MEETING THE NEEDS AND CHALLENGES OF MIGRANTS AND FORMER REFUGEES IN THE NELSON AND TASMAN REGIONS

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A Report prepared for the Nelson Multicultural Council
by
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EXECUTIVE SUMMARY

In pursuing their purpose of supporting migrants, former refugees, and people from minority ethnicities with their settlement processes, the Nelson Multicultural Council contracted the Centre for Applied Cross-cultural Research at Victoria University of Wellington to conduct a series of workshops with migrants and former refugees in the Nelson and Tasman regions. The objectives of the workshops were to identify the needs and challenges faced by newcomers and to probe potential solutions about how their needs could best be met. To these ends 11 workshops were conducted in Nelson, Tahunanui, Stoke, Motueka and Golden Bay between 12 August and 30 November, 2017.

One hundred and twenty (46 males and 74 females, aged 14-79 years) migrants and former refugees participated in the workshops. The participants came from diverse backgrounds, most commonly from Asia (43%) and Europe (20%), followed by South and Central America (14%) and the Pacific (11%) with smaller numbers from Africa, the Middle East, North America and Australia. The largest national groups were Bhutanese (*n* = 14), Colombians (*n* = 12), Indians (*n* = 9), Germans (*n* = 8) and Samoans (*n* = 8). Participants had resided in New Zealand from less than a year to 43 years with the overall average length of residence being 7.5 years. Twenty-seven per cent of the participants were students, 60% were employed, and 21% of the participants self-identified as being from a refugee background.

The participants engaged in three major activities in the workshops. First, they identified key needs and challenges in response to the questions: *What are the major challenges faced by migrants and former refugees in your region? What is required to settle successfully and make New Zealand your home?* Second, needs and challenges were subjected to SWOT analyses, where participants assessed strengths, weaknesses, opportunities and threats associated with meeting their prioritised needs. Finally, on the basis of the SWOT analyses, participants generated recommendations about how best to move forward in addressing the needs and challenges for migrants and former refugees in the Nelson and Tasman regions.

Thematic analysis was used to identify themes and sub-themes related to the needs and challenges faced by migrants and former refugees. Six over-arching themes were identified by the participants. The first and most central was Language and Communication Needs with sub-themes reflecting an emphasis on barriers, limited communication skills, negative responses from locals, and issues relating to language learning. Language and communication needs intersected with the remaining five themes: Systems and Services (inadequate information, poor services and few interpreters); Economic and Employment (barriers to employment and high cost of living); Inclusion and Connectedness (racism and discrimination, isolation and loneliness, separation from family, limited community support, and unsafe environments); Culture and Identity (limited New Zealand cultural competencies, maintenance of traditional culture, and intergenerational cultural gaps); and Health and Well-being (access to medical care and health risks).

The SWOT analyses of these needs pointed to warm, open and resilient migrants bolstered by their strong cultural heritages, family bonds and religious faiths. These strengths were complemented by opportunities such as English language courses, mentoring, scholarships, support groups, training, and informational resources. Strengths and opportunities were countered by weaknesses and threats. Weaknesses reflected negative psychological and emotional responses, often linked to racism and discrimination: loss of confidence, lack of belongingness and negative effects of previous trauma. Limited knowledge and skills were also viewed as problematic. Threats were largely framed in terms of limited resources and inefficient service delivery although economic and cultural issues were also cited. Racism and discrimination were seen as major threats.

Thematic analysis of participants' recommendations based on these perceived strengths, weaknesses, opportunities and threats uncovered six major pathways to addressing the needs of migrants and former refugees. These were:

- Public events and campaigns (e.g., food and trade fairs, anti-discrimination campaigns)
- Community initiatives (e.g., support groups., community exchange, refugee council)
- Development of informational resources (e.g., directory of support services, guidebook about cultural differences)
- Training and education (e.g., practical skills, parenting workshops, intercultural training)
- Health promotion and service delivery (e.g., food labelling, more interpreters, alternative therapies), and
- Government funding and policy (e.g., increased funding, recognition of overseas qualifications).

While these recommendations cut across government and voluntary organisations, they also demonstrated the willingness of migrants and former refugees themselves to play an active role in meeting their community's linguistic, service, employment, inclusion, health, and cultural needs.
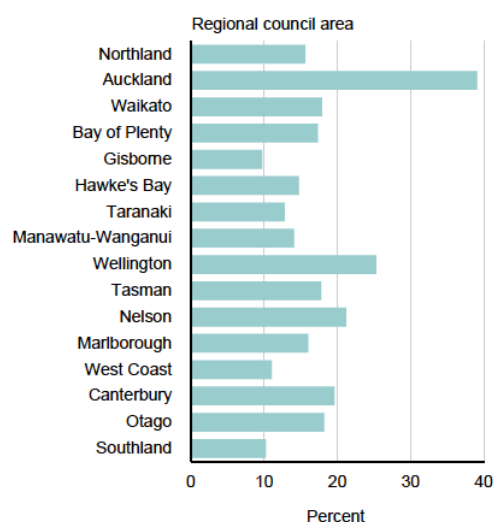
BACKGROUND

Nelson Multicultural Council

Nelson Multicultural Council (NMC) is a non-governmental organisation that supports migrants, former refugees, and people from minority ethnicities with their settlement processes in the Nelson and Tasman regions. Among its major aims is supporting the rights of ethnic individuals and groups to enjoy equal opportunities and have equitable access to community resources.[1] Following through on this objective, NMC contracted the Centre for Applied Cross-cultural Research (CACR), Victoria University of Wellington, to conduct a needs analysis with migrants and former refugees in the Nelson Tasman regions. The report that follows describes a series of workshops conducted to identify the priority needs and challenges and to explore the major recommendations for addressing these needs. The report also summarises the findings of a brief survey on knowledge about and attitudes toward biculturalism.

Diversity in Nelson and Tasman

At present one in four residents in New Zealand is overseas-born. After Auckland and Wellington, Nelson- at 21%- has the greatest proportion of first-generation immigrants.[2] As can be seen in the following figure, 18% of the Tasman region is also overseas-born.

Proportion of people in each regional council area who are overseas-born
2013 Census

Regional council area

Region	
Northland	
Auckland	
Waikato	
Bay of Plenty	
Gisborne	
Hawke's Bay	
Taranaki	
Manawatu-Wanganui	
Wellington	
Tasman	
Nelson	
Marlborough	
West Coast	
Canterbury	
Otago	
Southland	

Percent

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[1] http://www.nelsonmulticultural.co.nz/about-nelson-multicultural-council/

[2] 2013 Census. Quick stats about culture and identity. http://archive.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-culture-identity/birthplace.aspx?url=/Census/2013-census/profile-and-summary-reports/quickstats-culture-identity/birthplace.aspx

The largest proportion of migrants in Nelson and Tasman originates from the United Kingdom and Ireland, and these proportions are far larger than the national average. Both regions also have relatively higher proportions of Australian, other European and North American-born migrants. In contrast, compared to national trends, Nelson and Tasman have far fewer visible minority migrants from Asia and the Pacific, and, to a lesser extent, from the Middle East and Africa.

The origins of migrants in the Nelson and Tasman regions, compared to the general New Zealand trends, can be seen in the figure below.[3]

Birthplace by region	Nelson	Tasman	NZ
UK and Ireland	46%	50%	26%
Asia	17%	8%	32%
Europe (exc UK and Ireland)	12%	15%	7%
Australia	9%	11%	6%
North America	6%	7%	3%
Middle East and Africa	5%	5%	9%
Pacific Islands	3%	2%	15%
Other	1%	1%	1%

Overall, the 2013 census indicates that 89% and 93% of residents in Nelson and Tasman, respectively, identify as European. In Nelson, 9% identify as Māori, 4 % as Asian, and 2% as Pasifika. In Tasman, 8% identify as Māori, 2% as Asian and 1% as Pasifika.[4]

Nelson is one of the refugee resettlement locations in New Zealand. Figures compiled in 2012 identified 768 refugees in Nelson. The largest groups were the Chin (336) from Myamar, Khmer Kampuchea Krom (123) and Bhutanese-Nepali (112).[5] More recent figures from Immigration New Zealand indicate that 879 Quota refugees have been resettled in the Nelson region between 2007-2018, which is less than Auckland (2260), Wellington (2158), Manawatu (1111) and Waikato (986), but more than Otago (401), Canterbury (380).[6]

As can be seen from the demographic information presented in this section, Nelson is an increasingly popular destination for migrants; however, newcomers to the Nelson and Tasman regions tend to

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[3] Immigration New Zealand (2016). Migration and labour force trends: Nelson, Marlborough and Tasman. http://www.mbie.govt.nz/info-services/immigration/migration-research-and-evaluation/migration-and-labour-force-trends/document-and-image-library/inz-migrant-trends-nelson-marlborough.pdf
[4] Nelson City Council. Facts and figures: Regional statistics. http://nelson.govt.nz/services/community/business-2/facts-and-figures/
[5] Settling In- Refugees in Nelson (2012). http://www.nelsonmulticultural.co.nz/wp-content/uploads/2015/04/Settling-In-Report-Nelson.pdf
[6] Immigration New Zealand (2018). Refugee quota branch resettlement statistics. https://www.immigration.govt.nz/documents/statistics/rqbresettlementstatpak.pdf

come primarily from European and North American source countries. Visibly different migrants are relatively less likely to settle in Nelson and Tasman, however, the rate of refugee resettlement in Nelson is high in proportion to the region's total population.

THE WORKSHOPS

In response to the Nelson Multicultural Council's request for a needs analysis for migrants and former refugees in the Nelson and Tasman regions, 11 workshops were held between 12 August and 30 November, 2017. The locations were Nelson, Tahunanui, Stoke, Motueka and Golden Bay. The workshops were designed and delivered by the Centre for Applied Cross-cultural Research with the support of Brigid Ryan, Project Manager for NMC. The team was joined by four assistant facilitators identified from participants in the first workshop: Jessica Diaz, Norma Sequera, Venus Sood and Mu Su Parmu.

The objectives for the workshops were:

1) To conduct a needs assessment, identifying issues of importance for migrants and former refugees in the Nelson-Tasman region so that they can have positive settlement experiences and outcomes.
2) To probe recommendations from these migrants and former refugees as to how their needs could best be met.

In addition to these primary objectives, the workshop included exploratory research to examine the attitudes of migrants and former refugees toward their relationship with Māori.

All photos by Brigid Ryan

Participants

In total, 120 migrants and former refugees (46 males and 74 females) participated in the workshops. Of these 120 participants, 101 completed the survey about biculturalism and relationships with Māori.

