was in Christchurch and couldn't pick me up. I had to go to her friend's. I was only 16 and no-one met me and I was scared.'

'My Homestay parents did meet me at airport and they were really nice.'

'My homestay figured out everything about living in Dunedin – I did not know where to go to get information. I came to study at school.'

'International office has been extremely helpful. Shuttle bus picked up her and a group of students. Was dropped at the gate of her university housing. Is flatting with 5 people including one Kiwi who helps to settle the other ones in. The Kiwi woman took her shopping for bedding and other stuff.'

'The house is not insulated and there is no heat pump but electric blanket saves her. She was rather "alarmed" to hear that the weather was still mild for end of June and there would be a lot colder weather to come!'

'There is a place that will help people to find a flat but I didn't know about it at the beginning.'

'Landlords want people who will stay more than a year – now I am at Backpackers because my Homestay did not work out. I don't know anyone who can help me. I have not asked anyone at the Language Centre yet but now I will.'

'Host family is friendly and kind. Has to use English at home which is good.'

'Host family try to cook food from different countries which helps when they are feeling homesick.'

'Some of their friends have had negative homestay experiences. They know of students who have come here as 14 and 15 year olds who have not had enough food so have had to buy extra food of their own. They feel some home stay families see it as a business so ration the food. Some lock the kitchen at night so students can't get more food.'

'She knew about the cold so asked about insulation but found that landlords reassured her about the warmth. The flat she took turned out to be cold and damp. She said – I would love to have found someone to help me find a place to live.'

'It's really shocking to me that in Dunedin they force you to sign 12 month leases therefore if you're in a bad flatting situation you're locked in. In other places you can get 3–6 month leases then a month by month lease.'

'It can be hard to have a "Dunedin experience" if the others in the flat are all internationals. I know of people in this situation who have moved flats to be with Kiwis.'

'it can be difficult if people have different work or cooking habits. Cold weather can lead to disputes if one person wants to use more electricity than others. I know of a classmate from Singapore who is miserable because of the cold.'

'The "Kiwi Host" programme can work well – where there is one Kiwi student in the flat who has the task of helping the international students with orientation in return for lower rental. This is successful if the Kiwi host does a good job but doesn't always work well. She suggests it would be good if the university asked students where they are coming from when they enrol and offer appropriate help as even Kiwi students coming from small towns in NZ need help.'

'There is a mentor programme and other students have used this and think it's good.'

### Connecting with the wider community

Like many newcomers, international students often experience considerable culture shock and loneliness on arrival in New Zealand and may struggle to build meaningful connections within their new community over the long term. A survey in 2007 (Ministry of Education, 2007) showed that 61% of international students would like to have more New Zealand friends and 31% said that making kiwi friends was difficult. A further study on the experiences of Chinese international students (Ho et al, 2007) found that friendships and intercultural communication with New Zealanders prove difficult because of language and cultural differences. It also reported that the Chinese students surveyed had limited knowledge of services, nor did they participate in the wider community. Feedback from the discussion groups in Dunedin also highlighted loneliness and isolation as difficulties that students experienced, as well as a desire for more opportunities to become involved in the broader community. A good homestay experience seems to be a key means of helping international students to feel at home and make connections within their new community. Some of the churches in Dunedin provide specialist support to international students with the aim of helping them to connect with the community and make friends.

'Hardest thing was not knowing anyone – it takes time but it would be good if there were more ways to meet people. I know now that there's a Japanese group on campus but it was well through the year before I found out about it. It would have really helped if I had known earlier in the year.'

'Finds Kiwis a bit hard to get to know so tends to mix with other international students.'

'Hard to meet Kiwis. They don't want to make friends with us – they are closed. We want to make friends but they already have their own friends.'

'It was easier being English speaking and having the support from her flatmates and the University International office.'

'Support Group would be good at the University to connect me with other people.'

'The Chinese Church at the university is a good place to meet people.'

'Also good to join Clubs and Societies at the university as a way of meeting people.'

'I have met a lot of friendly Indian families and have been invited to their homes as well as to Kiwi homes.'

‘One student who has been at high school in Dunedin has Kiwi friends from school. He acts as a sober driver for them. He’s been living in a good family home stay.’

