THE AOTEAROA NEW ZEALAND REFUGEE SETTLEMENT CONSERVATORY SUMMARY REPORT

INVESTIGATING THE QUESTIONS THAT COUNT

University of Auckland, 7th November 2016

Acknowledgements

Table of Contents

1. Introduction

The world is witnessing unprecedented movements and numbers of forced migrants since World War II, totalling more than 65 million people. The global refugee population has increased significantly and consistently in recent years from 10.5 million in 2012, 11.7 million in 2013, 14.4 million in 2014, to 15.1 million by mid-2015 – the highest number since its peak in the 1990s and an increase of 45% over the last few years.

New Zealand has resettled refugees since World War II and has maintained a formal resettlement programme since 1987. Since this time, the country has settled more than 50,000 refugees through its quota refugee programme, with the seven top source countries being Burma, Bhutan, Iraq, Afghanistan, Columbia, Sri Lanka and Iran with an increasing commitment to resettling people from the Asia-Pacific region (Marlowe & Elliott, 2014; Mortensen, Rainger, & Hughes, 2012). Within its annual quota, there are dedicated places for women at risk, a category for medical or disabled cases, and for those requiring priority protection and family reunification. Under this quota, refugees are granted permanent residence on arrival, with the opportunity to apply for citizenship after five years. Each intake completes a six-week orientation programme before being placed in the community. In addition to these, a small number of asylum claims are received each year. The Government recently announced an increase to the quota from 750 to 1000 people in 2018. New Zealand is signatory to the 1951 United Nations Convention Relating to the Status of Refugees and the 1967 Protocol (see www.unhcr.org).

While there has been much political debate about New Zealand's response to the global crisis, there has been limited research that has informed our country's role and policy direction relating to our resettlement programme. The **purpose** of the Aotearoa New Zealand Refugee Resettlement Conservatory was to fill this gap by bringing together academics, refugee background community members, non-government organisations and the government sector to develop theoretically and methodologically robust research questions and projects that address key issues relating to refugee resettlement in New Zealand.

The event successfully attracted the interest of almost 60 representatives from the refugee sector, refugee background communities, government and universities. The design of the event was influenced by the World Café model which aims to encourage participants to engage in constructive dialogue around critical questions, to build personal relationships and to foster collaborative learning. **This report** summarises the key research ideas that emerged from the day and is being made publicly available so as to encourage ongoing conversations about the potential research ideas. **You can join these discussions** by going to the E-Soc-Sci Network website and joining the private 'forum' called 'Refugee Settlement Research'.

9.15 – 10.00am	**Keynote Panel** *Rachel O'Connor (New Zealand Red Cross)* *Abann K Yor (Auckland Resettled Community Coalition)* Rachel and Abann summarized the critical issues they believe refugees and asylum seekers face today and require urgent research attention.
10.00-10.30am	*Participants identified further critical issues requiring research. The notes emerging from these group discussions were collated by Louise Humpage and Jay Marlowe and participants were then invited to rank the issues they thought deserved immediate/greatest attention.*
11.00-12.00pm	*Participants formed groups based on the highest-ranked themes to further develop key questions/projects.*
12.00-12.30pm	*Groups reported back on their discussions, with any key or recurring issues/ideas noted by the organisers.*
12.30-1.30pm	*Lunch*
1.30-2.15pm	**Keynote speaker** *Associate Professor Fozdar, Australian Research Council Future Fellow in Anthropology/Sociology, University of Western Australia* Farida Fozdar is internationally recognised for using innovative and community-driven qualitative and quantitative methods to understand refugee and migrant settlement and the ways in which racial, ethnic, national and religious identities are constructed. She undertakes social research consultancies evaluating migrants and refugee resettlement programmes and she discussed the challenges and opportunities of developing research projects involving the community, government and academic sectors.
2.15-3.15pm	*Participants formed groups around the key research questions that emerged in morning to discuss how these could be translated into tangible research projects using a modified Assets-Based Community Development (ABCD) approach to identify key players, assets, research methods, etc.*
3.15-3.30pm	*Afternoon tea*
3.30-4.30pm	*Participants reconvened to share ideas from the last session and to decide on a set of research actions focused on the research ideas they believe should be prioritised for immediate attention.*

2. Identifying critical areas of research

The research café began with two keynote speakers who presented views about the most pressing issues that need research in refugee resettlement from the perspectives of refugee background communities and those working in the refugee sector. They spoke about the potential role of research and evaluation in informing practice, policy and the sustainability of organisations.