The participants ranged in age from 14 to 79 years with the overall average age being 40.59 years; 15.3% of the participants were aged 20 and under, and a similar proportion (14.4%) was in the 60 -79 age bracket.

The workshop participants were all overseas-born and originated from all parts of the world: Asia (n = 52), Europe (n = 24) , South and Central America (n = 17), and the Pacific (n = 13), with smaller numbers from Africa (n = 8), the Middle East (n = 1), North America (n = 1) and Australia (n = 1). The largest national groups were Bhutanese (n = 14), Colombians (n = 12), Indians (n = 9), Germans (n = 8) and Samoans (n = 8). Most participants described their ethnicity in terms of their country of birth,

except in a small number of cases when they referred to their minority status in their country of origin (e.g., Kayan from Myanmar or Mexican-American). Twenty-five (20.8%) of the participants self-identified as being from a refugee background. Eight of the 11 workshops were open, and three were targeted: 1 each for Pasifika, former refugees, and refugee youth.

Participants had resided in New Zealand from less than a year to 43 years with the overall average length of residence being 7.5 years. One-third of the participants had lived in New Zealand for one year or less; 11% had lived in New Zealand for 20 years or more. Twenty-seven per cent of the participants were students, and 60% were employed.

The workshop participants were recruited in a variety of ways by Brigid Ryan, the Project Manager, largely through known networks. While participants came from diverse backgrounds, they are not proportionally representative of immigrants and former refugees in the Nelson and Tasman areas. Consequently, the findings arising from the workshops should be cautiously interpreted. The dates and locations of the workshops are presented below.

Needs Analysis Workshops

Date	Location		Participants	Target
12/8/17	Nelson	Victory Community Centre	14	mixed
16/9/17	Tahunanui	Tahunanui Community Centre	10	mixed
30/9/17	Nelson	Victory Community Centre	7	mixed
7/10/17	Tahunanui	Tahunanui Community Centre	9	mixed
14/10/17	Motueka	Motueka Community House	8	mixed
25/10/17	Tahunanui	Tahunanui Community Centre	10	mixed
28/10/17	Tahunanui	Tahunanui Community Centre	10	refugee background
4/11/17	Tahunanui	Tahunanui Community Centre	16	mixed
11/11/17	Stoke	Saxton Field Sports Complex	13	Pasifika
18/11/17	Tahunanui	Tahunanui Community Centre	17	refugee youth
30/11/17	Golden Bay	Golden Bay Community Centre	6	mixed

Workshop Format, Content and Protocols

The workshops commenced with introductory remarks by representatives of the Nelson Multicultural Council and the CACR facilitators. This was followed by an ice-breaker exercise to acquaint participants with each other and to create a good atmosphere for participation. The needs analysis was then introduced. Participants were broken into small working groups and posed the questions:

- *What are the major challenges faced by migrants and former refugees in your region?*
- *What is required to settle successfully and make New Zealand your home?*
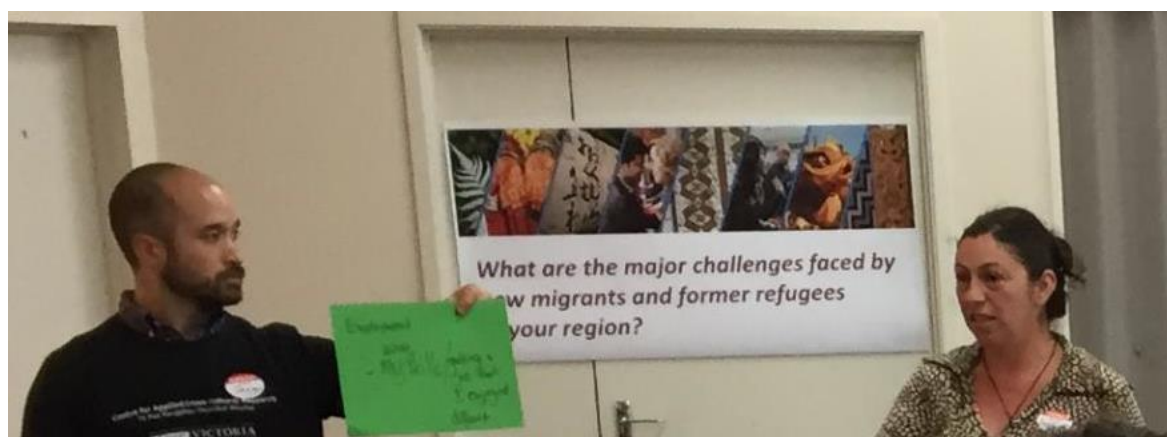
Each working group generated and shared responses to these questions, which were then organised into broad categories by the facilitators in discussion with the entire group of participants. These broad categories of needs and challenges were then ranked by each participant in order of importance.

Once the three most important categories were identified, each was subjected to a SWOT analysis. Specifically, workshop participants formed three groups of roughly equal size. After being assigned one of the three previously identified categories, each group analysed and recorded strengths, weaknesses, opportunities and threats associated with meeting the relevant needs and challenges. The SWOT analyses then formed the basis of participants' recommendations for addressing issues identified in the needs analysis. The workshop concluded with an evaluation exercise and a supplementary questionnaire about biculturalism, which was accompanied by further information about how participants could learn more about the results of the workshops. The information sheet, evaluation forms, and questionnaire are presented in Appendix A. The evaluation outcomes can be found in Appendix B.
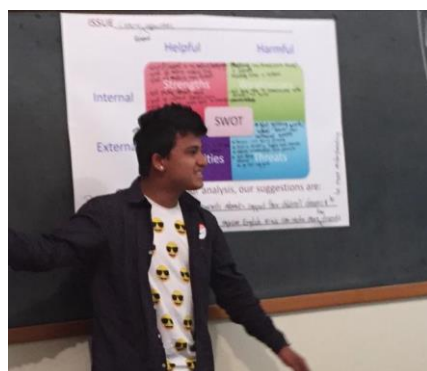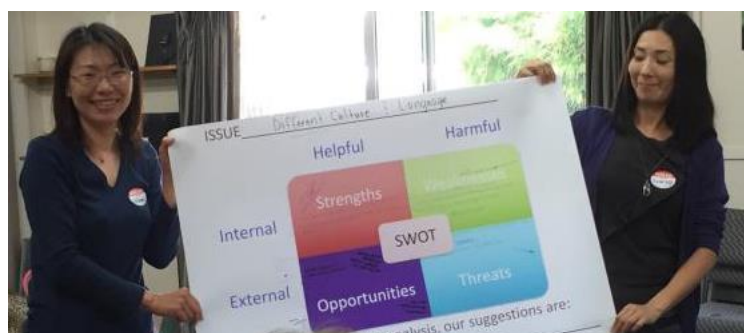
The Methodology for Data Collection

The workshops employed a highly focused, interactive technique designed for an analysis of needs. The participants work in groups specifically: 1) to identity their needs and challenges and 2) to subject these needs and challenges to systematic analyses of existing strengths, weaknesses, opportunities, and threats. Accordingly, the data generated from this technique are confined to highly specific parameters and do not address more general questions, such as "What are the goals and aspirations of immigrants and former refugees?"

Although the participants engage in discussion to produce their analyses and recommendations, the recorded data arising from this methodology are all in written form. The advantages of this methodology lie in the production and retention of specific, but comprehensive, hard-copy data in the participants' own words. The data generated are generally clear-cut and succinct. A limitation of this approach, however, is that the data collection method does not readily lend itself to elaborate quotes that can add depth and richness to emergent themes.

Data Analysis

Across the 11 workshops, 32 topics were identified, and 32 SWOT analyses and sets of recommendations were generated. First, the needs and challenges data across workshops were collated and subjected to an integrative thematic analysis to identify the overarching themes and sub-themes. Next, the SWOT analyses were amalgamated into a generic summary of the strengths, weaknesses, opportunities and threats. Finally, the recommendations were subjected to thematic analysis to identify the major approaches advocated by workshop participants for meeting needs and managing challenges. Finally, the raw data were reviewed for written statements that could be used to elaborate the themes and subthemes.

The survey data regarding biculturalism and relationships with Māori generated both quantitative and qualitative responses. The quantitative data are presented in graphic form in the Findings section. The qualitative data in response to open-ended questions about the meaning of biculturalism, its relevance to migrants and former refugees, and what can be done to support relationships between newcomers and Māori were subjected to thematic analysis to identify common patterns in participants' responses.

THE FINDINGS

The findings presented in this section are the views and opinions of workshop participants in the Nelson and Tasman regions. Where appropriate, these views are linked to relevant New Zealand-based and international research evidence.

The findings are presented in three sections: 1) Analysis of Needs and Challenges; 2) SWOT Analyses: Strengths, Weaknesses, Opportunities and Threats; and 3) Recommendations. This is followed by the results of the survey on biculturalism. The annotated analytical framework for the workshop material is presented in the following figure.
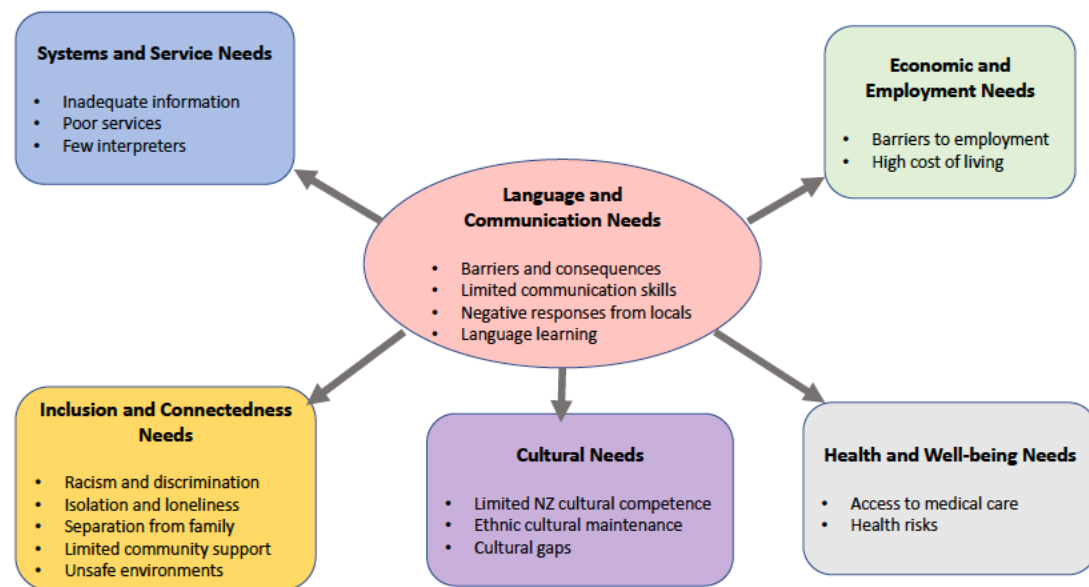
Annotated Analytical Framework
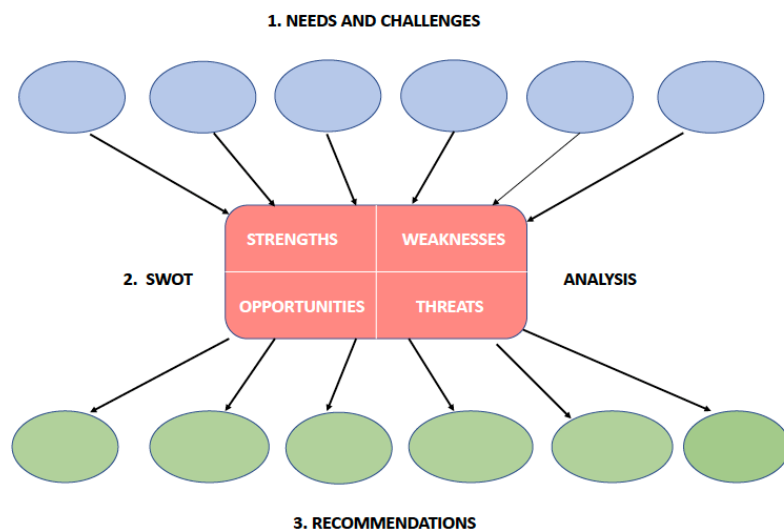
Analysis of Needs and Challenges