‘She has made some Kiwi friends but as most of the students on her course are internationals she has mostly international friends.’

‘She has been talking to people at Student Health for an assignment she is doing on mental health amongst the 18–25 age group. She has found they are well resourced in terms of staffing to help with problems such as isolation and dislocation. There are 40–50 medical staff and 9 counsellors. She reported that Halls of Residence keep an eye on their students, have support systems in place and refer them to Student Health if they are concerned.’

### Safety and the environment

Safety is a prime consideration of international students and their parents when considering an education destination. Despite some anxieties around excessive drinking and other aspects of the student culture in Dunedin, most international students in discussion groups felt safe in Dunedin. The university has a range of safety measures in place including a Campus Cop, a Campus Watch team and a free University Safety Patrol. On the whole students like the environment too, although some find the weather cold and depressing.

‘She feels safe on campus because of Campus Watch, escorting people on request or just patrolling the grounds. This is excellent.’

‘Dunedin is a friendly, safe place to live. I don’t go out by myself. It feels safe in a group. I think it’s safer than Christchurch or Auckland.’

‘The Campus Cop is wonderful in these cases’ (ie when students get in trouble with the law)

‘Dunedin is peaceful and there is a lack of pollution. Safer than India. Dunedin has an international environment and also has a New Zealand flavour – it doesn’t have closed communities as in Auckland.’

‘Dunedin’s nature is beautiful. It’s easy to visit green spaces. I like Dunedin very much. I feel comfortable here.’

‘Bus drivers are friendly – they wish you a good day and sometimes even give you a free ride.’

‘The weather is changeable. The buildings are gloomy and lots of people wear black.’

### Cultural difference and adjustment

For many international students the cultural differences between New Zealand and their homelands are vast. In addition to the obvious differences of language and food, many are not prepared for the very different social norms that operate in New Zealand. Students in discussion groups spoke of feeling fearful about the behaviour of some young people here especially in relation to drinking, drugs, cars and sex. Some students also find themselves with a large amount of freedom and independence in New Zealand that they would not have in their own country at their age. Teachers too have noted that cultural differences can impact on the teaching and learning relationships.



'Meal times here are different. Instead of having a big lunch meal as at home people eat sandwiches instead. Dinner times are different.'

'Saudi/Bahrainian students are not used to the freedom from constraints.'

'Indian students find the transition from living with parents at home to flatting and caring for themselves is enormous. They have always lived with parents and experience huge culture shock. They are also under huge family pressure to succeed, eg one family had mortgaged their motel in India to support their only son.'

'Malaysian students also experience difficulties' (making the cultural adjustments)

'New Zealand is a long way from the rest of the world. It's hard to phone home as the cost is too high.'

'Students from some countries need structured support to help them make contact with others – even to meet those from their own country.'

'Learning styles and expectations are different. The idea of independent learning is unfamiliar and teachers facilitating is quite new to them.'

'Students are not used to being able to talk to the teacher. In their own country there is often a hierarchy with students and teachers not able to talk to each other.'

'The familiar way of addressing staff is different, ie using first names.'



## Language

International students at both the university and the polytechnic have good access to English language support at their place of learning. The issue of struggling to cope with understanding lectures and preparing written assignments, which is known to be a problem for some international students, was not raised by students themselves but was a cause of concern to some student support staff. English Language Partners reports that they have about 10 requests a year for assistance with academic writing. It was noted that some cultures are reluctant to ask for help with this issue and sometimes problems escalate because they are not dealt with early enough, leading to student failure. It is acknowledged that some international students will photocopy or pay for notes from other students.

'Dunedin is a good place to learn English – it is easier to speak English here.'

'There are too many Asians in Auckland which makes it harder to learn English there.'

'People speak very fast.'

'One student (Indian) who teaches two Kiwi university students finds they treat her in a friendly way even though they can't always understand her Indian English accent.'

'Acceptance of students for courses is done on the basis of their IELTS score but even if they have the required score it may not be a good predictor of success. They may not have the necessary vocabulary.'

'Students have difficulty understanding lectures. Can get lecture notes from another student – who is paid to take notes. Notes are photocopied and passed on. They come for help because they don't understand lectures and although lecturers can be asked not to use too many colloquialisms they're not going to change.'