Keynote panel: Rachel O'Connor (New Zealand Red Cross) and **Abann Yor** (Auckland Resettled Community Coalition)

A key theme to come out of this keynote panel was the idea that the research available currently is primarily concerned with understanding a particular issue faced by refugee communities – especially employment – and that's great but moving forward there needs to be more emphasis placed on working with communities to develop initiatives to address the problems identified. A second key theme that was particularly strong in Abann Yor's korero was the necessity to involve communities of interest in the research – research *with* as opposed to research *on* communities. Of particular importance was the recognition that refugee background groups and particularly leaders are increasingly asked to provide advice and at times access to particular groups for people to conduct research. The potential burden of this demand needs to be recognised and highlights the importance of establishing a stronger research agenda that speaks to relevant community, policy driven and other interests that can help inform meaningful settlement experiences.

Identification of critical issues pertaining to refugees and asylum seekers

Following the keynote panel, participants were invited to engage in group discussion and identify the key questions they saw as being critical research that needs to be conducted in the refugee resettlement arena in Aotearoa New Zealand. Seven groups developed the critical issues related to refugee settlement and asylum seekers listed below, which were recorded on large pieces of paper and then ranked. The actual research foci that became the focus for the rest of day are discussed further in Section 3.

Group One

- What are the factors that impact on refugee and asylum seeker access to mental health services in New Zealand? What helps – what hinders?
- Hybrid-identity? = How do young people (+and people of all ages) navigate multiple cultural identities and the impacts of this?
- How do we help create opportunities for former refugees to contribute to their new communities?
- What is the relationship between literacy (cultural, language, health) and health outcomes?
- What are the strengths and limitations of local refugee communities in supporting resettlement?
- There is a need for a critical deconstruction of <u>recent</u> media representations of refugees in New Zealand
- Renegotiating gender roles re: employment in resettlement

Group Two

- What are the national narratives about hosting and being 'good hosts'?
- Public perception of need for more accurate knowledge in order to contribute to creating their positions and changing their opinion
- What is the contribution of social media to national narratives? How can it be used to shift attitudes?
- What is the impact of social media on maintaining community and family ties internationally and internally?
- Empowering vs. discouraging nature of social media (especially if there is limited access)
- Views of people working within the education sector (schools and tertiary education) towards refugee communities
- Access/ equity programmes and schemes in universities and tertiary – what difference do these make? Where are they available? What do they consist of? What are the gaps?
- Gender and employment for refugees – does gender impact on personal, family and MBIE expectations for employment?
- Women refugee's identity and role as settlement occurs
- What are the impacts on family dynamics when only the women can work in paid employment?
- How do communities maintain traditional cultural roles and practices (e.g. hospitality and food)
- What does the national narrative of 'we are doing well' obscure reality?
- Asking professionals their attitudes and practices
- Career advice re: employment – what are professional organisations attitudes to refugees?

- What are the effects of assumptions that refugees don't contribute? What are the effects of these assumptions? Do these assumptions reflect reality?
- In New Zealand – what refugees want to contribute may not match what is wanted
- Support for new mothers – Plunket no longer funded to do this - cultural difference (e.g. passing on 2nd hand clothes)

Group Three

- Capture the voluntary contribution of resettled communities in New Zealand
- Analyses of the New Zealand Refugee Resettlement Strategy – service mix documents – look at indicators; does the strategy measure participation?
- Employment: Success stories: how are barriers being broken? Racism (employers); why are so many refugee background graduates going to Australia?
- What do refugees themselves find helpful in resettlement? How do they receive the services offered?
- Societal perceptions and prejudice (often based on lack of information)
- Secondary school aged new arrivals – challenges / strengths / how are they coping? Success factors
- Research with refugee-background participants:
    o Pay participants (acknowledge time – contribute)
    o Ensure participants participate throughout the process
    o Ensure research benefits – ask: how will this project benefit refugee sector?
    o Real collaboration – watch our language (refugee ok?); pathologising lens
- Domestic violence in settled families – what's working / helping? How are families coping with New Zealand law on family non-violence?
- Resettled communities – internal divisions
- Alcohol – prevalence / impact / what is needed? / What is working?
- Humanizing refugees – getting rid of 'them and us' – how do we do this?

Group Four

- Employment:
    o Why? Too much focus? 50 percent of refugees are children; Women? Childcare; Refugees with disabilities? Why falling down? Link to aspirations? Discrimination – assumptions and stereotypes (what are these?)
- Family reunification
- Media: Sensitivity of 'clickbait' or sensationalised stories that position refugees in negative ways
- Capacity of host society: host society to take risks; break down perceptions / misinformation / assumptions
    o Education: Children; accommodate difference
    o Assimilation of resettlement
    o Recognise potential of refugees
- National Identity:
    o Language; accent
    o Biculturalism <---> multiculturalism – progress… but more?