Six over-arching needs were identified: 1) Language and Communication; 2) Systems and Services; 3) Economic and Employment; 4) Inclusion and Connectedness; 5) Culture and Identity; and 6) Health and Well-being.

Needs and Challenges

Workshop participants viewed Language and Communication as central given its direct connection to other priority needs. Limited language proficiency not only impacts access to information about services and systems, but also presents barriers to employment and access to medical care. Moreover, language forms the basis of the cultural competencies required to have positive interactions and meaningful relationships with New Zealanders, fostering a sense of inclusion and connectedness. The themes and sub-themes for Needs and Challenges are graphically presented in the figure above.

Language and Communication

Language and Communication was a prominent theme, emerging in 10 of the 11 workshops. Four sub-themes were identified: a) Language Barriers and Consequences (7); b) Limited Communication Skills (7); c) Negative Responses from Locals (4) and d) Language Learning (3). The number of workshops that generated each sub-theme is noted in parentheses.

Participants were keenly aware that language proficiency is a major challenge and impacts life experiences in many areas. Limited language skills hinder access to information and the ability to negotiate government services; WINZ and the health system received particular mention in this regard. However, the implications of limited language proficiency for obtaining jobs, performing well at school, and securing appropriate housing were also noted. Participants expressed an additional concern in connection with understanding New Zealand laws.

> *Migrants do not understand the laws. (They) don't mean to break the laws, but don't understand English.*

Beyond these practical concerns, the negative effects on personal relationships also received attention. Difficulties in making friends and *feelings of isolation due to language barriers* were cited as major challenges. In addition, participants noted the divisive effects that language skills could exert in families where children were generally more proficient than their elders, creating *a communication gap between parents, grandparents and children.*

Migrants and former refugees were keenly aware that communication skills go beyond English language proficiency and extend to non-verbal communication (body language and gestures) and

understanding communication styles. These factors were seen as contributing to communication problems.

> *Locals- what they say isn't what they mean- "I'll get back to you, we should have you over for tea."*

Some migrants lacked confidence to express themselves in English and often felt shy. This was exacerbated by what was perceived as negative responses from locals.

> *Locals make no effort to understand migrant's accents- no support when I am struggling.*

Only three workshops addressed the issue of language learning, and in these instances attention was drawn to available courses. Insufficient funding was cited as problematic, limiting the amount and level of instruction. It was suggested that not enough hours were allotted for learning English, and there were limited opportunities for learning at a more advanced level.

Systems and Services

Systems and Service needs intersected with Language and Communication with three sub-themes emerging: a) Inadequate Information (8); b) Few Interpreters (3); and c) Poor Services (10).

Workshop participants expressed a strong need for information to gain access to and understand the operation of basic systems and services. This intersected a wide range of areas. As expressed by one participant:

> *Difficult to set-up day-to-day systems like power, phone, insurance, medical, elections….to know what to do in an earthquake…working with Immigration NZ, transport and driving…*

Practical information required for day-to-day living was often seen as difficult to access. In addition to the topics mentioned above, this included information on how to find housing, jobs and good schools; how to locate markets and shopping alternatives (e.g., Trade Me); how to obtain 'handyman' or wifi setup services; how to open a bank account and use EFT-POS; and how to access information about driving (the road code and how to obtain a license).

Information about community resources was also viewed as important. The need for accessible material about community groups, networks and activities was mentioned frequently, but there were also needs for information about New Zealand laws and culture, Māori language and culture, migrant rights, voting, and civil defence, particularly, as noted above, what to do in an earthquake.

Three government departments were cited in connection with a need for more or clearer information: Immigration NZ, Work and Income NZ and Inland Revenue Department. In the last instance participants particularly mentioned tax information, including information about self-employment, and how to get an IRD number.

On the whole, a central source of information was seen as lacking. It should be acknowledged, however, that both the access to information and the evaluation of services is affected by English language proficiency. This underpins the need for interpreters, particularly in the medical context, and multi-lingual written communications from government departments, an issue that emerged from three of the 11 workshops. As noted:

> *Clients can't present health issues properly because of no interpreter.*

> *Information provided in English, but families cannot understand and miss appointments.*

Can't read information from Work and Income so they receive penalties for not doing something.

But the perceptions of poor services go beyond language and communication issues. Workshop participants cited inefficiencies, excessive bureaucracy and "red tape," conflicting information, lengthy delays, expensive procedures, and rude and unhelpful front-line staff.

Government systems need to be streamlined (too many different ministries to talk to and provide documents for --get seasonal job at Work and Income, go to housing for rent, go to Work and Income when job ends, go to MSD for rent…

Immigration processes- obstructive and hostile. Some immigration officers treat you like you are lying.

As a new migrant, the (public) health system is very slow. If you go to private health centres it's expensive.

The internet connection and speeds are below average and expensive.

Expensive and poor public transport.

It appears from the comments above that with the exception of Immigration NZ, issues with service costs and quality are not specific to migrants and former refugees in the Nelson and Tasman regions.

Economic and Employment

This theme rested on two sub-themes: a) Barriers to Employment (9) and b) Cost of Living (7). Again, language proficiency plays an important role in gaining employment, and migrants and former refugees recognised that language skills lay the foundation for entry into the workforce. In addition, and as previously noted, success in gaining employment is dependent upon informational resources. However, there are personal and practical issues that also come into play. A common concern was the *lack of recognition for overseas qualifications and job experience*. For many migrants and former refugees, finding a good job match that utilises their skills and experience has proven difficult. Participants spoke of being *under-qualified* and *over-qualified*, and the expectation for New Zealand job experience, which means that getting initial entry into the labour market is difficult to achieve. Migrants recognised that having strong networks are valuable resources for getting a job. As stated by one participant:

Jobs not available unless you know someone regardless of qualifications.

However, they find these connections difficult to make (see the next section on Inclusion) and as such are disadvantaged in seeking employment. Migrants also cited discrimination as a barrier to employment.

More practical issues that impact employment success are the availability of skills training or retraining for former refugees, who, unlike those who come as skilled migrants, may need more assistance to be employable. Transportation was also cited as an issue, particularly outside of Nelson, and more generally, limited job opportunities were cited in less populated areas such as Golden Bay.

Cost of living was an important issue for migrants and former refugees. In short,

Everything is expensive!

Across the 11 workshops, participants referred to: housing, food, furniture, transport, fuel, health care, childcare, and various immigration and council fees. Cost of living was often discussed in relation to the low wage economy with reference to *sunshine wages* for the privilege of living in Nelson.

Inclusion and Connectedness

Inclusion and connectedness occupied a significant proportion of identified needs and challenges with five sub-themes: a) Racism and Discrimination (9); b) Isolation and Loneliness (9); c) Separation from Family (6); d) Limited Community Support (4); and e) Unsafe Environments (2).

The first two sub-themes, pertaining to Racism and Isolation, were amongst the most common across the workshops. Participants commented that discrimination occurred in response to *looks, accent or ways of doing things*. Negative stereotypes on the basis of national background were commonly cited.

> *Filipinos = good maids.*

> *Landlords have negative perceptions of Pacific Islanders.*

Name-calling and bullying were seen as significant sources of distress.

Discrimination was seen to lead to feelings of isolation although poor language skills, lack of support systems, and separation from family were also seen as contributing to loss of belonging and feelings of loneliness and depression. Labels also presented challenges.

> *The word refugee needs to be replaced. It makes people feel lonely, makes them feel like an outsider in the community. People treat you differently.*

However, finding one's place and connections takes times. As poetically articulated by one participant:

> *Comes in waves, feelings of belonging or not belonging, I see it as a journey which takes time, has ebbs and flows…*

A sense of connectedness is critical for psychological well-being. Above and beyond relations with New Zealanders, family members support a sense of connection. Separation from extended family members was identified as a significant challenge in six of the workshops. Some reported grieving their *old life* with *family back home* and worrying about their extended family members. Difficulties in bringing family members to New Zealand were also of concern.

Also important for a sense of belonging and connectedness is community support. While finding and growing community support were viewed as important needs, it was also recognised that there are limited financial and human resources within the ethnic communities. Finally, in two workshops community safety concerns were mentioned, including the presence of gangs.

Culture and Identity

Culture and Identity needs arose in three areas: a) Limited New Zealand Cultural Competence (7); b) Ethnic Cultural Maintenance (4); and c) Cultural Gaps (3). These sub-themes reflect the complexity of the *duality of life, living in one culture, working in a different one.* The first two sub-themes point to a need to acquire the cultural competencies necessary to operate effectively in the New Zealand cultural context at the same time as retaining heritage language and culture. The third sub-theme is linked to generational differences.

Migrants and former refugees clearly understand the necessity of coping with *culture shock* and acquiring new culture-specific skills for economic and social success. At the same time they have expressed

> *Fear of losing culture, identity and language…*

and the difficulties associated with

> *Being stuck between two cultures.*

These issues can also pose challenges for families, where children often have better language fluency and are more embedded in New Zealand culture, which can lead to a clash of values and parental concern for their children's well-being. This has been described in terms of

> *Different cultures between children and parents.*

Even though parents express concerns about *disobedient, disrespectful children and separation of parents and children* over cultural issues, youth acknowledge the *need to keep identity and culture going*.

