



# Putting out the Welcome Mat

A resource for developing your Welcoming Plan

Te whāriki – he rauemi e whanake ana i tō whāriki









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Welcoming Communities New Zealand works closely with your community with support from Immigration New Zealand, the Department of Internal Affairs (including the Office of Ethnic Communities) and the New Zealand Human Rights Commission.

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# Welcoming Communities – Te Waharoa ki ngā Hapori

**'Putting out the Welcome Mat'** – a resource for  
developing your Welcoming Plan

**Te Whāriki** – he rauemi e whanake ana i tō whāriki



# Introduction

A strong, vibrant community is one that enables all of its members to participate in its economic, civic and social life. It is a community where everyone feels included and has a sense of belonging. Communities that proactively foster an environment where newcomers<sup>1</sup> feel welcomed are more likely to enjoy better social outcomes and economic growth.

Welcoming Communities supports local government and other community organisations to take a greater role in ensuring the local community is welcoming to newcomers. It also seeks to involve local residents in welcoming activities.

## About this Welcoming Plan resource

'Putting out the welcome mat' is for you to use as you consult on and develop your Welcoming Plan. It is part of a **toolkit of resources** that the Welcoming Communities team<sup>2</sup> is developing.

## How to use this Welcoming Plan resource

This resource is designed to be used alongside the Welcoming Communities Standard <https://www.immigration.govt.nz/documents/about-us/welcoming-communities-standard.pdf>. It will support you to develop a successful Welcoming Plan that meets the outcomes under each of the eight elements in the standard.

The resource is structured around the standard's eight elements:

### 1. Inclusive Leadership

Local government, tangata whenua and other community leaders work together to create, advocate for and continue to foster a welcoming and inclusive community. They lead a shared plan to increase connections between newcomers and existing residents.

### 2. Welcoming Communications

People of all cultures and backgrounds feel included, listened to and well informed through a range of ways that take into account their different communication needs.

### 3. Equitable Access

Opportunities to access services and activities and to participate in the community are available to all, including newcomers.

### 4. Connected and Inclusive Communities

People feel safe in their identity and that they are connected with and belong in the community. There are high levels of trust and understanding between members of the receiving community and newcomers.

### 5. Economic Development, Business and Employment

Communities maximise and harness the economic development opportunities that newcomers can offer. Councils work with business associations to promote the contribution that newcomer business owners and skilled migrants make to the region's economy.

<sup>1</sup> The term 'newcomers' refers to recent migrants, former refugees and international students.

<sup>2</sup> Welcoming Communities is an Immigration New Zealand initiative working in collaboration with partner agencies the Department of Internal Affairs (DIA), the Office of Ethnic Communities (OEC) and the Human Rights Commission (HRC).

## 6. Civic Engagement and Participation

Newcomers feel welcome to fully participate in the community. Newcomers are active in all forms of civic participation.

## 7. Welcoming Public Spaces

Newcomers and receiving communities feel welcome in and comfortable using public spaces.

## 8. Culture and Identity

There is a shared sense of pride in being part of a culturally rich and vibrant community. People feel their culture is respected and valued by other members of the community. There are opportunities to learn about each other's cultures.

Under each element in this resource you will find:

- › **case studies** – one or two case studies for each standard element that describe welcoming activities already under way in New Zealand
- › **welcoming activity ideas** – bulleted ideas of possible welcoming activities that you could include in your Welcoming Plan. Some of the bulleted ideas are illustrated with an example
- › **examples** – shorter 'real life' examples of welcoming activities, usually with a link to further information
- › **helpful links** – additional sources of information for you to think about.<sup>3</sup>

The ideas, examples and case studies in this resource are drawn from a range of sources in New Zealand and similar programmes in other countries. We have included ideas for possible Welcoming plan activities from:

- › central government agencies and the local government councils
- › community groups and non-government organisations, including settlement service providers
- › Māori organisations
- › business, cultural and sporting sectors
- › newcomers and members of the receiving communities.

This is not a comprehensive list of ideas – we encourage you to come up with your own ideas together with your community and to think about how an idea might relate to different groups of newcomers. For example, an idea that works for new migrants may work equally well for former refugees or international students, or could do so with some minor changes. We also encourage you to share your ideas with other Welcoming Communities participants, so collectively you create successful welcoming communities throughout New Zealand.

The ideas for welcoming activities are just that – ideas to add to the pot when you come to think about what is needed in your community. They are designed to trigger conversations, to spark new ideas and to prompt innovative thinking. Some of the ideas will resonate with you in the context of your community and some will not. Some ideas might go further than you wish and some might not go far enough. You might decide to take the essence of one idea and adapt it to suit your community's needs. You might already be doing some of these activities but reading a case study might trigger a thought on how to develop it further still.

We hope the ideas will inspire you to develop a Welcoming Plan full of innovative activities that meet the needs of your community and the standard outcomes.

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<sup>3</sup> Immigration New Zealand (and its partner agencies in Welcoming Communities) does not endorse any particular companies or providers. Any providers referred to in this document are for information only.

## How the welcoming activity ideas are arranged

For the purposes of writing this resource, we have placed each welcoming activity idea under a particular outcome. However, we recognise that the ideas interconnect and support each other and some could equally sit under one or more different element. When developing your Welcoming Plan, it is up to you to place the activities where they make the most sense to you and your community.

## What happens next?

Prior to developing your Welcoming Plan you will have:

- › conducted a stocktake of current policies, services, programmes and activities, especially those relating to cultural diversity and settlement, and found some quick wins that you can achieve in the short term
- › an understanding of who your newcomers are and the demographics of your region
- › assessed council policies, services, programmes and activities against the outcomes in the standard
- › identified your community's strengths and areas for development and where you could direct your welcoming efforts
- › begun to identify possible sources of funding for Welcoming Plan activities.

After this period of reflection and information gathering, it is now time to develop your Welcoming Plan.

## It's time to plan

Your Welcoming Plan belongs to your community. To ensure you develop a successful Welcoming Plan that meets the standard and aligns with the unique characteristics of your community and region, we recommend you use a community-based approach.

## Developing your Welcoming Plan

When developing your Welcoming Plan, please ensure you refer to the elements, principles and overarching outcomes in the standard. The standard provides the benchmark for what a successful welcoming community looks like and should guide the activities you undertake through your Welcoming Plan. The outcome statements paint a picture of what success looks like on the ground.

A successful Welcoming Plan will:

- › contain a range of activities under each standard element to make newcomers feel welcome
- › indicate who will lead and who will participate in the welcoming activities
- › identify new ways for locals to be part of welcoming newcomers
- › highlight and enhance the effective welcoming activities already underway
- › transform new ideas into actions and address any gaps identified
- › enable you to make Welcoming Communities a reality in your region
- › cover a period of one to three years.