Group Five

- Vulnerability and risk around communications / media and global events
  - research into how we can be more robust, make sure our communications are impactful regardless of global trends and concerns
- Advocacy:
  - other issues around Work and Income – access to benefits; political limitations
- Role of schools in community acceptance and engagement
- Issues of Māori and Pasifika (health / education) -> not far from those impacting former refugees
- Secondary migration and regional resettlement:
  - Trends, shifts (to Australia, to Auckland etc.)
  - Setting up a new resettlement site but what next? Do they stay?
  - Longitudinal research
- Employment:
  - Transition and pathway from first entry level job to more meaningful…
  - Making the most of highly skilled and professional people from refugee background
  - Currently undervalued by employers
  - Obstacle of New Zealand experience
- Relationship between tangata whenua and former refugee communities
  - Investment in early months to connect with local communities – create understanding
- Educational achievement:
  - Girls vs. boys – what do we really know? Often girls do better – what can we do to improve these disparities? How does gender inform our analysis?
  - Regional differences
  - Family structure (difference within communities) and roles
- Support and needs for second generation former refugees: Equity funding
- Identity:
  - Identifying as 'refugee' or not
  - Result / impact on access to targeted funding / scholarships / other support / schemes
- Racism: wider impact of employment and education successes on the community and family – roll-on effects

Group Six

- Employment:
  - What is employment?
  - What is it about employment that is important to people?
  - More literature on employment needed: strategy outcomes > which community of concerns > move to Australia – challenges > public policy focus
  - Employment outcomes – different groups and different outcomes
  - Employment "outcomes" – holistic approach needed
  - Getting first job to get first $$
  - Under-employment
  - What role should university play? Resources / provide experience
  - Is there evidence that cohort disadvantaged (education)

- o Lack of networks / contacts / labour market knowledge
- o Gender?
- o Who drives the agenda?
- o Comparative analysis across policy / media for different communities
- o Skill / resource analysis – what people bring with them

- Selection:
  - o How do resettlement outcomes of Mangere Refugee Resettlement Centre (RRC) influence selection outcomes / strategy / location
- Politicisation of resettlement
- Advocacy research and role of universities: What would be useful for RRC in short and long term?
- Education:
  - o Are we getting the mix right?
  - o Transition to university?
- Cultural barriers / in unemployment and advice during education (discrimination)
- Social cohesion:
  - o How to foster within New Zealand and RRC
  - o What are the indicators?
  - o Traits and tools to foster it?
- Link questions to what happening with global dialogue and Ministry of Business, Innovation and Employment approaches / strategy

Group Seven

- Cross-cultural engagement – more effective relationship building
- Citizenship and belonging – on a deeper level – wider, broader
- Longitudinal research – process of re-location / displacement
- Youth identity / mental health
- Silo state in support sector – communication / competition / funding
- Neighbourhood – host communities / multiplicity relationship
- Bicultural / multicultural: where does this sit currently? What does this mean?
- Belonging / identity issues – how to 'become' in a new place
- Support issues – for family reunification / cultural marriage arrivals
- Education based on tangata whenua values / underpinnings: how to relate to the new comer? Make accessible
- Defining what 'positive' resettlement is: what are we doing with socialisation and relationship building
- Inter-generational issues…
- How to be more effective on the multiple needs around socialisation – what can we do?

The word cloud below is a visual representation of the key concepts and terms that emerged in this first round of group discussion. Here, **the size of each word in the word cloud is an indication of how frequently that term was used** in a document or section of text; the larger the word, the more frequently it came up. To create the word cloud below, the notes taken by groups in their discussions were photographed and transcribed verbatim by a research assistant. The text from this transcription was inputted into a word cloud generating system which generated the image below:

This word cloud highlights that asides from obvious words like 'refugee', resettled' and 'New Zealand', 'community', ' employers', 'education', 'media' and 'family' emerged as commonly repeated words.

3. Developing the research ideas

Following the first session, Louise Humpage and Jay Marlowe compiled all of the research ideas provided by the groups and identified ten key themes that ran across them. Participants were then invited to vote for the issues they saw as being crucial moving forward by placing five stickers on the themes most important to them. The themes (and number of votes) were as follows:

KEY THEME	SUB-THEMES	PARTICIPANT VOTES
Relationships with tangata whenua	*early on and long-term; biculturalism/ multiculturalism*	30
Belonging, identity and citizenship	*National identity; social cohesion; status and dignity; hybridity*	28
Family dynamics and reunification	*Family cohesion; family violence; intergenerational issues; alcohol*	23
Employment (1)	*What works? Cultural barriers; gender; age; language ability; skilled vs. less skilled; disabilities; outcomes; social capital; career advice; transition pathways*	21
Communication	*Public attitudes / host society perceptions; social media; risks and opportunities; role of schools; deconstruction of recent media*	21
Education	*Secondary, tertiary; gender; equity / racism; relationship between education and health literacy; second generation*	16
Refugee contributions	*Voluntary work etc.*	15
Evaluating recent changes	*Evaluate increase in quota, change in locations, NZ Refugee Resettlement Strategy etc.*	15
Employment (2)	*Relationship between identity and employment; aspirations vs. any job*	11
Mental health		10

Once participants had voted, the eight themes with the most votes were then used to form the foundation for discussion in phase two. Participants then formed groups based on the highest-ranked themes to further develop key questions/projects and how these could be translated into tangible research projects using a modified Assets-Based Community Development (ABCD) approach to identify key players, assets, research methods, etc.

The top eight key themes became the focus to shape the associated research questions for the rest of the day. These are presented below with the key research questions that each group developed and the associated methods and sub-topics that they presented. For some groups, they also recorded the assets, strengths, resources and challenges with this research focus which are recorded below. We hope that the research questions and sub-topics listed below can help inform research projects that may involve various combinations of community, non-government, government and academic sectors. These questions, of course, are not comprehensive across all possibilities within each theme but do represent important questions identified by the participants of this research café.

3.1 – BELONGING, IDENTITY, CITIZENSHIP

Key Research Questions / Focus:
1. How can former refugees and host-society members collaborate to enhance a sense of belonging? (Local, national, global etc.)
2. How do former refugees negotiate multiple identities?

Sub-topics:
- Identity negotiations – intersectionality – how does the complex interplay of gender, age, education, visa status, culture, religion and many others inform the ways in which people are able to belong and at times not belong?
- How does visibility (physiology / mixed racial identities / participation in society) interface with racial profiling in New Zealand?
- Youth – inter-generational change – how is this navigated within families and across communities?
- Social media / connectivity – how does this inform the ways in which people belong and communicate?
- Transnational belonging – what is the role of transnational networks in informing everyday New Zealand life?
- Global citizenship – how is this enacted?
- National identity (bi/multiculturalism – indigenous rights) – how do multiple forms of identity interact with multiple forms of citizenships and belongings?
- 'Action space' for social relationship building (participation) – what are the different spaces that people engage to participate (civic, digital, private, public, etc.)?
- Temporal sense of belonging – past / future – in what ways is a sense of belonging relatively stable and others fleeting?
- The role of food and community (social security) – sharing culture / religion / social etiquette
- Need for host society capacity building – how does the need relate to the above questions?
- Social responsibility for systemic change: drinking culture; segregation; discrimination / racism; acceptance of diversity -- how might this be achieved and who might be involved?
- Belonging – wellbeing (individual and social levels) – in what ways can belonging be understood as an experience that occurs on multiple levels and with multiple actors?
- Internal agency / external constraints (structure)—what is the relationship between a person's agency and societal structures that impact on belonging?

- Evaluate performative arts: Does it improve belonging and participation?
- Negotiation of identity: self, community, national level – how is all of this achieved? And at times simultaneously navigated?
- Need to put ideology into practice (accepting diversity / performing multiculturalism) – how might this be done and how can refugee background groups help inform this?
- Participant-led research – how can all of the above questions include people from refugee backgrounds to inform the associated study designs, data collection, analysis and dissemination?

Assets:
- There are existing organisations to work with that include people from refugee background communities, NGO and government sectors
- Transferability of local projects – these can give insight into forms of belonging at grassroots levels
- Building on successful programmes – looking at programmes such as the WISE collective and many others
- Information technology – accessibility – technology is increasingly becoming available and prevalent
- People / networks

Relationships:
- Arts practice – Evaluation Research – policy – inform practice (resettlement practice)
- Community needs – research – funders
- Social media / connectivity
- Academia / Activism: What responsibility do academics have to the wider community?

Strengths:
- Reflexivity (ethics)
- Including former refugees and host society
- Comparative studies in different places and globally (belonging)
- Networks of support – community groups, education etc.
- Participatory Action Research – former refugees driving research – empowerment and reciprocity
- Wider dissemination (beyond the academic sphere)

Challenges:
- Time for building relationships
- Balancing diverse vested interests (researcher, participants, activists, funders)
- Funding
- Trying to quantify / rationalise qualitative or arts based research for funding / support from government
- Understanding those who aren't engaged or participating research

3.2 – RELATIONSHIPS WITH TANGATA WHENUA

Key Research Questions:

1. Longitudinal studies: Interviews, participant observation - How does knowledge of Māori culture / Treaty etc. help with resettlement?
2. How can we create links within the community?
   a. Strategies to maintain relationships
   b. Children as conduit of knowledge for parents (navigating two or more social worlds, linguistic capacities, etc.)