Health and Well-being

Five of the workshops identified needs relating to health and well-being with two sub-themes emerging: a) Access to Medical Care (6) and b) Health Risks (3).

Access to medical care cross-cuts the informational needs (how to negotiate the medical system including visiting the GP, obtaining medicines, and accessing specialist care), cost of living (expensive health care), and the need for interpreters. However, access issues extended beyond these factors and included: the unavailability of certain medications, delays in the health system, availability and cost of counselling services, and limited facilities at Nelson hospital. In one instance fear was cited as inhibiting access to medical services.

> *Fear to access medical services for illnesses that have longer term impact on residential status*.

Workshop participants identified risks to health and well-being that intersect with many of the challenges that they face in their lives in New Zealand: financial pressures, employment issues, isolation, and culture loss, all of which can negatively impact health and well-being. In their words,

> *Mental health compromised due to lack of recognition of previous qualifications.*

> *Hard going through emotional transition, grieving old life.*

> *Worry about family back home.*

> *Stressed out because couldn't afford rent.*

> *Overwhelmed and stressed with information overload.*

Exposure to junk food and the expense of healthy food were also cited as health risks.
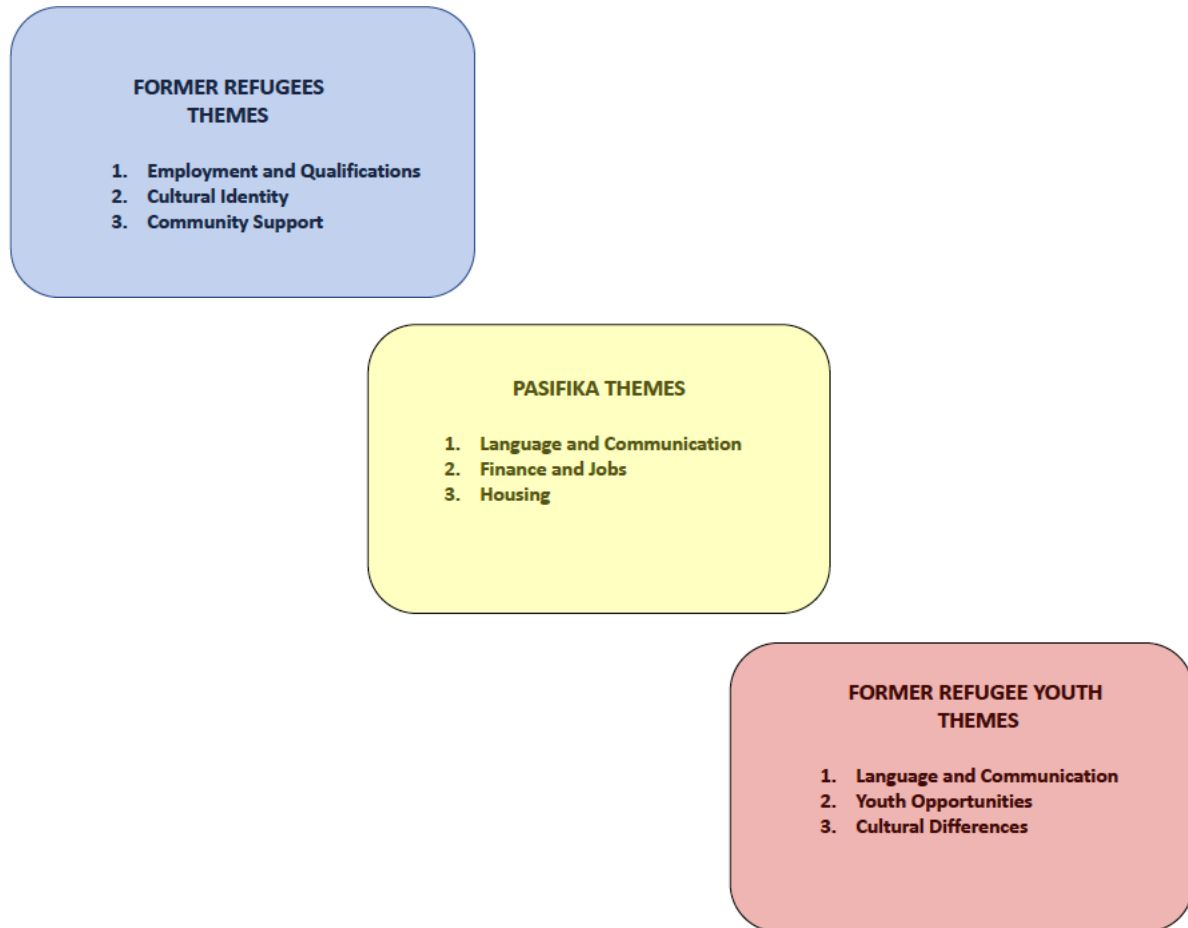
Other Themes

There were two additional themes that were generated, in each case one time in a single workshop. The first was the mention of an SIS visit to a member of the Muslim community to gather information about other community members. The visit was experienced as an invasion of privacy and fears of phone-tapping were expressed.

The second theme pertained to gender inequality

The greatest test is to see downtrodden women here. We are to be seen and not heard.

Group Profiles

FORMER REFUGEES THEMES

1. Employment and Qualifications
2. Cultural Identity
3. Community Support

PASIFIKA THEMES

1. Language and Communication
2. Finance and Jobs
3. Housing

FORMER REFUGEE YOUTH THEMES

1. Language and Communication
2. Youth Opportunities
3. Cultural Differences

Putting Needs and Challenges in an Evidence-based Context

The workshops uncovered six major areas of needs and challenges: 1) Language and Communication; 2) Systems and Services; 3) Economic and Employment; 4) Inclusion and Connectedness; 5) Culture and Identity; and 6) Health and Well-being. In this section we triangulate the findings of our workshops with government initiatives, previous New Zealand-based research and the wider international literature on migrants and refugees.

What is clear from the workshop findings is that there is considerable overlap between the identified needs and government's 2014 Migrant Settlement and Integration Strategy. Employment, Education and Training, English Language, Inclusion and Health and Well-being are all key areas for positive settlement outcomes.[7] However, the migrants and former refugees who participated in the workshops were explicit in identifying informational needs and access to available services as a major issues. Information and access are implied in the government framework, though not explicitly addressed. In addition, cultural issues-not only the acquisition of new cultural skills and competencies to adapt to life in New Zealand, which is assumed in the outcomes framework- but also the importance

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[7] https://www.immigration.govt.nz/about-us/what-we-do/our-strategies-and-projects/settlement-strategy

of traditional cultural maintenance, were among migrants and former refugees' major needs and challenges.

New Outcomes Framework for Migrant Settlement and Integration

What is also clear from the workshop findings is that the key needs and challenges are: a) widespread and persistent and b) highly interconnected.

In 2006 the Centre for Applied Cross-cultural Research undertook a needs analysis workshop for Multicultural New Zealand (then the New Zealand Federation of Ethnic Councils) in Wellington and found that the top three needs were: Informational Needs; English Language and Communication; and Culture and Identity. The needs analysis was followed by a survey designed to address the priority informational needs and learn more about the information-seeking behaviour of New Zealand migrants. The survey findings indicated that while most agreed that they received sufficient pre-arrival information from official sources, most respondents also experienced difficulties in locating information related to employment, settlement and financial issues after arriving in New Zealand. Employment misinformation regarding the ease of finding jobs and necessary qualifications were particularly problematic. The research further identified barriers in obtaining access to accurate information including limited language skills and racism.[8]

The findings from the more recent Settling In research conducted in Dunedin largely converged with our workshops in the Nelson and Tasman regions and suggest that many needs and challenges are shared beyond a specific geographical area. Designed to highlight key issues for migrants and to identity needs, gaps in services, and suggestions for future action, the report identified the priorities as: 1) Access to Information and Services; 2) Retaining Skilled Migrants; 3) Housing; 4) Social Isolation; 5) Strengthening the Infrastructural Support for Migrants; 6) Language Issues; and 7) Support for Youth and International Students.[9]

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[8] Centre for Applied Cross-cultural Research. (2007). *Nau mai haere mai ki Aotearoa: Information-seeking behavior of New Zealand immigrants*. New Zealand Federation of Ethnic Councils. https://www.victoria.ac.nz/cacr/research/migration/info-seeking-behaviour-of-new-zealand-immigrations/Info-seeking-behaviour-of-NZ-immigrants.pdf

[9] Settling in Dunedin (2012). *Diverse Communities Speak-Migrant Community Social Services Report*. https://www.dunedin.govt.nz/__data/assets/pdf_file/0010/266095/Settling-In-Dunedin-report.pdf

Our workshop findings are also reflected in the summary of survey responses presented at a Nelson Tasman Settlement Forum in August 2017. The following issues arose in response to the question- *What do you consider to be the main issues facing migrants/former refugees/newcomers in Nelson?*

- Language barriers
- Access to and delivery of services
- Employment
- Housing
- Public transport, and
- Inclusive community.[10]

The issues of information and access remain challenging. Indeed, a 2013 report from the Auditor General's Office on the performance of Immigration New Zealand noted improvements in available information for migrants, particularly on-line and pre-arrival information; however, the report also recommended that "improvements are needed in the accuracy of information…and to further improve access to services for all new migrants."[11]

As for information sources available in the Nelson region, the Citizens' Advice Bureau offers Migrant Connect for the provision of information and advice to new migrants and Language Connect as a multi-lingual resource. Newcomers can access New Zealand Now via the internet, an Immigration New Zealand web-site with information about living, working and studying in New Zealand. The New Kiwis web-site, administered by Auckland Chamber of Commerce, connects job-seekers with New Zealand employers. The web-site provides practical advice about constructing cvs and tips for interviewing. It also posts national job vacancies although rarely in the Nelson and Tasman regions. Face-to-face services that can be found in urban areas, but not available in Nelson and Tasman, include Work Connect, a coaching service administered by TEC, and Newcomer Skills Matching, a job readiness programme delivered through Chambers of Commerce and aimed at assisting skilled migrants obtain employment.