Your plan is likely to be more successful if you are clear about who is leading each activity over the line. A project plan with clear timelines for key milestones is a good place to start in preparing to draft your Welcoming Plan. It is a good idea to think ahead to determine the logistics of how the Welcome Plan and its activities will be implemented, monitored, measured, communicated, reviewed and celebrated.

## Choosing your welcoming activities

We expect that each Welcoming Communities region will develop its own content, format and layout for their Welcoming Plan and draw on the findings of their stocktake and bench marking exercise. Also, keep in mind the SMART mantra when developing your welcoming activities – **specific** activities which you can **measure** and that are also **achievable, realistic** and **time bound**.

The activities that you include in your Welcoming Plan may involve your council alone, be led by your council in partnership with community stakeholders and others, or be led by community stakeholders with local or central government support. Be sure to include some quick wins, that is, activities you are already doing but are enhancing or strengthening under the Welcoming Communities banner, and some new activities that might have a longer delivery timeline.

Your Welcoming Plan is an important step towards full accreditation as a Welcoming Community.

## Where to go for help

We are happy to provide additional support as you develop your Welcoming Plan. We want it to be a success for the whole community – members of the receiving communities and newcomers. If you would like more advice or assistance, please contact the Settlement Unit at Immigration New Zealand at [settlement.information@mbie.govt.nz](mailto:settlement.information@mbie.govt.nz)

Welcoming America has been underway for some years now. Here are two examples of Welcoming Plans developed in Dayton and San Jose.<sup>4</sup>

We wish you every success in developing your Welcoming Community. If you need further information on Welcoming Communities or the standard, please visit [www.immigration.govt.nz/about-us/what-we-do/welcomingcommunities](http://www.immigration.govt.nz/about-us/what-we-do/welcomingcommunities)

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<sup>4</sup> <https://www.welcomingamerica.org/sites/default/files/welcomedaytonreport.pdf>  
<https://www.sanjoseca.gov/DocumentCenter/View/61918>





## Element 1

# Inclusive Leadership

### Overarching outcome

Local government, tangata whenua and other community leaders work together to create, advocate for and continue to foster a welcoming and inclusive community. They lead a shared plan to increase connections between newcomers and existing residents.





## Case study - Inclusive Leadership



First Voice is an award-winning initiative that draws on leadership from a number of agencies and from the wider community to help newcomers feel welcome.

Palmerston North Intermediate Normal School is highly multicultural and multilingual. ESOL teacher Barb Drake estimates that 36 different languages are spoken by its 700-or-so students and there are about 138 children who don't speak English at home.

To help students feel culturally safe, supported and valued from the moment they first arrive, the school has instituted a number of measures. Close to the school's reception area is a language board with the names and photographs of students under the headings of their first languages. Here, new students can identify other people who share their language and cultural background.

Another tradition is a 'country of the week' segment in the school assembly.

"We have two children who stand up and announce the name of the week's country. This week it's Fiji; next week it's the Netherlands. When we ask a question about the country all of the children's hands go up," says Barb.

But the centrepiece of the school's initiatives to make newcomers welcome is First Voice. While Barb has been a driving force behind First Voice since its beginning in 2000, it relies on cross-community support and leadership.

The First Voice initiative includes a booklet of themed short stories written by the students in the languages they speak at home with their families, a multicultural assembly and an exhibition of the students' work at the Palmerston North City Library.

When the children write their stories they are helped by volunteer mentors who have been recruited by the Manawatu Multicultural Centre. The Multicultural Assembly, which is held before an audience of students, teachers and parents, is made possible by the commitment and support of the school community, including the school's principal. The First Voice booklet is published by the Palmerston North City Library, which also holds an exhibition of the student's entries.



## What success looks like

### Overarching outcome

Local government, tangata whenua and other community leaders work together to create, advocate for and continue to foster a welcoming and inclusive community. They lead a shared plan to increase connections between newcomers and existing residents.

### Outcomes

1.1

As the indigenous peoples of Aotearoa New Zealand, Māori – represented by tangata whenua, mana whenua, iwi and hapū and/or other hapori Māori – have a prominent role in Welcoming Plan activities.

1.2

Leaders – both designated and unofficial – reflect the diversity in the local community, as does the council workforce.

1.3

Leaders model the principles of inclusiveness, openness, tolerance, respect and acceptance of all cultures in the community.

1.4

There are clear roles, responsibilities and ownership within council and in the wider community for the Welcoming Communities programme.

1.5

Council internal and external policies, services, programmes and activities recognise and address cultural diversity.

1.6

A range of leadership opportunities in the council and the wider community are available to and taken up by newcomers.





## Welcoming activity ideas

Inclusive leadership in the Welcoming Communities context is not just referring to designated leadership roles within a council or community. Leadership can be seen in 'official' and 'unofficial' leaders and it can be found and encouraged in young and old, men and women, existing community members and newcomers.

Fundamental to inclusive leadership is organisational commitment to diversity and inclusion.

There are a number of things you could include in your Welcoming Plan to make sure your community shows inclusive leadership. We've listed some ideas below to help get you thinking.

1.1

**As the indigenous peoples of Aotearoa New Zealand, Māori – represented by tangata whenua, mana whenua, iwi and hapū and/or other hapori Māori – have a prominent role in Welcoming Plan activities.**

- › Consult and partner with local Māori to develop welcoming protocols and tikanga (customary practice), as well as Treaty of Waitangi or local Māori history programmes
- › Co-develop a plan or strategy to build partnerships between migrant and refugee community leaders, tangata whenua and local government and agree on principles for a collaborative approach to working together

### Example:

**Multicultural New Zealand** has an example of one newcomer's experience of attending a noho marae Treaty of Waitangi education programme on their website. **See:** <https://multiculturalnz.org.nz/do+we+need+noho+marae+treaty+of+waitangi+educational+programme+in+new+zealand%3F>

1.2

**Leaders – both designated and unofficial – reflect the diversity in the local community, as does the council workforce.**

- › Develop a council diversity workforce policy, which fosters inclusive recruitment practices
- › Accommodate differences in cultures and backgrounds when interviewing candidates. By making a few changes to how you talk to and interview newcomers, you are more likely to get the answers you need to make well informed and more accurate decisions about their skills and experience. Immigration New Zealand has useful tools to support you. **See:** Worktalk <http://worktalk.immigration.govt.nz/>
- › Consider ways to model cultural diversity in recruitment practices – for example, in the composition of the interview panel
- › Work with the population-based agencies (for example, Te Puni Kōkiri, Office of Ethnic Communities (OEC), Ministry of Pacific Peoples and Ministry for Women) to build diversity on boards and advisory panels. You could also ask these agencies to call for nominations for positions on your boards and advisory panels or promote use of their nominations databases. **See:** the Ministry for Women nominations database <http://women.govt.nz/leadership/> and nominations services form <http://women.govt.nz/leadership/nominations-service-form>



## 1.3

### Leaders model the principles of inclusiveness, openness, tolerance, respect and acceptance of all cultures in the community.