'The way assignment instructions are expressed can be confusing, eg using the phrase "at the heart of" is confusing. There is a real lack of understanding on the part of lecturers that something they have put on paper which they think clearly explains what someone needs to do – I don't think they would be aware how much of that it is not possible for the student to understand.'

'Problems arise because international students haven't had experience in New Zealand. Assumptions are made about what students know, eg a student doing a marketing paper was given an assignment but couldn't understand the topic. If you don't know what merino and possum are you can't do a tourism project on the subject.'

'Group work is hard for some students. It gives rise to a number of situations where you've got Kiwi students who don't really want this international student because their English isn't going to be good enough or international students who don't know what their role is in the group situation.'

'There are problems if a student doesn't ask for help early enough as the task can be overwhelming ... it would be good to set up sessions with each student at the beginning of the year rather than waiting till they have difficulties. For the ones that do get help and it works it's just fantastic and you know what a difference it makes to them.'

## Education experience

On the whole students in discussion groups enjoy their education experience in Dunedin; they appreciate the quality of education and support and the relaxed style of teaching.

'The education approach is experiential and includes practical knowledge not rote learning as in India.'

'Teachers are supportive.'

'Facilities at Polytechnic are very good.'

'Student support facilities are very good here.'

'Teachers are facilitators rather than being autocratic. There is no hierarchy in staff student relationships in comparison to home country. I never talk with the teacher in my own country.'

'She found the system [enrolment] confusing and slow and noted that she talked to others who had the same experience. She had to wait till April before she got her student card so had no internet access or swipe card to get into the course facilities. Her student loan took time to be processed by Study Link so she had to borrow money till it came through.'

However, international students are faced with a number of challenges while abroad which can have a negative impact on their study experience and outcomes. Student support advisors mentioned that the following factors in particular can affect study and lead to failure:

- homesickness
- inability to cope with freedom and independence
- lack of support networks, leading to loneliness, isolation and poor decision making
- contact with the law because of criminal activities, which can mean difficulties with visas.

## Driving and road safety

International student support advisors note that a range of issues come up for international students in relation to driving and road safety. These include:

- car accidents – lack of insurance
- not familiar with the New Zealand road code
- not familiar with the quality of New Zealand roads
- ease with which international students can use their international licence and get it re-issued (ie they have a licence for one year without sitting the New Zealand test but if they leave and come back on a new visa they can use their international licence for another year).

## Issues for postgraduate and PhD students.

A number of postgraduate and PhD students have families with them and a range of issues can arise as a result of this:

- Schooling for children – It can be difficult to find schools, communicate with schools and find ESOL support.
- Social and employment opportunities for spouses – It is very difficult for families to meet other people, especially a partner who has no study or employment opportunities. Even those with a work visa find it extremely difficult to get work in the current job market.
- Pregnancy – Insurance policies for international students don't cover 'sexual health', including the medical costs associated with contraception, pregnancy and abortion. Often a pregnant partner and any other children will return home for the pregnancy and birth because it is too expensive to stay here. This can be incredibly disruptive and expensive for all family members and usually results in the student having to move into smaller accommodation temporarily and then look for something bigger again when the family returns to New Zealand. The emotional stress involved is very tough for the student and often results in study delays.
- Postgraduate students arrive at different times throughout the year, which can make it difficult in terms of orientation processes. It is said that some departments are very supportive but others are not.



### Specific issues for PhD students.

Particular issues that arise for international PhD students include:

- Immigration concerns – The offer of a place to do a PhD is conditional on meeting requirements and is only confirmed after 6, 12 or 18 months. If the offer is not confirmed the visa will not be renewed. Many students assume that if they have been offered a place and have a scholarship that they will be here for the full length of time. Hold-ups in granting visas can cause extra anxiety and paperwork for the student.
- Financial stress – PhD students pay domestic fees and are required by Immigration New Zealand to show they have \$15,000 per year for living costs. They may show this by borrowing the money and then giving it back and then find themselves in financial difficulty, especially if they have a family to support. Delays in getting results can also prove costly for students.
- University processes and delays – There can be long delays in the process when work handed in is not marked for months. This can prove very difficult for students when they have a scholarship for a specific period of time or need their qualification to apply for residency.