Sub-topics:

- Models of long-term engagement with tangata whenua
- Which marae want to be involved with refugees?
  - Funding possibilities?
- How biculturalism positively impacts on multiculturalism
- Discourses of mono-culturalism being contested
- If no bicultural space, Māori are invisible
  - Multiculturalism hides indigenous matters
- How do people learn about Māori culture etc.?
- Shared values / practices
  - Many refugees from collective cultures
  - How can we see similarities
- Oral history
  - Talk to refugees from different times
  - Gather New Zealand public's understanding
- Media and education
- Relationship between settling easily and knowledge of Treaty and other Māori ideas / issues
- Important of being welcomed by first people of country
- Teaching of civics in school – doesn't happen in New Zealand
- Have marae visits / welcomes beyond Mangere
- How the aspect of the pōwhiri support wellbeing
- Racism – perceptions and narratives in New Zealand society
  - Schools with lots of Māori students are spoken about as 'bad' schools
- Quota and Māori:
  - Feelings / views
  - Processes / consultation
- Role of Māori in refugee issues generally – consultation
- Influence of refugees on Māori and Pacific communities (both ways)

Next Steps:

- Refugees given a voice (pōwhiri)
  - Refugee communities (ARCC); ethnic communities
  - NGO – currently engaged with marae
  - Schools; churches; libraries; community centres
  - Business Association

- o Parallel journeys (discovering identity together)
- o Community education / universities
- o Sector knowledge: Academics; Red Cross; Hamilton marae
- o Strengthening Refugee Voices (SRV)
- Engage with "Māori" not only via marae
- People with time commitment
- Co-creating / action learning centre
- Red Cross having Māori volunteers

Challenges and opportunities:
- Funding
- Ethics – understanding of parties
- Where to start?
- Time and sustainability
- Nature of university research funding expectation (Agenda=> motive => transparency)

3.3 – FAMILY DYNAMICS AND REUNIFICATION

Key Research Questions / Focus:
1. Identifying the unmet need for reunification
2. Identifying the support and gaps once reunification refugees arrive
3. Family dynamics:
   a. How do they change in interaction with families in the host society?
   b. What happens to the structure of families when they come to New Zealand? What effects does this have on family members? What predisposes family to change / support before they come?

Sub-topics:
- What <u>works</u> for <u>refugee</u> families to settle in Aotearoa New Zealand?
- What works for refugee (vs. migrant) families?
  - o A strengths based approach
- How can understanding of the individual distribution of benefits and social support be improved and enhanced for refugee families?
  - o What effect would more understanding have on family dynamics / roles?
  - o What strengthens / supports adaptation for families?
- Young people:
  - o Negotiating roles of identity with their family
  - o Parental expectations of their children – does communication and negotiation make a difference?
  - o How can parents be enabled to learn to communicate differently?
  - o Is this different for migrants vs. refugees?
- Two sides of one coin
  - o Refugee youth perspectives of how community leaders can meet their needs?
  - o Refugee leaders' perspectives – how youth can support leaders to do their role properly?
- Does the government reunification policy need revision? (especially since the quota has increased)

- How do refugee families negotiate the reunification process? E.g. inconsistencies – how do they manage these?
- What are the gaps in support for reunified family members? E.g. geographical differences within New Zealand?
  - What impact does support make?
- Reunification:
  - Rationale:
    - Change in quota
    - Paucity of research about areas apart from why reunification is important (better settlement outcomes)
    - Gaps and the problem – fundamentally the current policy is not meeting the need
- Do 300 people meet the current need?
  - Descriptive determination of need e.g. 1) number of tier / Tier 2 applications 2)finding out about unmet need
- What support is there for applying for reunification? E.g. understanding the policies
- Feeding research into policy, practice and back to communities – a coordinated approach?
- Outcomes of changes to reunification policy; any support or education programmes
- What support is there for family reunification refugees once they arrive?
- Reunification policy
  - Is it fit for purpose?
  - Already captured: - number who apply and numbers successful and numbers who arrive – what is needed is for this information to be collated – need to know how many come in (Engagement with MBIE)
  - Consolidation of findings about benefits of reunification (global and NZ)
- Perceptions of support in applying for reunification

Methods:
- Data collection – from services <u>and</u> service users in different locations
- Maybe 4 Master students across NZ supervised by academics from different universities with occasional joint teleconference. Similar data collection but interpretations would be through the lenses of the different disciplinary lines.
- Research assistant or similar – 15 days
  - Unmet needs – quantitative and qualitative
  - Services and community groups / members, community engagement
- Maybe a series of case studies based on <u>Integrated Data Infrastructure </u>(IDI) overview