No doubt access to information and services is linked to language proficiency as there are limited resources for multilingual communications and interpreters. However, English language acquisition is important for many purposes. As seen above, English language proficiency and communication competence are at the core of the migrant experience as they provide a basis for social connections, learning new cultural skills, entry to the workforce and educational success. Language proficiency opens the avenue for communicating with locals and establishing networks, which provide culture-specific information and insights into the skills required to adapt and to function effectively in the new and unfamiliar New Zealand environment. Not only do language and communication skills facilitate social adaptation, but there is also strong evidence that they predict more positive outcomes in psychological and health domains.[12] Furthermore, it is widely recognised that knowing people and having strong networks are valuable resources for gaining employment. Indeed, New Zealand Now suggests that meeting people can be the key to finding a job because "we're a country where a lot of business is done with people we know."[13] Nevertheless, newcomers, including those who attended our workshops, are less likely to have networks even though they appreciate their importance.

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[10] Nelson City Council- Long Term Plan (2018-28). Preconsultation: Migrants, Former Refugees, Newcomers. *Nelson Tasman Settlement Forum Brief Survey Responses*. August 15, 2017.

[11] Controller and Auditor General (2013). Immigration New Zealand: Supporting new migrants to settle and work. https://www.oag.govt.nz/2013/new-migrants/part6.htm

[12] Ward, C. (2001). The ABCs of acculturation. In D. Matsumoto (Ed.), *Handbook of culture and psychology* (pp.411-446). Oxford: Oxford University Press.

[13] https://www.newzealandnow.govt.nz/living-in-nz/tips-for-settling-in/meeting-people
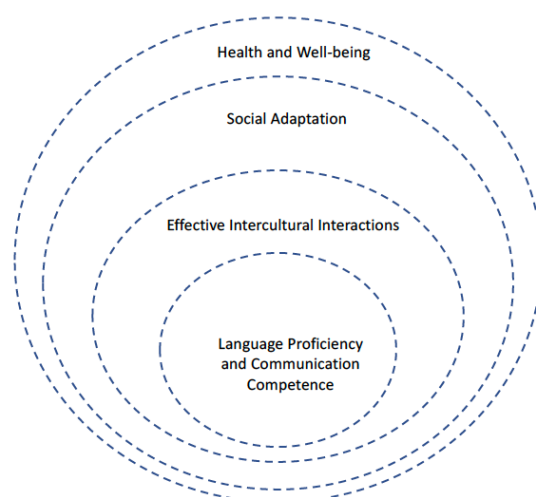
Prejudice and discrimination against immigrants are often associated with limited language and cultural competencies. If immigrants and former refugees perceive discrimination, this can negatively affect their motivation for language and culture learning; at the same time, newcomers who lack linguistic and cultural skills may generate more negative or discriminatory responses from locals.[14] Without a doubt, racism and discrimination are major concerns for immigrants and former refugees; in New Zealand there is evidence that it operates in everyday social interactions as well as in connection with entry into the workforce.[15] [16] Research both in New Zealand and internationally has also shown that discrimination is a significant source of stress for immigrants and refugees and that it is associated with an increase in psychological symptoms and a decrease in subjective well-being.[17] [18]

It is widely understood that newcomers need language skills, and there is a variety of sources to support language learning; however, learning cultural skills has received less overall attention despite this being identified as a significant challenge by our workshop participants. Cultural competencies are associated with better general and work adjustment for newcomers. Furthermore, greater competencies predict migrants' intentions to remain in New Zealand, over and above their language abilities, sense of inclusion and life satisfaction.[19]

But cultural issues extend beyond learning how to become a Kiwi. For many migrants maintaining their original language, culture and identity are also important. Moreover, research shows that those individuals who are able to integrate, that is, maintain their original culture while participating in the

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[14] Wilson, J., Ward, C., & Fetvadjiev, V. (2017). Measuring cultural competencies. *Journal of Cross-cultural Psychology, 48,* 1475-1506.

[15] Ward, C. (2009). Acculturation and social cohesion: Emerging issues for Asian immigrants in New Zealand. In C.-H. Leong & J. W. Berry (Eds.), *Intercultural relations in Asia: Migration and work effectiveness* (pp. 3-24). Singapore: World Scientific.

[16] Ward, C., & Masgoret, A.-M. (2006). Immigrant entry into the workforce: A research note from New Zealand. *International Journal of Intercultral Relations, 31,* 525-530.

[17] Berry, J. W. (2006). Stress perspectives on acculturation. In D. L. Sam & J. W. Berry (Eds.), *The Cambridge handbook of acculturation psychology* (pp. 43-57). Cambridge: CUP.

[18] Adam, Z., & Ward, C. (2016). Stress, religious coping and well-being in acculturating Muslims. *Journal of Muslim Mental Health, 10 (*2) 3-26.

[19] Wilson, J., Ward, C., & Fetvadjiev, V. (2017). Measuring cultural competencies. *Journal of Cross-cultural Psychology, 48,* 1475-1506.

wider national culture, have better psychological, social and health outcomes.[20] In some instances, however, there are tensions between ethnic and national cultures. This can often be seen in families where parents are more resistant to taking on the national culture than are their children and fear loss of traditional culture and identity. Described by the workshop participants as separation between or different cultures for parents and children, this phenomenon has been widely discussed in the international literature as the "acculturation gap" and is often associated with increased family conflict and greater risk for psychological and behavioural problems in children.[21] Long these lines, our research with New Zealand immigrant and refugee families has shown that parents and children tend to agree on the general importance of traditional language, religion and culture, but there are disagreements over specific issues such as privacy, trust and relationships.[22]

SWOT: Analyses of Strengths, Weaknesses, Opportunities and Threats

A SWOT analysis is a technique used to identify strengths, weaknesses, opportunities and threats. Strengths and weaknesses are taken to refer to internal factors; in this case, strengths and weaknesses are based on the characteristics of members of the migrant community in Nelson and Tasman. Opportunities and threats refer to external factors; in this case, opportunities and threats are defined in terms of broad environmental features that set the operating parameters for newcomers in the region.

Overall there was a convergence of the strengths, weaknesses, opportunities and threats identified in addressing key needs in relation to: language and communication; systems and services; finance and employment; inclusion and connectedness; health and well-being; and cultural issues. Workshop participants described their strengths in terms of personal qualities, including resilience, reliability, competence, warmth and openness. These qualities were complemented by skills (e.g., technological skills) and talents (e.g., sporting ability); health and well-being; and employment readiness. In addition, a strong cultural heritage, strong family bonds and religious faith were seen as contributing to their strengths. These strengths provide a base for addressing needs and meeting challenges; however, opportunities are also required to achieve goals. English language courses, programmes and providers, mentoring and scholarships were seen as opportunities for addressing language and communication needs. The Citizens' Advice Bureau, various web-sites (e.g., Neighbourly) and ethnic networks were viewed as opportunities to improve access to services. For positive employment outcomes volunteering, job training, internships and mentors were mentioned. To address cost of living issues, neighbourhood web-sites for collaborative consumption and shared accommodation were identified as opportunities. Finally, a range of opportunities, including newcomers groups, faith groups, sports, access radio, and intercultural training, were suggested as ways to enhance belongingness and reduce discrimination while ensuring maintenance of traditional culture.

On the other hand, strengths and opportunities were countered by weaknesses and threats. Workshop participants reported negative psychological and emotional responses, often linked to racism and discrimination. These included low levels of self-esteem, lack of confidence, a sense of vulnerability, and a lack of belongingness. Lack of employment readiness, limited knowledge and skills and health concerns, including negative effects of trauma, were also cited as weaknesses. Threats

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[20] Nguyen, A. M. D. T., & Benet- Martínez, V. (2013). Biculturalism and adjustment. *Journal of Cross-cultural Psychology, 44,* 122-159.

[21] Tezler, E. H. (2010). Expanding the acculturation gap distress model: An integrative review of research. *Human Development, 53,* 313-340.

[22] Stuart, J., Ward, C., Jose, P., & Narayanan, P. (2010).Working with and for communities: A collaborative study of harmony and conflict in well-functioning acculturating families. *International Journal of Intercultural Relations, 34,* 114-126.

were largely framed in terms of limited resources (e.g., courses, funding, interpreters) and service delivery (e.g., unhelpful front-line staff, excessive bureaucracy) although economic (e.g., cost of living and low wages) and cultural (e.g., incompatible cultural beliefs and practices) issues were also noted. Finally, participants identified poor relations with the wider New Zealand community, particularly racism and discrimination, as problematic. See Appendix C for the comprehensive, amalgamated SWOT Analysis.

Recommendations from Workshop Participants

After identifying key needs and challenges and subjecting these to SWOT analyses, suggestions were generated about the ways in which needs could be met. Thematic analysis indicated that there were six recommended pathways to meeting needs and challenges: 1) Events, 2) Community Initiatives, 3) Training and Education, 4) Information Resources, 5) Health Promotion and 6) Policy and Funding.
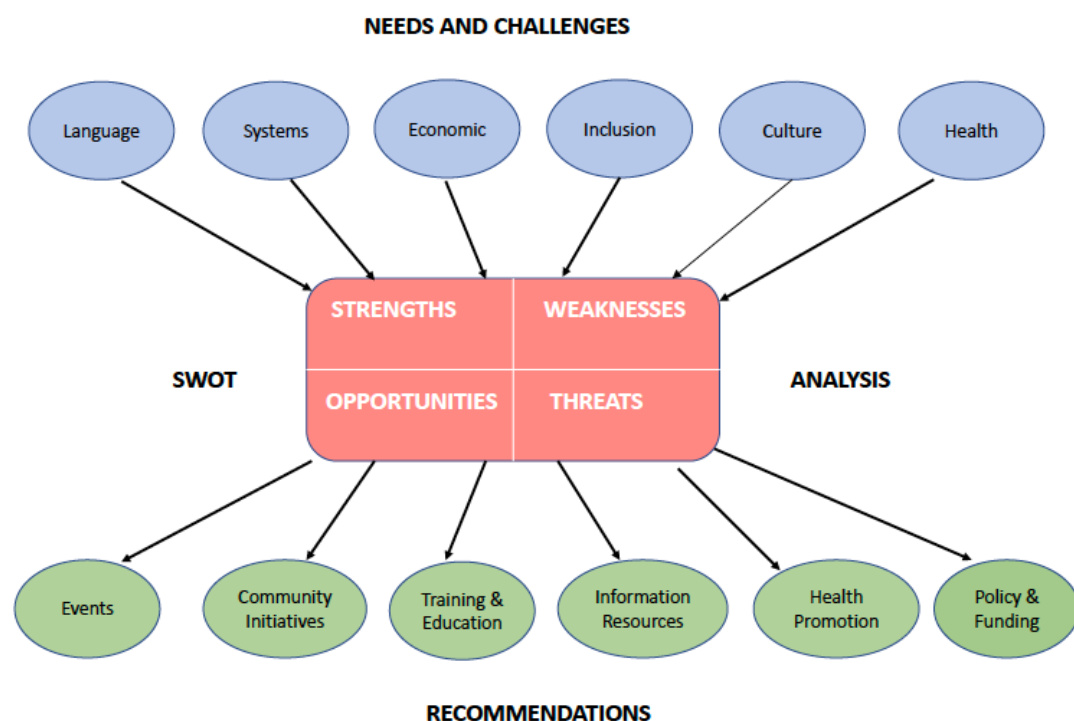
The figure above brings together the Needs and Challenges with Recommendations.