‘You try to plan your stay with the resources you have but once the other side of the equation doesn’t work then you get mixed up in the process and you can’t manage yourself well in the society. It puts pressure on other parts of your life and when you look into it you find that someone in the department probably is sleeping on the job – putting something so vital aside for quite a long time while you are just spending your money idling around. By the time he does his job you finish your resources so it becomes a little bit tough.’ (PhD student)

‘A number of people I know have just had to leave and complete their work at home and send it back.’ (PhD student)

‘So it sounds like we need a local advocate to push this forward on students’ behalf because if F (student) does it he gets a bad name. Somebody objective needs to push this. It is nonsense to be treated that way. You’ve got a time limit on a scholarship and a certain amount of money and resources committed to other things and if you’ve got a family of 4 or 5 people you can’t be messed around. It’s affecting New Zealand’s reputation and the university’s reputation.’ (New Zealander)

‘Financial implications for one man (studying in the Economics Dept) and his family (wife and 4 children) as after the 3 year scholarship finished – has used their savings but those are exhausted so now they survive on his wife’s part time job. The uncertainty is hard to cope with – not able to move to next stage of life. He wants to use the PhD results to apply for his NZ residency but has had to use his home qualifications rather than NZ qualifications as he’s still waiting to complete his PhD.’ (is now in 5th year)

‘Another student they know of ran out of money and got some money from a local trust but also owed back rent so was then given money by a helpful local which meant he was eligible to receive a grant from another trust and was then able to pay his debts and leave the country.’

‘Early in 2009 a policy change in terms of someone’s ability to apply for a student loan – you had to be a resident for 2 years before you could apply. For them to be granted residency they are contributing by paying taxes before they can apply for PR. The process they go through to make these changes in policy – do they consult?’

## Feedback about what is working well

- Most students are very happy with their educational experience and the level of support they get from their education provider.
- University of Otago safety and security measures are valued by international students and they generally feel safe in Dunedin.

## Feedback about what is not working well

A number of students face difficulties (and need additional support) with the following:

- adjusting to the student culture in Dunedin
- accommodation, in particular unsatisfactory homestay situations, the poor condition of rental housing in Dunedin and difficulties of 'mixed culture' flatting arrangements
- difficulties making connections with 'kiwis' and the wider community
- difficulties with course work due to English and cultural barriers
- visa issues, health insurance restrictions and university delays (PhD students).

## Further action and opportunities

A number of opportunities and suggestions for further action have been identified through the discussion groups and consultation process, as noted below. Following on from the release of this report, sector groups will be established to prioritise the issues identified and progress suggested actions. Note that these actions are a starting point only and the work and agencies involved are likely to evolve over time.

- Share these findings with local providers of international education.
- Find ways to broaden the social opportunities for international students and link them into the community in a more structured way.
- Ensure that any local migrant initiatives also reach international students and their families (eg 'Chai and Chat', 'Women Across Cultures' and Space2B).
- Link spouses into volunteer centre and opportunities.
- Refer any issues with national policy implications to national agencies/forums (eg immigration, education, homestay regulations).
- Promote host outreach activities to encourage connections between international students and local families.
- Consider housing concerns within wider work on housing issues for migrants (eg information on how to keep your house warm and dry in Dunedin).

## 4. Progress to date and priority actions

### 4.1 Progress and achievements

Since the inception of the Settling In project in Dunedin and the process to develop this community report, a significant amount of related work has already been achieved. Some of these achievements are noted below:

- 34 discussion groups were held (with over 270 people from 43 different ethnicities), resulting in the coming together of some ethnic communities for the first time.
- Discussion groups offered participants the opportunity to share settlement experiences with each other and suggest improvements. Some positive action has already come out of the discussions.
- A Migrant Community Coordinator has been employed for 10 hours a week based at Arai Te Uru Whare Hauora. This position is funded by Settling In, Family and Community Services.
- A recruitment process is underway for a Newcomers Network Coordinator who will work out of Arai Te Uru Whare Hauora. This position is funded by Settling In, Family and Community Services.
- Stronger links have been established with ethnic communities in Dunedin.
- Stronger links have been made with educational institutions (schools, University of Otago and Otago Polytechnic).
- Local media (newspapers, local radio) have reported on the 'Settling In Dunedin' project and helped to raise awareness of increasing diversity in Dunedin.
- Discussions have been ongoing about Dunedin being a possible centre for refugee resettlement, including Otago Daily Times coverage.
- Stronger collaboration has developed between organisations from local and central government, NGOs and voluntary groups to support migrant communities and the host community.
- Initial work has begun on bringing together a central register of services and resources that exist in Dunedin.
- Collaboration has begun between key funders to maximise the opportunities to support migrants in Dunedin, to ensure coordination and prevent possible duplication.