- › Offer cultural competency training for council and community leaders and include it as part of induction training for new staff
- › Identify opportunities for community leaders and local service providers to showcase their organisations' inclusive activities – for example, through community awards and by promoting good practices on council websites
- › Prepare a letter of welcome for leaders to use in newcomer welcoming activities. For example, you could distribute a prepared letter of welcome from the Mayor that community leaders can use in their welcoming communications to newcomers

## 1.4

### There are clear roles, responsibilities and ownership within council and in the wider community for the Welcoming Communities programme.

- › Establish a designated role or team and advisory group to implement Welcoming Communities
- › Help establish roles within the community – for example, Welcoming Communities Champions – to focus on welcoming activities
- › Promote the value of cultural diversity and the Welcoming Communities programme in public statements and other ways

## 1.5

### Council internal and external policies, services, programmes and activities recognise and address cultural diversity.

- › Include cultural competency training as part of professional development for council staff and elected representatives
- › Review council policies, services, programmes and activities to determine whether they take account of cultural diversity and make changes where appropriate
- › Develop strategies to measure and monitor progress towards diversity and inclusion goals, such as a council Diversity and Inclusion Strategy, or incorporate diversity and inclusion within other strategic documents and plans

#### Examples:

**Christchurch City Council** launched a Multicultural Strategy early in 2017 and hosts a multicultural sub-committee, inviting submissions and presentations from ethnic groups to inform the action plan for the strategy. **See:** <https://www.ccc.govt.nz/assets/Documents/The-Council/Plans-Strategies-Policies-Bylaws/Strategies/Multicultural-Strategy.pdf>

**The Manawatu District Council** website confirms its commitment to diversity and inclusiveness, illustrated by including text as a speech recording on its website. **See:** [http://www.mdc.govt.nz/Your\\_Council/Diversity\\_Inclusion\\_and\\_Equal\\_Employment\\_Opportunity](http://www.mdc.govt.nz/Your_Council/Diversity_Inclusion_and_Equal_Employment_Opportunity)

**Immigration New Zealand** has guidance on Interviewing migrant candidates. This includes valuing overseas experience, communicating across cultures and strategies you can use to get the best out of migrant job candidates. **See:** <https://www.immigration.govt.nz/employ-migrants/explore-your-options/finding-and-hiring-workers-overseas/interviewing-candidates-job-offer>





## 1.6

**A range of leadership opportunities in the council and the wider community are available to and taken up by newcomers.**

- › Create newcomer internships, mentoring and buddying opportunities within council, businesses and the wider community
- › Partner with community groups and agencies to set up a leadership programme to develop newcomer leaders, including youth and women
- › Develop leadership in youth by including them in civic activities

**Examples:**

When **Tauranga City** celebrated its 30th sister city anniversary with Yantai City, China in April 2016, a group of 11 Tauranga intermediate school students accompanied the Mayoral-led delegation to Yantai. The Tauranga students were home-stayed with local Chinese families and spoke and performed at official events marking the sister city anniversary. They also attended classes at Yantai No. 2 Middle School, that has an official partnership with Tauranga Intermediate. When the students returned to Tauranga, they provided feedback on their experiences to Tauranga City Councillors. The councillors recognised the importance of its future citizens being a part of intercultural and international connections. The students recognised the importance of being in a city that is welcoming of newcomers – something they all experienced first-hand in Yantai. **See:** <https://enz.govt.nz/news-and-research/ed-news/a-school-trip-from-tauranga-to-yantai/>

**Champions for Change** is a group of New Zealand chief executive offices and chairs from across the public and private sector who are committed to raising the value of diversity and inclusiveness throughout the wider business community.

**See:** <https://www.championsforchange.nz/>

**Multicultural New Zealand and the Ministry of Youth Development** facilitate youth leadership initiatives that operate from mosques, churches, libraries and schools, as well as youth leadership camps. In July 2016, Multicultural New Zealand ran a youth leadership camp at the Orongomai Marae in the Wellington region to bring together youth representatives and equip them with skills and resources to be change agents in their communities. It established a strong network of youth ambassadors who work together to address challenges in the community.

**See:** <https://multiculturalnz.org.nz/NZPMC+Youth+Leadership+Camp+2016>

**The Office of Ethnic Communities (OEC)** ran young leaders training programmes annually for three years (2012-2014) and is looking at alumni opportunities in 2017/2018. In 2016, Fatumata Bah, originally from Sierra Leone, was selected to attend 33Sixty in Scotland. **See:** <https://ethniccommunities.govt.nz/story/new-zealand-young-leader-selected-33sixty-programme> You could also work with OEC to run connecting leaders programmes. **See:** <https://ethniccommunities.govt.nz/contact-us>



## Helpful links

**Welcoming America** provides tools and resources to help create more inclusive communities. Check here for public resources that have been designed to help communities spark and grow welcoming efforts.

**See:** <https://www.welcomingamerica.org/learn/resources>

**Welcoming America Annual Report 2016** includes a number of case studies.

**See:** Welcoming America 2016 Year in Review<sup>5</sup>

**The Alberta Urban Municipalities Association** provides tools and resource.

**See:** <https://auma.ca/advocacy-services/programs-initiatives/welcoming-and-inclusive-communities/tools-resources>

**Local Government NZ's Council-Māori Participation Arrangements** report provides information for councils and Māori to consider when making arrangements to engage and work with each other. The report reflects some of the information gathered in a 2015 stocktake, undertaken by Te Puni Kōkiri with support from the Ministry for the Environment, of council-iwi participation arrangements, and provides examples of the different types of arrangements currently used by Māori and councils across New Zealand.

**See:** <http://www.lgnz.co.nz/assets/Uploads/44335-LGNZ-Council-Maori-Participation-June-2017.pdf>

**Inspiring Communities** aims to strengthen community-led development in New Zealand. It has a number of resources available to support the adoption and development of a community-led approach and offers tailored training and workshops.