Participants viewed events as having two major purposes: 1) bringing newcomers together with New Zealanders to break down cultural barriers (inclusion needs) and 2) building capacity in the migrant community (economic and employment needs). Broadly speaking, participants recommended activities that would enhance intercultural collaboration; however, the only specific activities that were suggested were food-themed events and anti-discrimination and intercultural awareness campaigns. In terms of capacity building, industry-based trade fairs, expert talks, and open days at local organisations were proposed.

The merit of proposals for public events that bring New Zealanders and newcomers together has a strong evidence base. Contact is known to enhance relations across ethnic groups, particularly if the contact is cooperative and mutually beneficial.[23]

Events

- Food-themed events
- Industry-based trade fairs
- Open days
- Anti-discrimination and intercultural awareness campaigns

The community-based initiatives were largely recommended to provide support for migrants. The workshop participants recognised the need for a vibrant community organisation that connected with relevant government departments and services as well as other voluntary and charitable organisations. In some instances the Nelson Multicultural Council was specifically mentioned in connection with this role and the recommendations for various community initiatives.

Community Initiatives

- Orientations for newcomers
- Support groups
- On-line initiatives and information sharing
- A community exchange
- A refugee council

Orientations for newcomers and establishing newcomers' networks were cited as means to assist with the integration of new migrants. Buddy programmes could also assist with this, strengthening not only within community links, but also relationships between New Zealanders and migrants. In some instances, specific groups were identified for support, particularly mothers with young children who experienced isolation.

On-line initiatives, such as Facebook pages and blogs, were recommended as were other means of information sharing. Certainly there is strong New Zealand-based research evidence that on-line forums for migrants are effective in providing emotional and tangible support as well as fostering a sense of community among newcomers.[24]

A new and original suggestion was to utilise migrants as resources to provide information to New Zealanders who plan to travel abroad. It was proposed that the Nelson Multicultural Council could lead such an initiative as well as explore ways in which to share migrant success stories more widely. To address concerns with the cost of living, workshop participants suggested a community exchange.

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[23] Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology, 90,* 751-783.
[24] Tabor, A., & Milfont, T. (2013). We are all in the same boat: How online communities facilitate the process of migration. *New Zealand Journal of Psychology, 42*, 31-35.

This could facilitate the "skills-swaps" and offer access to second hand goods as means of cost-savings. Finally, the establishment of a refugee council to give voice to those from refugee backgrounds and to address their specific needs was also encouraged.

Development and Dissemination of Informational Resources

- Directory of immigrant support services
- Regional on-line data bases for services, shops, and clubs
- Migrant section on notice boards in public libraries
- Advertising in local papers
- Guidebook on cultural differences
- Information sharing across various bodies

In response to informational needs there was a variety of recommendations for resource development. A directory for immigrant support services was suggested with material disseminated through the Citizens' Advice Bureau and the Newcomers' Network. Immigration New Zealand was particularly mentioned in connection with the request for information about local and regional resources. In addition, both Immigration New Zealand and the Nelson Multicultural Council were suggested as parties to develop a guidebook about understanding and negotiating cultural differences as a route to becoming culturally competent. Beyond that, information dissemination via public libraries and local newspapers was recommended. It was also proposed that strategies be put in place to share information about and for migrants across national government, local councils, and multicultural agencies.

Training and education received significant emphasis among the recommendations made to address migrant needs. Five main areas of knowledge and skill development were noted: language, practical skills, work-related and technical skills, parenting skills and intercultural knowledge and skills. In response to the need for better language and communication skills and in recognition that English language fluency is the key to successful integration, workshop participants advocated free or affordable courses that addressed not only formal English, but also colloquialisms, New Zealand pronunciation, and local customs. The importance of practical skills for everyday activities were also noted with requests for driving and cooking classes as well as opportunities to learn relatively simple skills such as how to use EFT-POS.

Training and Education

- Language
- Practical skills
- Work-related and technical knowledge and skills
- Parenting skills
- Intercultural knowledge and skills

Suggestions for work-related education and training arose from the need to gain entry into the workforce (e.g., workshops for CV preparation) as well as the desire to perform well after securing employment (e.g., health and safety training). Courses to develop and refresh computer skills appeared to be in high demand. Training for translation and interpretation was also proposed; this would have the advantage of leveraging off migrants' bilingual skills and filling a big gap in access to services for those who are unable to speak English.

Associated with cultural needs identified in our sessions, parenting workshops were requested by both parents and their children. In the first instance, some parents believed they lacked the skills to ensure maintenance of their traditional language and culture while also supporting their children who are growing up in the New Zealand environment. From the youth perspective, young migrants and former refugees were looking for greater autonomy and support from their more traditional parents. Related to these concerns, research has shown that "bridging cultures" workshops for migrant parents can be very effective in improving family relationships, balancing traditional and new cultures, and enhancing children's academic performances.[25]

Relatedly, cultural issues did assume broader importance with recommendations to have community information sessions on the importance of language and culture and to have intercultural education built into school curricula at all levels and into professional development programmes at work. Beyond this, there were also requests for opportunities to learn *te reo* and more about Māori culture.

> **Health and Well-being Promotion and Services**
>
> - Promoting healthy choices
> - Efficient delivery of services
> - Support for specific groups

Health and Well-being was identified as one of the six core areas of needs in the workshops, and accordingly recommendations were made to address issues of health risks and access to quality medical care. The recommendations for diminishing health risks were based on strategies to encourage healthy food choices by taxing sugary drinks and increasing food labelling along the lines of the current star ratings. With respect to access to health care, workshop participants recommended more qualified interpreters and the inclusion of alternative therapies in the health system. They also suggested a speedier process for approving drugs, presumably in reference to Pharmac policies and procedures. Finally, mention was made of priorities and support for various groups with participants suggesting placing emphasis on the needs of the aging population and exploring the opportunities to initiate support groups for those with specific illnesses.

Finally, workshop participants addressed issues pertaining to government systems and services by generating recommendations related to funding and policies. There were calls for increased funding in a range of areas. Increased funding for language courses was high on the list of recommendations and reflected the priority placed on language and communication needs. Intersecting with recommendations relating to both Education and Training and Health Promotion and Services, there was a call for funding for interpreters and to have more bilingual workers in educational services and

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[25] Greenfield, P. M., Suzuki, L. K., & Rothstein-Fisch, C. (2006). Cultural pathways through human development. In K. A. Renniger & I. A. Sigel (Eds.), *Handbook of child psychology, Vol 4*: *Child psychology in practice* (pp. 655-699). New York: Wiley.

settings. In addition, migrants and former refugees recommended funding for cultural events and language classes that would assist in maintaining cultural heritage, celebrations and ethnic languages. This is in line with the cultural needs identified in the workshops. Participants also requested funding for community agencies, including Community Law and Nelson Multicultural Council, to support positive settlement outcomes for migrants and former refugees.

> **Government Funding and Policy**
>
> - Adequate funding
> - Appropriate language testing
> - Recognition of qualifications

There was dissatisfaction with some aspects of government migration policy particularly in connection with language testing and the recognition of overseas qualifications. Participants proposed scrapping the biennial English language tests.

> *IELTS exams every 2 years are unfair. Knowledge of English doesn't deteriorate with time.*

In addition, the lack of recognition of overseas qualifications was mentioned numerous times- as a barrier to employment, as a threat, and as a basis for recommendations.

> *Consider and recognise qualifications acquired overseas rather than insisting on NZ qualifications.*

While this is not a simple issue, it is of major concern to migrants, and the ways in which this might be addressed warrants serious consideration. Finally, workshop participants recommended that there should also be opportunities for obtaining further qualifications while on a work visa.

Attitudes toward Relationships with Māori: Survey Results

In addition to the workshop activities, workshop participants were offered the option of completing a survey about biculturalism and attitudes toward Māori. Of the 101 migrants and former refugees who chose to complete the survey, 76 had visited a marae or participated in Māori ceremonies such as pōwhiri. Of the 25 who had not had these experiences, 20 wished to do so.

It is important to:
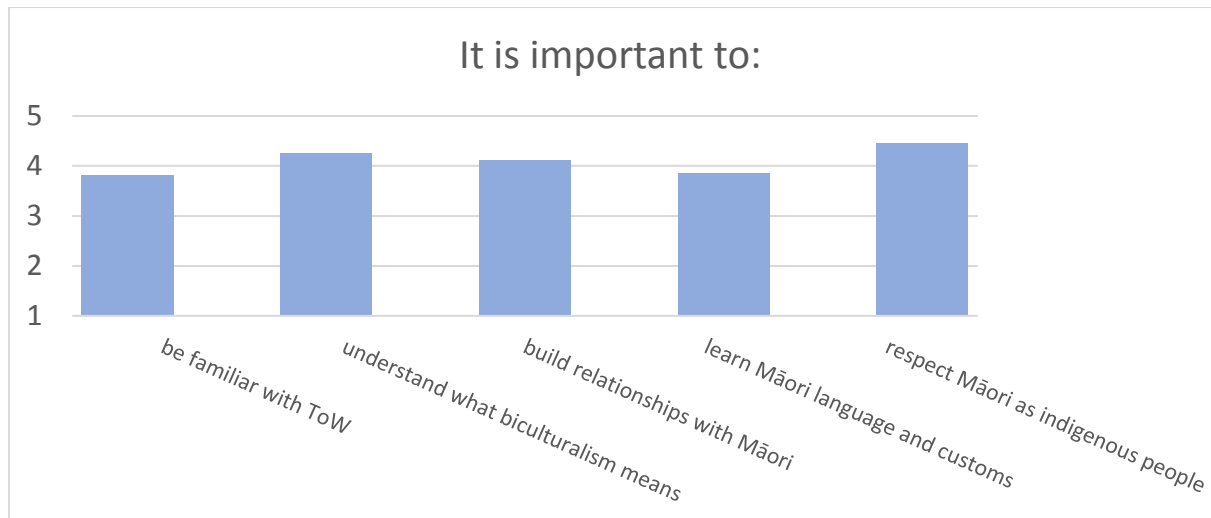
Key: 1 = disagree strongly, 2= disagree somewhat, 3 = neither agree nor disagree, 4 = agree somewhat and 5 = agree strongly

The figure above presents the survey results that show migrants and former refugees have positive attitudes toward Māori and biculturalism. Overall, there is agreement that it is important for migrants and former refugees to:

- Be familiar with the Treaty of Waitangi
- Understand what biculturalism means in Aotearoa/New Zealand
- Build relationships with Māori
- Learn Māori language and customs and
- Respect Māori as the indigenous people of Aotearoa/New Zealand.