## 4.2 Priority actions for the next 12 months

A large number of actions have been suggested throughout the report. Some of these have been accorded a higher priority than others, depending on identified need and the resources available. The following actions have been highlighted as priorities for the next 12 months:

- Develop a Programme of Action as a framework to underpin the ongoing implementation and review of the suggestions and actions identified in this Settling In report. This will include the establishment of sector working groups to look at the actions recommended for each of the key findings areas, and to progress as agreed.
- Consider options for increasing the accessibility and visibility of services that are central distribution points for information and advice to migrants, such as SSNZ Dunedin..
- Develop resources to complement current Settlement Support resources and activities to support newcomers to Dunedin.
- Develop a strategy to encourage more structured opportunities for migrants without work to contribute their skills in Dunedin (eg through volunteering).
- Promote socialisation opportunities to newcomers, particularly women at home, men without work and older migrants, and develop some new neighbourhood-based opportunities that encourage social connections for these groups.
- Establish connections with the growing Pacific communities and leaders in Dunedin (groups that were difficult to reach during the consultation process).



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## 6. Appendices

### Appendix 1

#### Discussion groups and report development

##### DISCUSSION GROUPS

This report contains the findings from 34 discussion groups held in Dunedin with a broad range of ethnic communities. More than 270 people ranging in age from 15 to 70 years took part, representing around 43 different ethnicities from homelands including Afghanistan, Africa, Australia, Belgium, Brazil, Cambodia, Canada, Chile, China, Colombia, Holland, Egypt, England, Philippines, Germany, Hungary, India, Israel, Iraq, Italy, Indonesia, Iran, Mozambique, Japan, Kenya, Korea, Lebanon, Pakistan, Palestine, Samoa, Spain, South Africa, Sri Lanka, Taiwan, Tanzania, Thailand, Tokelau, Tonga, Ukraine, United Kingdom, United States of America, Vietnam, Zambia and Zimbabwe.

An initial training session to inform local communities about the project and to support potential facilitators was held in October 2010 at the Dunedin City Council. A large number of people (approximately 50) representing 24 different ethnic communities in the city turned up for this session and things seemed to get off to a great start. Ultimately the success of this process is determined by the extent to which ethnic communities become interested and engaged and how comfortable they feel to discuss their concerns and opinions candidly. The engagement process takes time and a great deal of patience. Despite the impressive turn-out at the facilitator training session, the discussion group process in Dunedin (like other Settling In locations) was very slow to get underway. However, discussion groups eventually mushroomed as individuals and communities came to understand what it was about and the impact that it might have for them.

Discussion groups were facilitated either by a member of the community or by someone trusted by that community. In many cases, the facilitator was Barbara Johnston, who has longstanding and strong relationships with a number of local ethnic communities through her past and current employment and voluntary contributions. Members of the Settling In working group were also very supportive in providing contacts within their networks. In most instances discussions were recorded and then provided to Settling In staff to transcribe. Interpreters were available where necessary and all information was provided to the Ministry of Social Development in English.

## REPORT DEVELOPMENT

The discussion group material was brought together with information from a range of other sources (reports, research findings, interviews and discussion with interested parties and those working in the field). This combined information was grouped into areas of interest (see below) and this shapes the format for the 'key findings' section of this report. Each section also provides some analysis of the issues and notes current services and activities, what is working well, what is not working well and suggested future actions. The findings have been grouped as follows:

Access to services	Families and children	Positive ageing
Safety and security	Healthy lifestyle	Knowledge and skills
Appreciation of diversity	Economic well-being	Vibrant and optimistic youth
International students		

Key agencies, and others, were given regular opportunities to have input into the process and to review the findings (mainly those agencies represented on the Settling In working group but also other contributing individuals and organisations). An extensive review process was held with these agencies during the final draft stages of the report and, where possible, these suggestions have been incorporated into the final report. The findings provide both insights into issues for families and sound recommendations for agencies wanting to improve the situation for newcomers to Dunedin.