**See:** <http://inspiringcommunities.org.nz/wp-content/uploads/2017/09/Community-Led-Development-Principles-2017.pdf>. For details, see: <http://inspiringcommunities.org.nz/>

**Two Ethnic Communities Engagement Summits** were held in 2016 at the Auckland University of Technology and Victoria University of Wellington. About 160 people from diverse backgrounds met to discuss and debate how ethnic communities relate to tangata whenua and the Treaty of Waitangi, each other and the media. The summits were organised in collaboration with Multicultural New Zealand, Hui E!, Auckland Ethnic People Panel, Migrant Action Trust, English Language Partners New Zealand, the Centre for Applied Cross-cultural Research (Victoria University of Wellington), ChangeMakers Refugee Forum and the Auckland University of Technology (AUT).

**See:** <https://multiculturalnz.org.nz/do+we+need+noho+marae+treaty+of+waitangi+educational+programme+in+new+zealand%3F>

5 [https://www.welcomingamerica.org/sites/default/files/2016%20Annual%20Report.pdf?utm\\_source=General+List&utm\\_campaign=ad8f-cec54b-EMAIL\\_CAMPAIGN\\_2017\\_11\\_02&utm\\_medium=email&utm\\_term=0\\_e4451d0ede-ad8fcec54b-87567525&mc\\_cid=ad8fcec54b&mc\\_eid=9c227f6ff9](https://www.welcomingamerica.org/sites/default/files/2016%20Annual%20Report.pdf?utm_source=General+List&utm_campaign=ad8f-cec54b-EMAIL_CAMPAIGN_2017_11_02&utm_medium=email&utm_term=0_e4451d0ede-ad8fcec54b-87567525&mc_cid=ad8fcec54b&mc_eid=9c227f6ff9)



## Case study - Inclusive Leadership



By embracing diversity at every level - from playing to coaching to management - the Auckland Table Tennis Association is going from strength to strength.

The Auckland Table Tennis Association is thriving. One of the reasons has been its willingness to embrace Auckland's changing demographic profile.

At age 92, Jim Coad has served on the Association's committee for over 30 years. "It's a very sociable game. People are very friendly. If they can have a game with you, they will. This is about people communicating across countries and cultures using the common language of sport."

The Association has more than 3,000 registered players, many of them school students.

Its coaches come from mainland China, Hong Kong and Korea - and its development officer, from the non-Asian table tennis powerhouse of Germany.

These coaches bring their contacts with them. Some of the junior players have trained in Shanghai, and overseas teams often visit, the most recent from Xi'An in China.

The key to success, says the Association's Chief Executive Shane Warbrooke, has been the

relationships within the Association and the mix of languages and cultures represented on the management committee. "If you want to draw on the skills and enthusiasm of New Zealand's migrant communities, you need to make sure that their members are included in your management structure and form part of your planning and strategy."

These relationships mean whenever a notice needs to be translated into Mandarin or Korean, or discussions need to take place in multiple languages, there is always someone about to prevent miscommunication.

One of Shane's recommendations is to use face-to-face communication rather than email. "When things are translated, they sometimes seem too direct." Talking person-to-person demonstrates goodwill and prevents inadvertent misunderstandings.

Shane loves his work. "It is always interesting; there is always something different going on. And in the end, when you share a common passion and you are all working towards the same thing, it creates a great environment."



## Element 2

# Welcoming Communications

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### Overarching outcome

People of all cultures and backgrounds feel included, listened to and well informed through a range of ways that take into account their different communication needs.







## Case study – Welcoming Communications



The experience of the Community Language Information Network Group (CLING) shows the importance of well-designed and targeted communication.

The Canterbury earthquakes broke down institutional boundaries, creating new alliances. One of them was CLING, formed by a number of like-minded individuals at an interagency forum. CLING's initial purpose was to help get out emergency information to Culturally and Linguistically Diverse (CALD) communities.

"People could see that there was part of the population that wasn't getting information or messages, says Maria Fresia of Interpreting Canterbury. Agencies didn't know how to get information out to people who didn't speak English."

Once CLING was formed, it began working at speed. Within two months of the earthquake it had its first publication: *Guidelines for Getting Public Information (Earthquake Messages) to CALD or Multi-Cultural Communities*.

The double-sided A4 pamphlet includes a priority list for language translation based on Christchurch's demographics and the most vulnerable groups, beginning with Chinese, Samoan, Korean, and Arabic. It gives tips about making English easier to understand, particularly when it is going to be translated. It explains how to distribute information. It also touches on the use of interpreting services.

Six months later, CLING published another pamphlet, this one devoted to the use of

interpreters: *Guidelines for Using Language and Sign Interpreters – useful tips for Christchurch agencies*.

Finally, in July 2012, a 40-page CLING-initiated report was released: *Best Practice Guidelines: Engaging with Culturally and Linguistically Diverse (CALD) Communities in Times of Disaster*.

More recently, CLING has helped Canterbury's 'All Right?' campaign reach out more widely.

Led by the Canterbury District Health Board and the Mental Health Foundation, 'All Right' is designed to support and improve the mental health and wellbeing of the people of Canterbury.

"It's a wonderful campaign, but it was quite inaccessible to non-native English speakers," says Maria.

Taglines like 'When did you last get your sweat on?' Or 'it's all right to feel a little blue now and then' are baffling to non-native English speakers and a nightmare to translate.

"In Chinese, I think we went for 'It's okay to ask for help';" says Maria.

"Any organisation that is trying to engage with the wider public needs to have the right mechanisms in place for engaging with CALD communities. New Zealand is a very diverse country: a one-size-fits-all style of communication is not going to work."





## What success looks like

### Overarching outcome

People of all cultures and backgrounds feel included, listened to and well informed through a range of ways that take into account their different communication needs.

### Outcomes

- 2.1 The community is well informed about the local benefits of immigration and the Welcoming Communities programme, including success stories.
- 2.2 The council is well informed about newcomers to their region and pro-actively seeks data about newcomers from relevant sources.
- 2.3 The council's engagement with all residents is two-way, culturally appropriate and fit for purpose.
- 2.4 Council communication materials and messages are inclusive and reflect the diversity of the local community. Council encourages other agencies, businesses and organisations to follow this model.



## Welcoming activity ideas

Welcoming communications in the Welcoming Communities context extends beyond communicating effectively **with** newcomers to communicating **about** newcomers to the wider receiving communities.

There are a number of things you could include in your Welcoming Plan to make sure your community demonstrates welcoming communications. We've listed some ideas below to help get you thinking.

