



The Path to Settlement

*The contribution of Home
Tutors and ELGs*

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Research

- Qualitative study to find out what happens for learners who have had a home tutor or participated in ELGs
 - Interviews with 20 learners
 - Three focus groups - 36 learners
 - Conversations with three tutors and three centre managers
 - Findings compared to larger NZ quantitative studies

Who were they?

- majority came as refugees
- been in New Zealand between 3 and 25 years
- ranged in age from 30 to 76, all but one has children
- are participating in or had recently participated in education
- 12 of them are in work, 6 would like to work in the future.

Gathering the evidence

- Narrative interviews
- Prompted about:
 - when they arrived in NZ
 - other education
 - work
 - social and community lives
 - how they feel

Discussion: Nature of evidence

- What counts as evidence
- How to gather evidence
- What outcome data do you collect
- Challenges of data collection
(authenticity, feasibility)
- Is it evidence or proof

Learning English

- Home tutors and ELGs
- Literacy Groups
- Full time study through private training providers
- Those who have more advanced skills studied for Advanced English Certificates at universities

What home tutors do

- ... help with speaking. She bring some paper and books and sometimes she asked me what I want to read, writing, speaking or help with homework [from X provider]. (X, Ecuador, 4 years in NZ)
- Home Tutor big help. Many time talk to each other. Better hearing, better talking, helping very, very good. One time a week, one hour. (X, Myanmar, 8 years in New Zealand)
- Home Tutor my best friend. She corrects pronunciation, explains also meaning of words ... work with recipes, sometimes cook. Talk about weekend. (X, Columbia, 5 years in New Zealand)

What home tutors do

- If no home tutor might not be at this stage ... just one hour. She say read something or give home work and next time correct. When lessons finished a friend. We have tea and talk. Could talk about something else, not about the study ... New Zealand, my life, her life. (G, Afghanistan, 10 years in NZ)
- ... Explains what happens in [city]. She teach me English cuisine, for example, pumpkin soup. I teach her my dishes. She asked me to write recipes in English, shopping lists in English. She gave me women's magazines, read it with me – talk about fashion and food. (S, Syria, 10 years in NZ)

Role of English language

- Learning English appears to be the most important factor in getting these learners on the road to settlement and participation in New Zealand society.
- BUT – the path is not linear

What happens

- To start with 'small' things –
 - talk in shops, doctors, at WINZ
 - watch a bit of television
 - start to understand what people say
 - start to read
- = the start of the road to further education, work, participation, independence

Independence is ...

- WINZ office if had appointment volunteer help me go ... After one year I understand a little English. I go by myself ... I understand. ... Know how to go to Queensgate, Saturday market. Got happier. (X, Myanmar, 3 years in New Zealand)
- Talking on the phone difficult, but now better. Now make appointments, but when important, for example hospital, doctor, always prepare what to say. Don't want to be embarrassed. This was advised from ELP teacher. (X, Croatia, 17 years in NZ)

Types of Work

- Meaningful, aligns with their skills and brings personal fulfillment and satisfaction
- Stop-gap employment while they develop their English skills and/or support families
- Hard to get

Finding work

- X used to own a restaurant in her home country and would like to do that here, but she thinks her only option is to work as a kitchen hand
- Was told by 'a manager' at WINZ that she would need to improve her English. This made her "feel very bad"
- With the help of her son's girlfriend she developed a CV, had an interview at a retirement village for a caregiver role and is waiting to hear if she has been successful

For the skilled

- X arrived in New Zealand as a trained nurse.
- Determined to practise in New Zealand and while with a home tutor studied for her Advanced Certificate in English and IELTS.
- Described herself as studying “day and night for two and a half years”.
- Her partner, also a trained nurse, saw how hard it was and decided he did not want to go through the same thing. He chose a new career path and undertook full time study at university to pursue that career.

10 years to get there

- X worked in a finance role in her home country
- worked in a number of roles while she studied accounting and business
 - started out in a café, “cleaning, preparing sandwiches, doing dishes”.
 - job in the office at a processing plant, which closed down.
 - took on housework
 - a tea lady at her local hospital.
 - now role in the finance department at the hospital

Towards skilled work

- X started with a Home Tutor then after five years in New Zealand did further English study with a private training provider.
- Now in the process of starting to train as a home-based, early childhood carer.
- Has been accepted for training and recognises the study will be challenging for her and she will need support to get through it.