Respondents were in particularly strong agreement about the importance of respecting Māori as *tangata whenua*.

In addition, workshop participants responded to open-ended questions about biculturalism and the relationship between Māori and new settlers.

What does Biculturalism mean to you?

Two major themes emerged here: 1) Two Cultures and 2) Positive Intercultural Relations. The construal of biculturalism in terms of two cultures ranged from very simple, descriptive responses to more socially, politically and historically contextual responses.

Two cultures living together.

It's the blend of two cultures mainly European and Māori (native) in NZ.

That the two major cultures of Aotearoa run parallel and given equal value. It's less about integration and more about the equal right to express your culture without prejudice.

That Māori were in NZ long before Europeans and other migrant groups; that this should be respected and acknowledged.

The second theme reflected a broader philosophical understanding of biculturalism that could be interpreted as simply getting along with others:

Good relations with people from all over the world.

Same as a marriage. Work together, live together, respect each other.

To communicate with people from other cultures, sometimes it's very difficult, but necessary to live in NZ.

A small number of respondents commented on biculturalism in relation to multiculturalism.

The longer I live in NZ the more negative my thoughts about biculturalism are. This is because as a migrant I don't want to see as just Pākehā - I have my own identity and culture and don't want to be labelled as just Pākehā . I agree that people should be treated individually and not the same, but I think NZ is multicultural and should recognise that.

Biculturalism is a base or foundation to build multi-culturalism. So it's very important for our society.

Inclusion of all parties/people in the decision making process. Of course for me biculturalism means participation of Māori and Pākehā only but I feel we need to start talking of multiculturalism in NZ.

How does Biculturalism relate to new migrants and former refugees?

There was a diversity of views in response to this question, with some workshop participants seeing biculturalism as *very relevant* and others responding *not a lot* or even *no idea*. However, two main themes emerged: 1) The Importance of Historical Awareness and 2) Practical Implications.

Participants recognised the importance of being aware of biculturalism and the Treaty, particularly as New Zealand is becoming more culturally diverse.

It's very important to newcomers to understand the history of this country and how these 2 cultures are working (or not) together.

It does a lot, New Zealand is now a multicultural country that is bounded by a treaty and migrants need to be aware of it.

They also highlighted the practical implications of biculturalism. Most saw biculturalism as a positive phenomenon, largely because it reflects a respect and appreciation of a culture other than that of New Zealand Europeans. As such, biculturalism was seen as paving the way to a smoother settlement process for migrants and former refugees from diverse cultural backgrounds.

Extended opportunity for integration - has been done before, therefore is accepted.

Will help smoother settlements in New Zealand.

Makes it easier to settle in.

Demonstrating an implicit understanding of the complexities of bicultural and multicultural processes, one respondent addressed the relevance of biculturalism as:

There is a process of integration on many different levels. This could take a life time. Some values will transfer easy, others might be in conflict…There's also something about acceptance in there…from both sides.

Sources of Knowledge and Support

Participants were asked: *What can be done to support your understanding and appreciation of Māori, the Treaty of Waitangi and the relationship between Māori as tangata whenua and new settlers in Aotearoa/New Zealand?* Some of the responses indicated satisfaction wth the status quo.

The information is out there and available.

I am fine with provided info during ELP courses.

However, the majority suggested further workshops and information sessions about the Treaty of Waitangi. A number of respondents also highlighted the importance of learning New Zealand history and *te reo* Māori.

Learning New Zealand history is the first step to gain more insights regarding this issue, I suppose.

Learning te reo reaches far and wide in the understanding of this culture. Reading and experiencing the lore is also helping to gain perspective. So important.

To a large extent the participants' responses reflected personal responsibility.

Be bi-lingual, have also Māori friends.

Comments on the Survey Responses

Overall, the majority of respondents had positive attitudes toward biculturalism, recognising the importance of understanding the Treaty and building relationships with Māori. Despite these positive attitudes and their own initiatives in relationship-building (e.g., visiting marae), there was some misinterpretation of the nature and principles of the Treaty and the origins and meaning of the term "biculturalism." The result is a tendency for some migrants and former refugees to view biculturalism literally as two cultures, prompting questions as to where and how newcomers can" fit in" and find their place in Aotearoa/New Zealand. This points to a need for further education about biculturalism and related issues.

Much can be said about the Treaty of Waitangi/Tiriti o Waitangi and the history, evolution and practice of biculturalism. Of critical importance here, however, is that migrants have at least a basic understanding of the Treaty. Specifically, it is important for them to recognise that the Treaty is for and about everyone- not just Māori and New Zealanders of European descent. As the Treaty is an agreement between Māori as *tangata whenua* and non- Māori as *tangata tiriti*, it includes all of us.

It would also be helpful for migrants to understand more about the origins of the term biculturalism, which entered social and political discourse in the 1980s as a reaction to the mono-cultural and assimilationist pressures of the times.[26] Contemporary biculturalism acknowledges the special place Māori have as the indigenous peoples of Aotearoa/New Zealand and is enacted in terms of key principles of the Treaty, including *kawanatanga* (governorship by the Crown), *rangatiratanga* (tribal self-management), equality for all citizens, reasonable cooperation between Crown and i*wi*/tribes,

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[26] https://teara.govt.nz/en/the-new-zealanders/page-12

and redress of past injustices. "Biculturalism," however, does not mean that there are, or should be, only two cultures in Aotearoa/New Zealand.[27]

In light of apparent misunderstandings and the motivation of migrants and former refugees to learn more about biculturalism and the Treaty, the suggestion of workshops and information sessions, perhaps especially designed for newcomers, warrants serious consideration.

IN CONCLUSION

Arising from a series of workshops this report has summarised the needs and challenges identified by migrants and former refugees in the Nelson and Tasman regions and their recommendations for moving forward to develop their language and communication skills, to increase access to information and improve service delivery, to facilitate better economic and employment outcomes, to cultivate greater inclusiveness, to manage cultural challenges, and to promote health and well-being. We hope this report will prove valuable not only to Nelson Multicultural Council, but also to government agencies and other voluntary organisations as they set priorities and develop strategies for meeting the needs of these vibrant communities and ensuring that they can contribute socially, culturally, and economically to our shared home, Aotearoa/New Zealand.

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[27] https://teara.govt.nz/en/principles-of-the-treaty-of-waitangi-nga-matapono-o-te-tiriti/page-5

APPENDIX A:
Participant Information Sheet, Evaluation Form, and Biculturalism Questionnaire

VICTORIA
UNIVERSITY OF WELLINGTON
TE WHARE WĀNANGA
O TE ŪPOKO O TE IKA A MĀUI

Centre for Applied
Cross-Cultural Research
Te Pae Rangahau Tauhōkai Ahurea

NMC Workshops with Migrants and Former Refugees

Background

Nelson Multicultural Council (NMC) has commissioned a series of workshops:

1) To conduct a needs assessment, identifying issues of importance for new migrants and former refugees, so that they can thrive and flourish in our country.
2) To probe recommendations from new migrants and former refugees as to how their needs could best be met.

To achieve these objectives NMC contracted the Centre for Applied Cross-cultural Research (CACR), Victoria University of Wellington, to conduct the workshops and to produce a report. The Centre has a history of working with community groups in New Zealand and a long-standing relationship with Multicultural New Zealand.

The Workshop Content and Activities

Eleven half-day workshops will be conducted with new migrants and former refugees across the Nelson and Tasman regions. The workshop will include:

1. Welcome and introductory remarks by representatives of Nelson Multicultural Council and the Centre for Applied Cross-cultural Research.
2. A brief ice-breaker exercise so that participants can become acquainted with one another, creating a good atmosphere for participation.
3. A needs analysis. Here the participants will be broken into smaller groups and posed the question: *What are the major challenges faced by new migrants and former refugees in your region?* Each group will generate responses to the question, which will be shared in the larger group and organised into over-arching themes that are ranked by participants in terms of importance.
4. A SWOT analysis. After generating and ranking themes, participants will again be broken into smaller groups to consider the strengths, weaknesses, opportunities and threats that are associated with the prioritised themes/issues. They will then make concrete suggestions as to what can be done to support migrants and former refugees.
5. The workshop will conclude with an evaluation exercise, a brief questionnaire, and information about how participants can learn more about the information generated from the workshops.

Additional Information

Each workshop is run by two trained facilitators selected from a group of post-graduate students at the Centre of Applied Cross-cultural Research and one from the Nelson Tasman migrant community. The Centre recognizes the need to be culturally sensitive and to ensure the safety and well-being of the workshop participants.

Confidentiality is an important issue, and it is carefully maintained in our programme. We do not collect the names of participants, only background information such as age, gender and country of birth, so we can present a general description of participants to NMC in our report. As such, none of the information generated in the workshops can be attributed to particular individuals.

An accumulation of the information gathered from all workshops will be assembled into a summary and published to our CACR FB page (https://www.facebook.com/CACRNZ) and the CACR website (http://www.victoria.ac.nz/cacr). Keep these links if you are interested in accessing this information; the summary should be available at the end of the year.

If you have any questions or concerns please feel free to contact me directly by e-mail (Colleen.Ward@vuw.ac.nz) or, if I am overseas, please telephone Jason Lescelius (workshop facilitator) on 021 236 2063.

Colleen Ward

Professor of Psychology and Director, Centre for Applied Cross-cultural Research, Victoria University of Wellington

To our Workshop Participants

Thank you for participating in today's session. We would appreciate it if you could take just a few minutes to provide feedback about the workshop. Please circle your response for Questions 1-10.

THE WORKSHOP

1. The objective of the workshop was to gain information about the needs of migrants and former refugees in the Nelson-Tasman region and the challenges that they face.