2.1

**The community is well informed about the local benefits of immigration and the Welcoming Communities programme, including success stories.**

- › Work with newcomers, the receiving community, local settlement organisations and government organisations, such as the Office of Ethnic Communities<sup>6</sup>, to develop a broad-based communications strategy for Welcoming Communities, including a website presence
- › Develop approaches to engage with newcomers in meaningful ways that allow them to take part in local decision making
- › Create an online hub where locals can connect with newcomers, learn about the benefits they bring to the community and read and watch their success stories
- › Set up innovative ways to communicate with newcomers such as Ashburton's 'Start with a Smile' campaign. **See:** <http://www.ashburtondc.govt.nz/our-council/news/articles/Pages/Start-with-a-Smile-.aspx> **See:** Case study on page 21

2.2

**The council is well informed about newcomers to their region and pro-actively seeks data about newcomers from relevant sources.**

- › Create and maintain a data base of local ethnic/cultural organisations and their contact details
- › Use available data sources to better understand the demographics of the community, for example, Statistics New Zealand data and MBIE's regional migration and labour force trends reports

<sup>6</sup> <http://ethniccommunities.govt.nz/>

**2.3****The council's engagement with all residents is two-way, culturally appropriate and fit for purpose.**

- › Ensure key or commonly used Te Reo Māori words and phrases also have English translations to help newcomers understand and become familiar with them. Likewise, ensure key English words and phrases also have Māori translations
- › Create 'Tone of Voice' guidelines to guide how your council communicates. Include plain English and inclusive words and phrases that are newcomer-centric, then review council communications to ensure they meet the 'Tone of Voice' guidelines.  
**See:** <https://www.distilled.net/tone-of-voice/>
- › Consider providing interpreters at focus groups or publishing summaries of council meeting minutes translated into other languages
- › Consider providing plain English and cultural competency training for all staff to ensure they are trained to engage and communicate successfully with different cultures, both in the workplace and in the community
- › Set up a focus group of newcomers and existing residents to help you assess your communications and engagement style and the channels you use. Ask the community to provide advice on what works for them

**2.4****Council communication materials and messages are inclusive and reflect the diversity of the local community. Council encourages other agencies, businesses and organisations to follow this model.**

- › Include positive images of cultural diversity in all council communications, translate aspects of important council communications into key languages and use newcomers' languages as appropriate in other communications
- › Work with local media outlets and community radio stations to help promote positive stories about newcomers and Welcoming Communities. Talk to your local newspapers about including articles that highlight good news newcomer stories, or ask your local radio station to include programmes that feature different ethnic groups in the community
- › Ensure that important information is produced in ways that make it easier for newcomers to understand. For example, include images and use plain English. Many newcomers may have English as a second language
- › Create a library of culturally-appropriate images that represent the different cultures in your community for use in publications and communications
- › Develop a guide with tips on how to successfully engage with newcomers so they feel encouraged to respond and give honest feedback. This could include things like holding engagement and feedback sessions in environments where newcomers feel safe to openly express their opinions, or a list of key words and phrases in different languages that could be integrated into communications
- › Promote and refer newcomers to the Citizens Advice Bureau's (CAB) Language Connect service, where they can receive information and ask questions about settling in New Zealand in their own language



## Helpful links

The cross-agency **Culturally and Linguistically Diverse (CALD)** working group promotes and advises on interpretation and translation best practice.

**See:** <http://caldgroup.com.au/services/translations/>

**Immigration New Zealand has a 'Keeping it Clear' guide** that anyone can refer to online for guidance on how to communicate well with an audience that is new to New Zealand.

**See:** <https://www.immigration.govt.nz/assist-migrants-and-students/keeping-it-clear>

To find out more about '**Tone of Voice**',

**See:** <https://www.distilled.net/tone-of-voice/>

**MBIE Regional migration and labour force trends reports:** <http://www.mbie.govt.nz/info-services/immigration/migration-research-and-evaluation/migration-and-labour-force-trends>

**MBIE Community and migrants reports:** <http://www.mbie.govt.nz/info-services/immigration/migration-research-and-evaluation/community-and-migrants>

**MBIE Migration trends and outlook reports:** <http://www.mbie.govt.nz/info-services/immigration/migration-research-and-evaluation/trends-and-outlook>

**Statistics New Zealand website:** <http://www.stats.govt.nz/>



## Case study - Welcoming Communications



A novel communications campaign sets out to create community connections.

The Canterbury Employers’ Chamber of Commerce knows how vital newcomers and their skills are to the regional economy and its research has shown that most Christchurch residents want to do more to make migrants feel welcome.

So in 2015, it ran a campaign called ‘Start with a Smile’ to encourage local Kiwis to reach out to new migrants. The campaign was built around the ‘Smile Couch’, a curved couch that, when two oversized balloons float above it, looks like a smiley face.

The Smile Couch made its way around Christchurch as a part of an integrated print and social media campaign.

The campaign, which attracted a number of high-profile sponsors, was an icebreaker, letting people know that it was okay to drop the traditional Kiwi reserve and to start a

conversation with new arrivals, particularly those who come from different cultural backgrounds.

The Smile Couch featured on posters, billboards and flyers throughout the city – and it appeared in print and radio media coverage of the changing face of Christchurch. Supporting organisations like the Christchurch City Council, banks, government agencies, schools, and retail areas distributed the posters and hosted Smile Couch events to bring Kiwi-born and foreign-born people together.

In September 2016, the campaign was launched in Ashburton District in support of the Canterbury Regional Economic Development Strategy. Again, it proved highly successful, with residents hosting Start-with-a-Smile events, such as potluck lunches or family sports days.







## Element 3

# Equitable Access

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### Overarching outcome

Opportunities to access services and activities and to participate in the community are available to all, including newcomers.





## Case study - Equitable Access



When you cannot legally drive, everyday life can be difficult. In Hamilton, a new driving school is helping migrants and refugees qualify for their driver licences, resulting in greater access to employment and other opportunities.

New Zealand is a nation of car owners and drivers. Whether shopping, going to the dentist, getting to work, or dropping the kids off at school, we usually go by car.

Sometimes we travel by car because it suits us, and sometimes because we must. If you live in a suburb kilometres from a bus stop, there is little choice. Then there is work - many job descriptions require applicants to have a New Zealand driver licence.

So for many migrants, being able to drive is second only to English as an essential life skill, says Tania Pointon, the co-ordinator of Hamilton's Passport 2 Drive community driving school.

Passport 2 Drive was founded in 2015: the Community Road Safety Fund of the New Zealand Transport Agency (NZTA) paid for the training of qualified instructors, the WEL Energy Trust for the lease of a dual-control vehicle, and Trust Waikato provided start-up funding. Passport 2 Drive has since trained and employed Spanish-speaking instructors who can assist former refugees from Colombia

who require driving instruction in their own language.

The Hamilton Multicultural Services (HMS) Trust also holds the contract for the Open Road programme, which is co-funded by the New Zealand Transport Agency (NZTA) and the Ministry of Business, Innovation and Employment (MBIE).