The report concludes with a review of progress and achievements to date, and an outline of priorities for action over the next 12 months.



## Appendix 2

A case study of the spouse of a skilled migrant aiming to find work to match her skills and experience (2009) – Issues and Recommendations

(Settlement Support New Zealand and the Dunedin City Council)

### ISSUES IDENTIFIED IN THIS CASE STUDY:

**1. CVs not suitable for New Zealand employers.**

- Overseas CVs need to be checked for suitability for Kiwi employers and a referral made to Career Services Rapuara.
- CVs need to focus on relevant skills and experience for particular types of positions. This includes customising the CV to the position being applied for.

**2. Agencies which assist in finding employment fail to perform and make referrals.**

- Job seekers should continually follow up with employment agencies to inform them of their ongoing interest and availability for work.

**3. The real reasons for not being the successful applicant remain unknown. There is a need for job seekers to learn from the interview experience and process.**

- Seek comprehensive feedback from interviewers in order to identify key barriers to employment.

**4. Newcomers 'don't know what they don't know' about key questions they may get asked by employers in New Zealand.**

- Specific local knowledge is needed, ie Treaty of Waitangi, biculturalism, EEO, New Zealand English, Health and Safety.

**5. There can be a lack of knowledge about the process an employer uses for recruitment and how to maximise scoring in an interview situation.**

**6. There is a need for employment-related knowledge, eg individual and collective contracts, the union movement.**

**7. Lack of relevant work experience or New Zealand work experience.**

- A change of focus in job hunting can bring barriers as a result of a lack of directly relevant work experience.
- Employers appear to look for New Zealand work experience.

## **8. Accent difficult to understand.**

- Employers may wonder if their clients or customers will have difficulty in understanding the newcomer.
- Both newcomers and employers need to be aware of ways in which a foreign accent may impact on communication in order to develop strategies to overcome this. In addition, both parties need to appreciate that many New Zealanders are not used to listening to accented English.

### **RECOMMENDATIONS:**

1. Create a focus group of stakeholders who can assist individual migrants into employment. Target those who are the spouse of a skill gap migrant. Include specific coaching and development in areas where there is a lack of knowledge or skill:
  - Courses or workshops on job search, preparing a CV, writing cover letters, interview processes and techniques.
  - Working with work brokers and getting useful feedback from employers.
  - Education in processes employers may use during the interview to determine the scoring of the applicant and how to maximise this.
  - Treaty training for newcomers. Research availability and make available through website.
  - Introduction to New Zealand English for migrants who are speakers of other languages.
2. Create an employer package to provide support for employers. Include personal accounts from migrants about their job-seeking experiences.
3. Circulate this case study to Settlement Support New Zealand and Dunedin Settlement Network Support Group.



## Appendix 3

### Workforce Composition and Diversity Management in New Zealand Organisations: an interim report – Manawatu Findings

(Dr Astrid Podsiadlowski, Centre of Applied Cross-cultural Research, Victoria University of Wellington)

#### RESEARCH BACKGROUND AND METHODOLOGY

Participation in the project was initiated by the Office of Ethnic Affairs in conjunction with Vision Manawatu and the Manawatu Chamber of Commerce to conduct research with employers to gain an understanding of diversity in the local work environment and how best to harness the benefits of cultural diversity for business success and regional economic growth. The research contributes to a cross-national study of organisational diversity in New Zealand, Austria and The Netherlands, led by Dr Astrid Podsiadlowski, a research fellow with the Centre for Applied Cross-cultural Research, Victoria University of Wellington.

Dr Podsiadlowski is currently located at the University of Business and Economics in Vienna. The research is funded by the Research Commission of the European Union. An invitation to participate in the research was circulated through Vision Manawatu and the Manawatu Chamber of Commerce to their business networks. The questionnaire was provided online and in hard copy. 73 questionnaires were completed. A good representation (over 50%) of owners/directors and general managers participated in the survey.