Unskilled work

- For those working in unskilled roles, their English language proficiency holds them back.
- The five in unskilled work recognise the need for more English, but find it difficult to fit class time around their work.
- The two with their own businesses also recognise this need.

Getting by!

- [Home tutor] help learn English, fill out forms, banking. I have the business, pay the business bills. Now got computer. Okay ... Bank all right. But letters, some words don't understand. (X, China, 13 years in NZ)
- Sometimes talk to customers. "What would you like? Food? Drink". Must learn more English. Going to bank [some of the words] still a bit hard. (X, China, 6 years in NZ)

Discussion

- Education and work = economic outcomes
- How would you go about measuring these in the work you do?

Participating and belonging

○ Influenced by:

- English language levels
- time in New Zealand
- opportunity to mix and participate
- access to home community
- personal attributes

ELGs and Networking

- the only Cambodian in her group commented on her outcome as, “I have lots of friends”
- the only Russian in the same group commented, “No language barrier as class is asked to speak, speak, speak.”
- three Indian women drop their children at school and walk two kilometres to class. Not only do they network, they also exercise!

ELGs and Belonging

- Very active in women's group. Like women's group. Think women's group is part of our home, life, friends. [X] started to prepare new things – what happens in [our city], what is important to us. Brings in speakers, for example from police and other places. Give us a lot of information ... We are all friends. But some of them are special friends. Six-seven [from Egypt, Palestine, Holland, Columbia] have coffee every Tuesday. Speak of problems together, help each other. (X, Croatia, 17 years in NZ)

Community Participation

- Church, cultural groups/festivals, civic events and social groups
 - Speak English at church and with best friends. Don't have best friends with same language. Restaurant, coffee, with neighbours, with neighbours children. (X, Ecuador, 4 years in NZ)
 - Go to patchwork. Nine to ten ladies together. All English speaking. I not much speaking [but they] always talking about husbands, grandchildren, sometimes mother-in-law. (X, Japan, 25 years in NZ)

Virtual Communities

- Use the internet to:
 - follow the political situation in their home country
 - follow the trends in agriculture in their home country
 - find out about health remedies
 - look for a job
 - read about news in New Zealand
 - Connect through Facebook

Social Inclusion

- Learning English is important for social inclusion
- Home Tutors and ELGs contribute to this as they help learners to not only learn English, but also to develop new networks and connections
- The resulting social benefits bring greater participation in community life, more active citizenship and access to further education or employment opportunities

Social Outcomes

- How do you see education contributing to social participation, inclusion and belonging?

Wellbeing

- Often considered a soft outcome
- Learning English gives confidence and independence which in turn leads to social and labour market participation which in turn leads to
- “I haven’t been like a fish out of water”.

Wellbeing

- I talk too much. Never believed life could change like this (X, Somalia, 7 years in NZ)
- Speaking English feel very happy ... Call family tell how happy I am. (X, Myanmar, 3 years in NZ)
- When couldn't speak English felt terrible. Went to Pak 'n' Save want to buy. Couldn't tell [ask for something]. Felt very frustrated. Feel better now. English not very well, but can explain. Some people try to understand me. (X, Ecuador, 4 years in NZ)

So ...

- Home Tutors and ELGs provide learners with the opportunity to learn English and get on the path to settlement
- Participating in these programmes:
 - contributes to social, economic and wellbeing outcomes for individuals.
 - provides learners with the skills and knowledge that equip them to move forward with life in New Zealand

And ...

- These outcomes happen in a different order for people and are determined by a range of factors including:
 - previous education
 - English language levels
 - time in New Zealand
 - opportunity to participate in the labour market and community (affordances)
 - happenstance
 - networks and connections
 - personal attributes.

And ...

- The outcomes are achieved to varying levels by the different individuals over differing periods of time
- The path to settlement is not linear. It is not a case of language first, then integration into social and community networks, then the labour market and then wellbeing

Finally ...

- The learners had accessed a range of support to get them on their path to settlement. Home Tutors and ELGs were just one of these.
- The learners were unanimous in their views on the contribution Home Tutors and ELGs made -to language learning, and to learning about New Zealand and local community life
- Home Tutors and ELGs, through teaching English and introducing learners to their communities act as conduits, connectors and circuit-breakers

Outcomes



Discussion

- So back to collecting evidence
 - What could you do?
 - What might you do?
 - How might you do it?
 - When might you do it