Open Road combines formal lessons delivered by a qualified driving instructor with the assistance of trained volunteer driving mentors from the community to take former refugees to the point where they can pass the test for a restricted driver licence.

Just how life-changing getting a licence can be is something Tania witnesses regularly. One recent student passed his driving test on the Friday, applied for a licence-required job on the Saturday, and was at work painting houses on the Monday.

"He called in afterwards, and all he could say was 'Thank you Tania, thank you Tania'," she remembers.



## What success looks like

### Overarching outcome

Opportunities to access services and activities and to participate in the community are available to all, including newcomers.

### Outcomes

- 3.1 Council partners with local businesses, organisations and sectors to identify and address barriers for newcomers to accessing services and participating in the community.
- 3.2 Council and other organisations in the community research, design and deliver services that take account of the different circumstances (for example rural/urban) and cultural backgrounds of all service users, including newcomers.
- 3.3 All community members are well informed about the services available in the community. Newcomers are made aware of, and are using these services.





## Welcoming activity ideas

Equitable access is about addressing social and economic imbalances so that people from diverse backgrounds have the same opportunities.

There are a number of things you could include in your Welcoming Plan to make sure your community fosters equitable access. We've listed some ideas below to help get you thinking.

### 3.1

#### **Council partners with local businesses, organisations and sectors to identify and address barriers for newcomers to accessing services and participating in the community.**

- › Develop new ways to help newcomers in the community find out about, access and use the services, programmes and activities that the council and others already provide. For example:
  - work with the local Citizens Advice Bureau (CAB) to promote services and events to its migrant clients
  - use information booths to promote services at community events
  - advertise upcoming events in food and media outlets that are frequented or used by migrant communities
  - promote services, programmes and activities in key public areas, such as transport hubs, individual bus and train stops, libraries, public buildings and other public spaces
- › Review the communications and channels you use to promote services, programmes and activities to make sure they are culturally appropriate and accessible to diverse audiences. Seek advice from migrant groups and networks on how to successfully communicate with different cultures and identify images and symbols that everyone understands. Provide translations in the major languages of your community as appropriate
- › Establish a process to regularly review and monitor policies, services, programmes and activities to make them more inclusive of newcomers
- › Make a list of organisations and groups in your region that have responsibility for providing information to people about services, programmes and activities
- › Review council services, programmes and activities to see if they can be made more accessible to newcomers. For example, council could set up a volunteer group to help newcomers get to council-run services and activities
- › Develop tips for local organisations on how to engage with and make services, programmes and activities more inclusive and suitable for the different newcomer groups in your community





## 3.2

**Council and other organisations in the community research, design and deliver services that take account of the different circumstances (for example rural/urban) and cultural backgrounds of all service users, including newcomers.**

- › Develop a better understanding of the different service needs of newcomers and how you could meet them. For example, you may be able to reduce isolation in rural communities through online access, transport arrangements and outreach services
- › Where possible, involve newcomers in the co-design of services, programmes and activities
- › Provide interpreter support for front-line council staff who deliver services to newcomers
- › Invite newcomers to help promote and front events and activities
- › Run a competition to get ideas for newcomer-friendly community activities. Include a list of specific criteria that the ideas should meet. For example, the activity should be suitable for a range of cultures to take part in. Invite schools, tertiary providers and community groups to take part, or make it a neighbourhood competition. The competition could help connect newcomers with existing residents and encourage them to share their different perspectives
- › Develop a diversity toolkit for your region

**Examples:**

**The Hamilton City Council has developed a Diversity Toolkit** for employers, community groups and other service providers. It's intended to give the wider community an understanding of the cultural, ethnic and religious differences among the city's residents and tips on how to respect and appreciate those differences. **See:** <http://www.hamilton.govt.nz/our-city/community-development/Documents/2017006%20Diversity%20Toolkit%20-%20PRINT%20-%20Feb%202017.pdf>

'**Connecting with Diversity Auckland Sports Toolkit**' has been developed by Auckland Council, Sport Auckland and Sport and Recreation New Zealand (SPARC) with support from Auckland Regional Physical Activity and Sport Trust (ARPAST). **See:** <http://connect2sport.org.nz/wp-content/uploads/connectingwithdiversityaucklandsportstoolkit.pdf>

**BNZ diversity toolkit:** In 2014 BNZ launched an 'All Roles Flexible' approach for employees throughout New Zealand, where all jobs were to be advertised with a flexible work option. **See:** <http://flexibility.championsforchange.nz/case-studies/bnz-all-roles-flexible/>

**3.3**

**All community members are well informed about the services available in the community. Newcomers are made aware of, and are using these services.**

- › Work with members of the receiving community to introduce newcomers to local social, recreational, sporting, cultural, arts and other groups and networks operating in the community
- › Develop an online services directory that lists local services that are available for newcomers as well as the receiving community. For example, information and services they can access from the Citizens Advice Bureau, local libraries or i-Site
- › Include information in the directory about where to go for information in areas such as disability support and New Zealand Sign Language
- › Develop a pool of information sources that link newcomers to information about Māori culture. Draw on existing sources of information
- › Link newcomers to your region’s service information on Immigration New Zealand’s New Zealand Now website
- › Support relevant council staff to have a better understanding of the local environment and services and programmes offered by faith-based institutions

**Example:**

**Welcoming Neighbourhoods (Howick)**, along with the Auckland Council, local leaders, cultural centres, local community groups and local boards, is organising bus orientation tours for council staff to visit local faith-based institutions.



## Case study - Equitable Access



In Wellington, education providers, international student volunteers and the Police are working together to promote the wellbeing of New Zealand’s international student community.

The years from adolescence to young adulthood can be a difficult and vulnerable time, says Wellington District Ethnic Liaison Coordinator Phil Pithyou. This is the period when people establish relationships, experiment with alcohol, begin driving and establish their independence. It is a complicated life stage, and it can be particularly so for international students who are living far from home and family.

As a population, international students can be more vulnerable to falling victim to crimes such as burglary or fraud, and the barriers of culture and language make them less likely to know where to go for help.

Wellington’s International Student Ambassador Programme, which was set up in September 2016, is part of the solution, preventing crime and victimisation by getting the right messages out using messengers who understand the best ways of connecting with their communities. The ambassadors and police share information to help each other.

Currently, five education providers belong to the programme: Queen Margaret College, Whitireia New Zealand, WelTec, the Wellington campus of Massey University, and Victoria University of Wellington.

Similar programmes in Auckland, Hamilton and Christchurch have also been highly successful.