The workshop met this objective:

Not at all	Somewhat	Moderately Well	Very Well	Extremely Well

2. The content of the workshop was:

Poor	Fair	Good	Very Good	Excellent

3. The way in which the workshop was organized was:

Poor	Fair	Good	Very Good	Excellent

4. Considering the material covered, the workshop was:

Too Short	Too Long	About Right

5. Overall the workshop was:

Poor	Fair	Good	Very Good	Excellent

THE FACILITATORS

6. The facilitators' interactions with the participants were:

Poor	Fair	Good	Very Good	Excellent

7. The clarity of the facilitators' communication was:

Poor	Fair	Good	Very Good	Excellent

8. The facilitators' overall effectiveness was:

Poor	Fair	Good	Very Good	Excellent

OTHER

9. To what extent did you feel encouraged to express your honest views?

Not at all	Somewhat	Moderately	Very	Extremely

10. To what extent did you feel culturally safe?

Not at all	Somewhat	Moderately	Very	Extremely

Please provide any other feedback about the session that you would like for us to know:

_____

_____

_____

_____

_____

Survey on Biculturalism and Attitudes toward Māori

Please circle the response that best represents your view. To what extent do you agree or disagree with the following statements?

It is important for migrants and former refugees to:

1. Be familiar with the Treaty of Waitangi and its basic principles.

1--------------------------2--------------------------3--------------------------4------------------------5

Disagree	Disagree	Neither Agree	Agree	Agree
Strongly	Somewhat	nor Disagree	Somewhat	Strongly

2. Understand what biculturalism means in Aotearoa/New Zealand?

1--------------------------2--------------------------3--------------------------4------------------------5

Disagree	Disagree	Neither Agree	Agree	Agree
Strongly	Somewhat	nor Disagree	Somewhat	Strongly

3. Build relationships with Māori?

1--------------------------2--------------------------3--------------------------4------------------------5

Disagree	Disagree	Neither Agree	Agree	Agree
Strongly	Somewhat	nor Disagree	Somewhat	Strongly

4. Learn about Māori language and customs?

1--------------------------2--------------------------3--------------------------4------------------------5

Disagree	Disagree	Neither Agree	Agree	Agree
Strongly	Somewhat	nor Disagree	Somewhat	Strongly

5. Respect Māori as the indigenous people of Aotearoa/New Zealand?

1--------------------------2--------------------------3--------------------------4------------------------5

Disagree	Disagree	Neither Agree	Agree	Agree
Strongly	Somewhat	nor Disagree	Somewhat	Strongly

What does biculturalism mean to you?

How does biculturalism relate to new migrants and former refugees?

What can be done to support your understanding and appreciation of Māori, the Treaty of Waitangi and the relationship between Māori as tangata whenua and new settlers in Aotearoa/New Zealand?

Have you visited a marae or participated in Māori ceremonies (e.g., pōwhiri)?

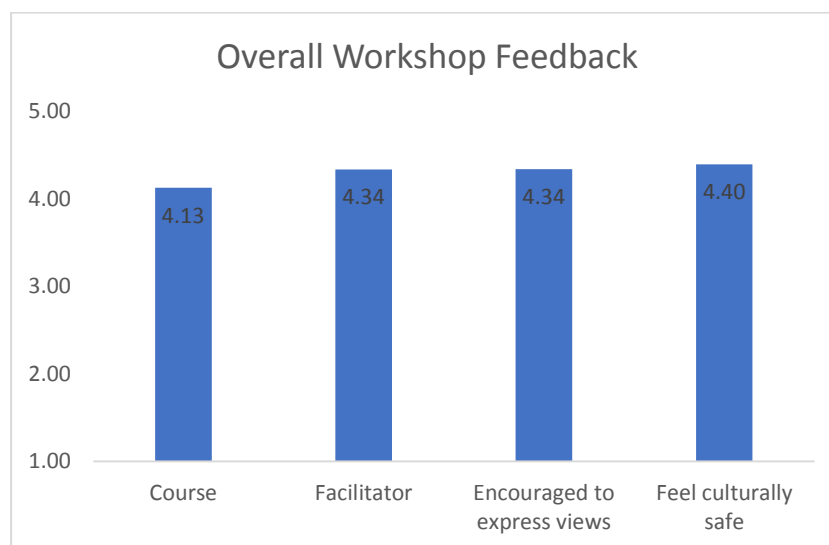_____ Yes   _____ No   (please tick)

If you have not visited a marae, would you like to do so?

_____ Yes   _____ No   (please tick)

APPENDIX B:
Workshop Evaluations

Workshop Evaluations

We examined the overall evaluations of the workshops (e.g. organisation and content, effectiveness in meeting objectives, overall quality), the facilitators (e.g. communication, effectiveness, quality of interaction with participants), and two additional considerations relating to feeling culturally safe and the feeling of encouragement to honestly express one's views. All items were rated on 5-point scales. For the course and facilitators, the rating categories were: 1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent. For the cultural safety and expression of honest views, the rating categories were: 1 = not at all, 2 = somewhat, 3 = moderately, 4 = very and 5 = extremely. The average ratings across workshop participants are reported in the figure below.

Overall Workshop Feedback

Category	Rating
Course	4.13
Facilitator	4.34
Encouraged to express views	4.34
Feel culturally safe	4.40

The figure shows that across participants the overall evaluations of the course/workshop and the facilitators fell between very good and excellent and the evaluations of the extent which participants felt culturally safe and encouraged to express their honest views fell between very much and extremely.

Ninety percent of the participants thought the workshop length was about right, but 9% said they thought it should be longer.

Qualitative responses to the workshops were generally positive.

Thank you very much for doing it at all. I know how hard for people who move to the new country.
It was very good and good to make others share their opinions.
Should have more workshops like this to facilitate communities with their issues.
Very good workshop, wish more Tongans could have participated.
Everything is excellent
Great. Hope other regions will be encouraged to do this.
It is a very well run workshop.
It was a very valuable and informative workshop. Maybe try to encourage more people to
participate in such workshops.
It was a good experience. I have learnt more about other cultures and their experiences.
By sharing experiences I have learnt more ways of dealing with situations and challenges.
It was interesting to hear all the different stories
Should hold this activity more often.
Great workshop. Thank you for putting this together. Lovely and approachable facilitators!
Well done. Glad I came.
It was good in the sense that we could express our ideas and tell what we want to see happening
In the near future to improve community interactions.

There were also recommendations for how we could improve the workshops with suggestions
for more time and follow-ups being the most common.

In my opinion the advertising for the workshop was unclear.
Should be people from more ethnic groups. Seminar should be more specific.
Probably would be good if we had more time to talk, would it be possible to invite more
foreigners to participate?
I also think the workshop could be longer as so many people have stories to tell.
More time for showing experiences.
Need for activities, need more space, need to play short game in the middle
Please give us the feedback or implementation.
We hope the information provided will be used as a recommendation.
I believe there should be a follow-up session to see the result nationwide.
Roast pig for the next workshop- thanks!

APPENDIX C:
Amalgamated SWOT Analyses

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Personal Qualities: • Resilience: adaptable, flexible, versatile, hardy, energetic, resourceful, motivated • Reliability: committed, hard-working, responsible, persistent, tenacious, prepared • Competence: ambitious, results-oriented, focussed, resourceful, self-confident, determined, • Warmth and Sociability: extraverted, patient, honest, empathetic, open, friendly, trusting • Openness: broad-minded, creative, culturally aware, global perspective Talents • Sports • Cooking • Cultural songs and dances Skills • Technological skills • Language and communication skills • Mathematical skills Employment Ready • Qualifications • Training • Education and knowledge • Volunteer activities	Personal Qualities • Introvert, shy, quiet, reserved, over-sensitive, inward-looking • Apathetic, procrastinating, excuse-making • Unconfident, self-conscious, low self-esteem • Inflexible, cautious, over-analytical • Impatient, unrealistic standards or expectations, " loud and clumsy" Negative Emotions • Stressed, frustrated • Nervous, fearful • Lonely, alienated • Vulnerable, helpless, worthless Language and Communication Problems • Limited English proficiency • Accent • Inability to communicate across generations Access to Suitable Employment • Over-qualified and under-qualified • Over-experienced, under-experienced • Lacking NZ qualifications or experience • Lack of local connections and job references • Insufficient education or training • Acceptance of low wages, little money	To improve language and communication • English language courses, programs and providers (e.g., English Language Partners, NMIT, on-line language courses) • External and community resources (internet, translators, music, media) • Practice, use English in public • Mentoring • Scholarships To access services • Free internet sites and on-line services • On-line, print, radio media • Found Directory, Neighbourly web-site • CAB, NMC, VCC, Community Law, libraries • Ethnic networks • Mentors, estate agents, lawyers To improve employment outcomes • Networking and volunteering • Cold calling • Develop own business • Develop transferrable skills • Find and use mentors • Use recruitment agencies • Seek • Job training, internships • CV workshops • Improve English fluency • Children's education • Pacific Business Trust	Limited Resources • Funding • Accurate information • Skills training and job placements • Employment opportunities • Language courses • Available interpreters • Community capacity and resources • Government support Regulatory Issues and Service Delivery • Lack of accountability and standards • Changing rules and regulations • Housing market and quality not sufficiently regulated • Inadequate food labelling • Inefficient government services • Unhelpful and unsympathetic front-line staff • Unclear and conflicting information on government web-sites • Lack of communication between government departments • Restrictive work visas • Excessive bureaucracy and paperwork Economic • High cost of living • Low wages Negative relations with the wider NZ community

• Vocational background • Experience **Good Health** • Healthy food and exercise • Mentally active **Other Resources** • Strong cultural heritage • Family bonds • Faith	Limited knowledge and skills • New Zealand culture and values • New Zealand business • Important rules, regulations, responsibilities • Local information • How to access resources • Computers, new technology • How to maintain a healthy life style Health and Well-being • Poor health and psychological distress • Negative effects of trauma • Lack of work-life balance • Tendency to normalize problems Religion, Culture and Ethnicity • Visibly different • Unwilling to engage with other faith groups • Cultural traditions discourage asking for support	To manage cost of living • Accommodation supplement, student allowance and other benefits • Shared accommodation and cars • Buy seasonal fruits and vegetables • Neighbourhood web-site for collaborative consumption To enhance belongingness, reduce discrimination, ensure cultural maintenance • Increase opportunities for socialization • Newcomers and support groups • Intercultural training and education • Special interest groups • CAB, NMC, VCC, Community Law, libraries • Church and faith groups • Volunteer activities • Public events and community activities, Race Unity Day • Cultural diversity days at schools • Sports • Host cultural events • Children as language and culture brokers for parents • Treaty of Waitangi • Access Radio • Ethnic language classes	• Racism, discrimination, prejudice, exclusion • Misperceptions • NZers disinterested in migrants • NZers dislike migrants speaking their native languages • Danger of physical and mental harm • Competition between migrants and locals Cultural Issues • Incompatible cultural beliefs and practices • Generational conflicts