Relationships:
- Overarching research team and community governance , legal knowledge and service providers, supervisors, community law office in Christchurch (potential partners)

Challenges:
- Regional differences e.g. Christchurch, Palmerston North and Auckland

3.4 – EVALUATING RECENT CHANGES IN NZ RESETTLEMENT

Key Research Questions:

1. What do the NZ Refugee Resettlement Strategy measures NOT tell us?
    a. Employment: Contract length; what types of jobs; satisfaction; aspirations; wages / hours / security
    b. Mental health: What about access matters? Mainstream vs. specialist (culture); Efficacy?
    c. Housing: State vs. private?
    d. Language: Not measured at all!

Sub-topics:

- Resourcing an increase in the quota – how might this best be achieved?
    o Change in locations = evaluations
    o How do we measure? Qualified interpreters; cultural competency (from NGOs); public perceptions
    o Does the service exist? Is it adequate?
    o How does national level policy shape sector? (welfare reform / social investment model)
    o Do services want refugees? (e.g. health providers 'cherry-picking')
- Positive public perceptions / attitudes
    o Shaped by Syrian crises? Other world events?
    o How does this negotiation affect other refugees? How to harness?
- Outcomes: evaluating changes
- Knowledge, confidence, motivations
    o Evaluations at different stages of resettlement (already in play up to three years)
- How do we measure? (future long-term metrics)
    o Belonging and participation
    o Explaining existing quantitative data: What does it mean? (e.g. '40% see mental health services' - so what?)
- How do we review measures? (under the fairly new NZ Refugee Resettlement Strategy)
- How are / can overseas skills and qualifications be recognised? (Red Cross pathways to employment?)
- Barriers to employment / tertiary education
    o Contract length
    o Employment types
- Aspirations and expectations -- how are these communicated? By recent arrivals, established former refugee communities, wider society, non-government and government sectors?
- NZ Refugee Resettlement Strategy "belonging and participation" project (how to measure: include host society)
- How do we measure participation and belonging? Different responses with different communities
    o Host society attitudes (Te Tiriti o Waitangi)
    o Host society services and institutions
    o Past experiences and current resettlement experiences
    o Family and cultural dynamics
    o Time
    o Place / physical space and location

Assets:
- A measurable national strategy already in existence (data mining)
- Canterbury Chamber of Commerce, re: welcoming communities
- Human Rights Commission "That's Us" campaign
- International data – NZ is 1 of 28 resettlement countries
- <u>Needed</u>
    - No measure of participation
    - Data exists re: 4 spheres (Health, education, employment, housing)
    - Clinical data mining and qualitative understandings

Relationships:
- Existing strong connections between NGOs, government, communities (some!)
- Refugee communities (organisations)
- Mainstream services: e.g. District Health Board (not refugee specific)

Strengths:
- Robust academic research
- Similar international research and international funding – piggyback?

Challenges:
- Lack of data re: host societies and the willingness re: funding of research
- Tension between rhetoric and reality (policy vs. practice)
- Collaboration nationally across universities

3.5 – EMPLOYMENT

Key Research Questions / Focus:
1. What initiatives help to build social capital within former refugee communities to facilitate access to employment?
    a. Within the workplace
    b. Within local communities
    c. Through the media
2. How can we help resettled refugees utilise and realise their skills?
3. To what extent does social capital facilitate access to meaningful and secure employment?
    a. Demographics
    b. Language skills
    c. Length of time in host country (individual and community)
    d. Educational history
    e. Employers: benefits of hiring

Sub-topics:
- Differences across age groups, gender and language abilities
- Focus on factors that facilitate access to and / or adjustment to employment
- Focus on career development and vocational behaviour of resettled refugees over long-term
- Labour market:

- o Where are they employed?
- o Main types of employment? Full time, part time, casual, etc.
- Employer attitudes, perspectives and experiences with resettled refugees
- Resettled refugee contributions to the workplace (e.g. in teams)
- Role of social capital for securing access to meaningful employment (including employers)

Methods:
- Comparative analysis of outcomes across different resettled communities (including industry trends etc.)