The International Student Ambassador Programme complements the community patrols operating in Auckland, Wellington and Christchurch. Working with the Police, the patrols draw on volunteers from a range of cultural backgrounds.

The patrols help newcomers feel more connected with their communities and more comfortable about asking the Police for help. As volunteers, the patrol members participate in the life of the wider community, and some have gone on to join the Police.







## Element 4

# Connected and Inclusive Communities

### Overarching outcome

People feel safe in their identity and that they are connected with and belong in the community. There are high levels of trust and understanding between members of the receiving community and newcomers.







## Case study – Connected and Inclusive Communities



Taking part in sport and active recreation is a great way for people to form friendships outside their immediate social circles and to establish healthy lifestyles. It helps people feel connected and included in community life.

Rugby must embrace change if it is to appeal to all New Zealanders, says Community Rugby Manager Greg Aldous of North Harbour Rugby.

One of the innovations the New Zealand Rugby Union has embraced is Quick Rip rugby, a safe, non-contact, easy-to-play sport anyone of any ability can play.

Quick Rip Rugby is an ideal way to introduce newcomers from cultural backgrounds that do not have a rugby tradition to the team sport for which New Zealand is famous.

"I'd like to see a range of cultures out there having fun and discovering our national sport," says Greg.

On a sunny Saturday, children and parents from the New Zealand School of Korea gathered on the sports grounds at Sunnybrae Normal School on Auckland's North Shore to have a go at the game.

Under the supervision of representatives from North Harbour Rugby, Harbour Sport, and the

local Northcote Nobra Presidents rugby team, the new players were introduced to the skills of passing, catching and running with the ball and to the rules of the game.

Quick Rip rugby mixes elements of sevens rugby and an already-established game for primary-school-age rugby players called Rippa Rugby.

The most obvious difference is the absence of tackling. Instead, in place of being tackled, each player wears a Rippa Rugby belt equipped with two Velcro tags. The equivalent of a tackle is ripping off the tag from the belt of an opposing player.

Quick Rip rugby games are short, fun, fast and safe.

"At the beginning of the day, everyone was a bit apprehensive, but you could see people's confidence levels rising as things went along. The organisers made it really fun and engaging," says Jenny Lim, ActivAsian programme leader at Harbour Sport.



## What success looks like

### Overarching outcome

People feel safe in their identity and that they are connected with and belong in the community. There are high levels of trust and understanding between members of the receiving community and newcomers.

### Outcomes

- 4.1 Coordinated, comprehensive and appropriate initial welcoming support services are available from council, other agencies and community organisations.
- 4.2 The receiving community is well equipped and supported to welcome and interact with newcomers.
- 4.3 Members of the receiving community and newcomers build relationships and are at ease with connecting and learning about and from each other.
- 4.4 Different cultures are celebrated and people are supported to express their cultural beliefs and customs, including language and religious practices.



## Welcoming activity ideas

A connected and inclusive community is a place where people feel included in local activities and decision-making processes and are safe to express themselves in ways that acknowledge their culture, heritage and background. They know that their voice is heard and that their needs are understood and are reflected in city/regional policies and practices. By creating policies and programmes that support inclusion, newcomers and long-time residents feel they belong.

There are a number of things you could include in your Welcoming Plan to make sure your community is connected and inclusive. We've listed some ideas below to help get you thinking.

4.1

### Coordinated, comprehensive and appropriate initial welcoming support services are available from council, other agencies and community organisations.

- › Plan and implement integrated welcoming support services
- › Refer newcomers to existing information services such as those offered by your local CAB
- › Refer newcomers to important community information, including civil defence and emergency response. **See:** <https://wremo.nz/publications/language/> Consider ways to promote and distribute this information to newcomers through existing networks
- › Help run events for newcomers and their neighbours that will help newcomers understand the importance of being prepared for emergencies, for example 'go bag' events. Having an emergency kit ready for earthquakes or floods may be something newcomers are not used to. Putting kits and 'go bags' together with the help of neighbours and other community members will help to build relationships across the community
- › Develop newcomer 'welcome packs' to encourage newcomers to use council-run facilities and services, meet other members of the community and understand that these services and facilities are there for them to use. Welcome packs could include free passes and/or free or subsidised membership for a period of time for council-run services and facilities – for example, swimming pools, public transport etc

4.2

### The receiving community is well equipped and supported to welcome and interact with newcomers.

- › Provide training and support to members of the receiving communities to build their capacity to welcome and interact with newcomers, for example, cultural competency training
- › Develop innovative ways for locals and newcomers to stand up to prejudice

#### Example:

**Give nothing to Racism** – Following the launch of the Human Rights Commission's *Give Nothing to Racism* campaign fronted by 2017 New Zealander of the Year Taika Waititi, the pupils at Holy Family School in Porirua made a video asking their teachers to simply pronounce their names correctly as a way to give nothing to racism. **See:** [https://www.youtube.com/watch?v=Y5srma\\_Vq8M](https://www.youtube.com/watch?v=Y5srma_Vq8M)

Porirua Mayor Mike Tana was inspired by the pupils' leadership and soon after signed up Porirua City to be the first city to support the messages of the Give Nothing to Racism campaign.



“Here in Porirua we had Holy Family School who signed up straight away and part of that kōrero was around children's names not being pronounced correctly, so it gave me the idea to say look we should be supporting our children and we should be having that conversation,” Mayor Tana said. “Porirua is the most multicultural city – I call it that anyway – in New Zealand. . . so why not take the lead?”

Race Relations Commissioner Dame Susan Devoy welcomed Porirua's decision. "Prejudice starts in our everyday lives and it's up to each and every one of us to make a stand," she said. "Porirua's stand is about leadership, mana and identity."

**See:** [www.givenothing.co.nz](http://www.givenothing.co.nz)

**Contact:** Human Rights Commission: [Infoline@hrc.co.nz](mailto:Infoline@hrc.co.nz); txt 021 02364253; call 0800 496 877.

- › Encourage the receiving community, including former newcomers, to work together to support newcomers, show them around and get them involved in activities. For example, you could suggest a newcomer mentoring programme

#### Example:

**One local council has been assigning a group of mentors**, made up of two locals and two former newcomers, to a group of newcomers. The mentors plan activities for themselves and the newcomers, such as hikes, museum trips, game nights, pot-luck dinners etc. The mentors share their knowledge of the community with the newcomers during the events and help the newcomers to explore their local surroundings.