#### KEY FINDINGS FOR THE MANAWATU REGION

- The majority of organisations surveyed have fewer than 19 employees.
- These organisations are predominantly described as 'diverse'.
- Diversity is integrated across all levels of these organisations.
- Employers with more diverse workforces are more satisfied with their employees' performance. That is, they see the potential in their diversity and make good use of their talent for the benefit of their business.
- Employers with more diverse workforces are more likely to have more intercultural contact, and express a stronger multicultural ideology<sup>35</sup> and cultural empathy<sup>36</sup>.

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35 **Multicultural ideology** means recognising cultural diversity as fundamental characteristics of New Zealand; seeing the importance of accepting a wide variety of cultures in New Zealand and seeing it as a good thing for any society to be made up of people from different races, religions and cultures.

36 **Cultural empathy** is expressed in the following statements: 'I try to understand other people's behaviours', 'I put my own culture in perspective', 'I have a broad range of interests and am interested in other cultures'.

- Where cultural diversity is perceived as a threat, for example to New Zealand culture, quality of education or a person's own living conditions, the effect of diversity on work performance is assessed negatively.
- Some migrant groups are perceived as more favourable. This perception may affect their chances of securing employment. Favourability is linked to familiarity, that is, there is a tendency to feel more comfortable with people whom we perceive as similar to us. The more familiar people feel with certain migrant groups, the more likely they are to relate to them and perceive them as fitting into their organisation.
- The benefits of diversity were expressed as (in order of priority): creating a more interesting workplace; contributing new ideas; providing a multi-lingual atmosphere; representing the cultural diversity of their customer base.
- The costs of diversity were expressed as (in order of priority): extra training efforts; time costs; cultural differences; financial costs.
- Survey participants reported an improvement in performance over the last 3 years (compared to other organisations in the same business). Improved performance included: customer satisfaction; product quality; marketing; productivity; sales growth; sales volume; market share; performance in the national market.
- 'Performance on international markets' is the lowest rated response on the question of 'organisational performance'. This response may largely depend on an organisation's objectives and the services or products it offers, but it may also mean that for some of the participating organisations, there is the potential to harness the diversity within their organisations to extend their business into international markets.
- Employers that report satisfaction with the diversity within their organisations emphasise the following strengths (in order of priority): high motivation and good work ethics; high level of commitment; relief from skills shortages; high reliability.

## RECOMMENDATIONS

- The population profile of New Zealand shows that we are a multi-cultural nation. Growth in our future labour force will predominantly come from our Māori, Pacific and other migrant populations. As New Zealanders we need to embrace diversity as a fact of life.
- The reported positive impact of diversity on business outcomes presents a business case for a diversified workforce. Other research shows that diversity brings a higher risk of miscommunication and stress but managed well can outperform a more homogeneous workforce.
- If an organisation has a workforce that mirrors its markets, it is more likely to have the language skills, cultural understanding, networks and experience to respond appropriately to its customers to the ultimate benefit of the business.
- Valuing the contribution of diversity (such as multi-languages, cultural knowledge, new perspectives) will unlock an employer's perspective to regard the high availability of migrant job seekers as potential candidates. (This fact was not acknowledged in the survey.)
- Harnessing diversity successfully in business calls for proactive, fresh thinking in business strategies and in our human resource management practices.
- A diverse workforce will improve an organisation's potential to broaden their pool of applicants. Diverse groups of employees are attracted to organisations where they see people 'like them' in the workforce, at senior levels of the organisation and as role models and spokespersons.
- There is further potential to diversify the workforce for those organisations that describe themselves as 'quite diverse'.
- Increasing an employer's familiarity and knowledge of other ethnic groups may improve their favourability for employment. Employers may also need support and training to understand and manage diversity and cultural differences.
- Small- to medium-sized organisations may need some external support to accommodate migrant needs, such as mentoring, training or language classes.
- Migrant job seekers share the responsibility with the receiving community, to adapt to the New Zealand work environment.

## Appendix 4

### Dunedin Skilled Migrant Project – What’s the Connection?

Literature Review for Settlement Support New Zealand  
(Barbara Johnston, 2007) – Summary and Recommendations

#### SUMMARY

Issues of social connection are mentioned in the literature as one of the keys to successful settlement alongside employment.