3.6 – EDUCATION

Key Research Questions / Focus:
1. What are challenges of the refugee label to accessing and participating in broader community contexts?
2. Play centres: how do these support / better integrate refugee parents as teachers and learners
3. How can a holistic education program about refugees (aimed at improving race relations) be implemented and evaluated? And what barriers exist to achieving this?
   a. Focused on diversity and aimed at children who are forming their views on these issues
   b. Normalising diversity

Sub-topics:
- Mentoring
- Transition from secondary to tertiary
  - o What are the most effective strategies and structures from secondary to tertiary?
- Resourcing for tertiary institutions / secondary school
  - o How do we better identify / gather data about refugee-background students?
  - o What is our definition of refugee?
- Non-formal education
  - o How is non-formal education assessed?
  - o How is non-formal education challenging assimilation?
- Career directions
- Understanding refugee perspectives on learning. E.g. only formal? The value of activities such as sport?
- Young people's voices:
  - o Learners and families: Meanings and aspirations of 'refugees'
- Relationships between schools and services, schools and families (project)
- Teachers, institutions, government:
  - o Integrating the above into systems and curricula and pedagogies and employment and graduate outcomes

Assets:
- Youth voice / learners / parents / communities
- Refugee coordinators, Ministry of Education (MoE)
- Targeted funding from MoE

- o Refugee coordinators within schools
- o Bi-lingual tutors
- o Former students including refugee background: volunteers as role models / mentors
- Coalitions with refugee organisations / service providers
- Diverse staff within schools

Relationships:

The image to the right demonstrates the importance of relationships between and across stakeholder communities
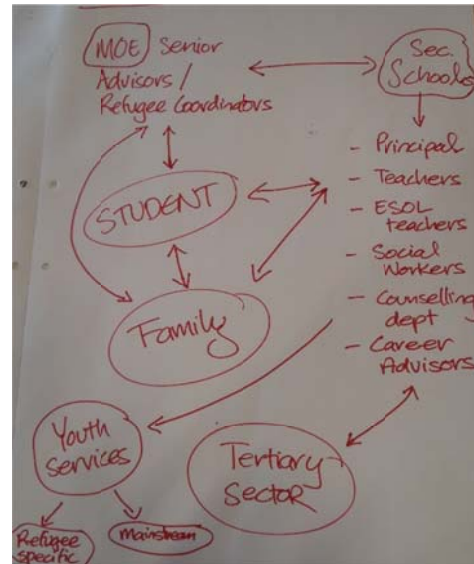
3.7 – COMMUNICATION

Key Research Questions:

1. How do we ascertain how perspectives / discourses on refugees are formed?
2. How are refugees represented in the media? (Positively? Negatively?)
   a. What is the influence on public views?
   b. What impact do positive representations have?
   c. How does fear and moral panic play a role in public discourse?

Sub-topics:

- Perspectives and experiences of younger refugee groups – issues faced and gaps in services etc.
- More perspectives on discourses and prejudice from refugees as well as non-refugees (cross-sectional research needed)
- Roles of professionals in the sector (advocacy and support)
  - o Consultation?
  - o Outcomes being measured?
  - o What does consultation mean to non-profit, government, community, refugees etc.?
- Efficacy of school-based education and intervention programs that focus on attitudes to refugees and minority groups
- Evaluation of race-relations educations programs in general?
- Barriers to implementing race-relations programs in schools and for the public?
  - o Biases
  - o Funding
  - o Limited engagement

- How can we promote confidence in the public to manage / respond to resettlement policies – making the public confident about these programs?
- What factors lead to public support for resettlement?
- Perspectives / needs or front-line education professionals?
  - Impacts of these perspectives on implementation of policies / programs
  - More confidence?
  - More public support?
- Pro-asylum vs. anti-asylum rhetoric and the factors that predict these

3.8 – REFUGEE CONTRIBUTIONS: VOLUNTEER WORK AND VOLUNTEERISM

Key Research Questions / Focus:
1. What is the understanding of what is volunteerism and what are the roles of volunteers and volunteerism in refugee background communities?
   a. E.g. gender, age, leaders, knowledge, liability, expertise, support, expectations of those who have done well, first wave, donations, social capital
2. How do volunteers within refugee background communities fill the vacuum after the first year of settlement?
   a. Social capital, tangata whenua, access to services, support for volunteers, recognition, cost

Research Projects:
- Auto-ethnographic study of the NZ Ethic Women's Trust (NZEWT)
  - Document the history, work, contribution to the refugee settlement and community sectors
  - How the programs of NZEWT contribute to capacity building
  - The work is led by NZEWT in partnership with academics, officials etc.
  - Successful case studies
  - Quantify the financial contributions of NZEWT
  - Contributions to social cohesion
    - How do we quantify the financial contributions to the community?
    - The importance of community investment

4. Concluding remarks and next steps...

The final session of the day aimed to bring everyone back together as a large group to think about key assets and resources that were identified and to think about research projects they might prioritise as a next step in getting some research off the ground. These are listed below:

ASSETS / RESOURCES

- It was noted that there are funding opportunities available within universities that could be used to facilitate research with the refugee sector/communities.
- Christa Fouché, summarised the work of the University of Auckland's Community Action Research and Evaluation Initiative which is committed to supporting the community and NGO sector to develop research and evaluation skills.
- A participant indicated that we could use older resources like the "Positive race relations in schools" report to build from, perhaps completing similar research that is up-to-date for today.
- Others stressed that there is a lot of existing data / international research that can be drawn upon or mined, so we are not all 'reinventing the wheel'.
- Louise Humpage pointed out that there are existing streams within the E-Soc-Sci Network, which aims to connect social scientists working across New Zealand, such as those focused on 'mobilities and 'identities', that might be useful to researchers wanting to collaborate.