Establishing a social network is a key factor in successful settlement for migrants and is easier for the migrants who are employed. Spouses/partners and family members may experience more difficulty in making contacts with people in the local community and thus feel isolated and lonely.

There is inequality of participation in employment by the migrant population with groups from some Asian countries appearing to be the most disadvantaged. Some employers appear reluctant to employ workers from non-Western countries.

Some groups of migrants including Korean and Chinese people, who have difficulty finding employment to match their skills, set up their own businesses which removes the necessity to compete for mainstream employment.

Employers recognise that migrants with social networks are likely to stay longer. However, some employers may not be aware of the high mobility of skilled migrants and the need to ensure migrants and their families are assisted to settle as quickly as possible.

The pathways to permanent residence are open to groups of people studying and working in New Zealand on a temporary basis. There are opportunities for attracting and supporting these people on their path to permanent residence.

Migrants from the UK are more likely than those from other countries to be able to link into existing networks of family and friends as there are well-established networks of migrants as a result of long-term migration to New Zealand.

Social connection is more difficult and takes longer for migrants from non-English speaking backgrounds, eg Germany and Asian countries, as people may find it harder to access information and have more difficulties understanding the New Zealand accent and colloquial language. It can therefore take longer and be more difficult to enter the mainstream of New Zealand life.

Proficiency in English is a key to successful settlement along with a knowledge of 'Kiwi English' and culture. Concerns are expressed by some employers over migrants who do not have knowledge of New Zealand English or who may not fit culturally.

Access to up-to-date relevant information about the new environment is an important factor in successful settlement along with government and community support systems.

Women's experiences differ from men's, particularly for women who are secondary applicants, those who are not in employment, who have difficulty or are unable to find work to match their skills and for new mothers. Social support networks for parents and new mothers are important and are a key in protecting against the development of mental illness.

Globally, there is a trend towards an increasing number of women as principal applicants. It is also recognised that women play a central role in the process of integration with the host community.

Migrants from different countries have different needs.

Migration is dynamic, with movement internally as well as externally. People granted permanent residence do not necessarily stay in the country long term while some come and go for varying lengths of time and for various reasons.

Migration is a social process with migrants actively involved in shaping it.

Migrants' own networks provide vital support for newcomers.

The children of migrants who have grown up and been educated in New Zealand often retain links with their country of origin and have the potential to make valuable contributions to New Zealand.

New Zealand host community attitudes towards migrants are, on the whole, fairly positive. Fostering contact between migrant groups and the resident population is seen as the key to creating more positive attitudes.

Intercultural training to increase understanding and enhance communication skills for both managers and employees is important for fostering positive attitudes towards diversity in the workplace.

## RECOMMENDATIONS

### Employment

1. Raise awareness amongst employers of the mobility of skilled migrants and the need to ensure they are assisted to settle as quickly as possible.
2. Provide resources to assist employers to address key issues.
3. Evaluate programmes for training in cross-cultural skills and knowledge with a view to implementing them in local workplaces.
4. Provide resources to assist migrants to explore options for self-employment.

### Social connection

5. Set up a 'one-stop-shop' to be a central point of contact for the dissemination of information coupled with a personalised one-on-one service which would link migrants to the specific services they need.
6. Evaluate programmes for English language learning and New Zealand English and culture and identify any gaps in provision.
7. Build on the established Settlement Support Programme Dunedin ConnXnewcomers and evaluate other local models, including ESOL Home Tutors and the Dunedin Public Hospital programme for newcomers.
8. Create a host programme to link newcomer/migrant families with New Zealand families with the aim of helping with social connection, increasing newcomers' awareness of New Zealand culture and New Zealanders' awareness of newcomers' cultures.
9. Identify local migrant support networks and evaluate support needed to enable them to more effectively meet the settlement needs of newcomers.

### Host community awareness

10. Promote training for employers, government agencies, community workers, social workers and volunteers to develop cross-cultural knowledge and skills.
11. Develop a programme of public awareness raising to increase knowledge, understanding and contact between newcomers/migrants and residents. Explore a range of ways of doing this, including newspaper coverage, exhibitions, community events, radio and tv programmes, theatre and the publication of local immigrant stories.