APPLYING FOR ETHICS APPROVAL

In most cases, any research conducted with a university will need to seek approval from its associate ethics committee. Where organisations or other groups want to conduct their own research or evaluation without this collaboration, they are generally unable to receive ethics oversight and advice. This gap is now addressed by the New Zealand Ethics Committee (www.nzethics.com) which provides free ethical review for groups normally ineligible for this form of oversight.

CONTINUING THE DISCUSSION

For those wanting to continuing working on the research ideas developed at the research event, please go to the E-Soc-Sci Network website - once registered and logged in, you will be able to find a private 'forum' called 'Refugee Settlement Research'. It includes all eight research topics listed in section 3 and will enable participants and others to maintain an ongoing 'community of interest' discussions for each topic.

5. Participants who attended

NAME	AFFILIATION
Mastura Abdrahman	Pegasus Health
Irene Ayallo	Social Practice, Unitec
Natalie Baird	Law, University of Canterbury
Maria Borovnik	People, Environment and Planning, Massey University
Celia Brandon	Red Cross
Cherie Broome	Auckland Regional Migrant Services
Love Chile	Institute of Public Policy, AUT
Helene Connor	Social Practice, Unitec
Mary Dawson	Auckland Council
Tamsin Dehar	PhD Candidate, Education & Social Work, University of Auckland
Sue Elliott	Auckland Family Reunification Trust
Charlotte Esser	New Zealand Ethnic Women Trust
Christa Fouche	Counselling, Human Services and Social Work, University of Auckland
Farida Fozdar	Sociology/Anthropology, University of Western Australia
Kerry Gibson	Psychology, University of Auckland
Birian Habte	Sociology, University of Canterbury
Ashleigh Haw	PhD candidate, Sociology, University of Western Australia
Maria Hayward	Refugee Education Centre, AUT
Aklilu Hibtit	Eritrean Community Leader working with MBIE
Ann Hood	Refugees as Survivors NZ
Anna Hood	Law, University of Auckland
Louise Humpage	Sociology, University of Auckland
Jenny Janif	Ministry of Social Development
Marieke Jasperse	PhD Candidate, Psychology, University of Otago
Amber Kale	MsC candidate, Geography, Victoria University
Hagyun Kim	Centre for Migrant and Refugee Research, AUT
Sara Kindon	Geography, Development Studies, Victoria University
Marian Kleist	Asylum Seeker Trust
Elena Kolesova	Unitec Institute of Technology
Han Lee	PhD Candidate, Psychology, University of Auckland
Andrew Lockhart	Immigration New Zealand
Jay Marlowe	Social Work, University of Auckland
Kiri West-McGruer	Sociology, University of Auckland
Guled Mire	Office of Ethnic Communities
Alyssa Moniyhan	MA Candidate, Human Rights, University of Sydney

Rosemine Mutamuliza	Red Cross
Rizwangul NurMuhammed	Researcher
Rachel O'Connor	Red Cross
Terry O'Neill	Equity Office, University of Auckland
SeungHee Pak	PhD Candidate, Education & Social Work, The University of Auckland
Wendy Preston	Mixit
Dory Reeves	Architecture and Planning, The University of Auckland
Natina Roberts	PhD Candidate, Psychology, University of Auckland
Nicholas Rowe	Dance Studies, University of Auckland
Diane Ryan	Auckland Regional Public Health Service
Adel Salmanzadeh	Refugee & Migrant Support, Ministry of Education
Asma Shah	Refugee & Migrant Support, Ministry of Education
Natalie Slade	PhD Candidate, Sociology, Massey University
Claire Speedy	Red Cross
Jessica Steele	Summer Scholar, Education & Social Work, University of Auckland
Martine Udahemuka	Researcher
Andrew Ulugia	Red Cross
Lane West-Newman	Sociology, The University of Auckland
Grace Wong	Centre for Migrant and Refugee Research, AUT
Shirley Wright	Christchurch Resettlement Services
Abann Yor	Auckland Resettled Community Coalition