- › Tap into or set up a Local Settlement Network (LSN) that includes representatives from all services and migrant business groups in your region

#### Example:

Developing a sustainable model for **Local Settlement Networks (LSN)** supports new migrants in isolated rural locations. Clutha is one such district where there are few, if any, traditional settlement services. In 2017, Clutha District Settlement Support (CDSS) was formed to fill this gap. Key local players were pulled together into a network and become acquainted with information about the settlement needs of migrants in the region and Immigration New Zealand's national approach to supporting them. A needs analysis for supporting local migrants was included. In September 2017, the group scooped the top award in the Clutha District Trust-Power Community Awards. The judges said the group stood out because of its creativity, impact and the input of volunteers.

**See:** <https://www.facebook.com/CluthaDistrictSettlementSupport/>



## 4.3

**Members of the receiving community and newcomers build relationships and are at ease with connecting and learning about and from each other.**

- › Encourage newcomers to join the Parent Teacher Association (PTA) of their child's school. Some schools have a large proportion of migrant children but their parents can be under-represented on PTAs. Many newcomers may not understand the role of PTAs or school boards of trustees and how they can contribute to them.  
**See:** <https://www.newzealandnow.govt.nz/living-in-nz/education/role-of-parents>
- › Encourage existing volunteer and community programmes to create opportunities for newcomers, both as participants and as service recipients
- › Encourage community groups and churches to invite newcomers to regular meet-and-chat events, such as baking and craft classes and coffee mornings
- › Approach Community Patrols NZ to discuss the possibility of inviting newcomers to become volunteer patrollers to help create safer communities. Police safety patrols are voluntary groups of people who give some of their time and take responsibility within their own community to help the Police make the local community safer for everyone
- › Run specific initiatives to support newcomers

**Example:**

'Shift' is a fitness programme for girls, run by Wellington City Council by females for females. **See:** <https://wellington.govt.nz/recreation/support-and-advice/shift-physical-activity-and-wellbeing>

The following two programmes support refugees to learn to ride bikes.

**See:** <http://www.radionz.co.nz/national/programmes/thiswayup/audio/201840274/new-nzers-learn-to-ride-bikes> and [http://www.nzherald.co.nz/cycling/news/article.cfm?c\\_id=31&objectid=11931924](http://www.nzherald.co.nz/cycling/news/article.cfm?c_id=31&objectid=11931924)

- › Support newcomers and local residents to improve their knowledge of the local environment

**Example:**

**Welcoming Neighbourhoods (Howick)**, along with the Auckland Council, local leaders, cultural centres, local community groups and local boards, is organising bus orientation tours for new migrants to visit the local marae and faith-based institutions.





- › Encourage local sports teams to provide opportunities for newcomers to get involved in and learn about popular local sports

**Example:**

**The FootbALL diversity programme** is an initiative between the Wellington Phoenix football club, the Human Rights Commission, Red Cross, ChangeMakers Refugee Forum and Multicultural New Zealand. The programme offers former refugees in the region a season ticket for the 17/18 season, in recognition of the important role sport plays in building bridges between individuals and across communities. The Wellington Phoenix chose to help councils with their settlement and integration programmes as a way of saying thank you for the support they get from a number of local councils. **See:** <https://www.wellingtonphoenix.com/news/phoenix-spread-love-through-football-0>

- › Encourage newcomers to adopt a tree or a native animal. This will help newcomers understand the value New Zealanders place on nature and wildlife, especially native plants and animals. Encouraging newcomers to develop a sense of ownership and responsibility for our flora and fauna will help them to understand New Zealand values and feel more included

**4.4****Different cultures are celebrated and people are supported to express their cultural beliefs and customs, including language and religious practices.**

- › Work with local safety and emergency organisations to get newcomers involved in safety initiatives and emergency preparedness

**Example:**

**The City of Cupertino, California**, sees emergency preparedness training as an opportunity to focus on common needs and help people get to know their neighbours. Cupertino provides one to three hour emergency preparedness training for neighbourhoods. Once they are trained, residents conduct emergency drills together. This breaks down barriers as newcomers can work together with residents to ensure they keep each other safe. **See:** [https://www.welcomingamerica.org/sites/default/files/Receiving-Communities-Toolkit\\_FINAL1.pdf](https://www.welcomingamerica.org/sites/default/files/Receiving-Communities-Toolkit_FINAL1.pdf)



- › Develop and promote a community-wide Welcoming Communities calendar of events to celebrate and showcase cultural diversity. Partner with groups like your local library, CAB and Newcomers Network to help develop and promote events. Suitable events could include things like neighbourhood meet, greet-and-eat events, where people bring food from their culture to share; street parades to celebrate cultural festival days; events where newcomers and the receiving communities can share and get to know about each other's culture

### Example:

**The Citizens Advice Bureau** hosts a wide range of migrant information sessions suitable for newcomers. **See:** <http://www.cab.org.nz/acabnearyou/Pages/home.aspx>

**The Newcomers Network event calendar** hosts a wide range of events from Newcomer Networks around the country. **See:** <http://www.newcomers.co.nz/>

**The New Zealand Now Event calendar** showcases events from selected providers that are targeted at newcomers. **See:** <https://www.newzealandnow.govt.nz/events-nz>

**The Auckland Libraries' events calendar** has listed Diwali celebrations, Chinese (Lunar) New Year, Samoan and Māori Language Weeks, World Refugee Day, Matariki, Waitangi Day and Pasifika festival. Regular community and learning programmes and activities include Mandarin and Samoan Storytimes and computer classes in Mandarin. Auckland Libraries has also developed programmes with partner organisations to engage particular communities, for example the Talanoa Pasifika participatory educational sessions for school children, which introduce them to Auckland Museum's Pacific treasures, library resources and wider Pacific concepts and knowledge paradigms. Here are examples of community and language events. **See:** <https://www.aucklandlibraries.govt.nz/Pages/events-search.aspx?search=&range=month&type=9&show=12>

- › Consider offering opportunities to accommodate different needs. For example, encourage your local fitness and aquatic centres to offer women-only exercise or swimming hours to give women, including Muslim women, the opportunity to exercise or swim in a culturally safe environment

### Example:

There are swimming pools around the country that are partially closed one night a week to give women the opportunity to learn to swim. Although the lessons are inclusive of all women, it appeals to Muslim women in particular who for cultural and religious reasons feel more comfortable swimming in a female-only environment. The lessons are aimed at improving the confidence of women in and around the water, encouraging physical activity and building quality relationships, while developing knowledge of water safety, which the women share with their own families.



## Case study – Connected and Inclusive Communities



There are around 38 Newcomers Networks operating around New Zealand, helping people meet and establish friendships in their communities through shared activities. These networks go a long way towards helping newcomers feel connected and included in community life.

At the ‘Cosy Coffee Chat’ run by the Albany Newcomers Network, an impromptu geography lesson is taking place. Marina is explaining where she comes from to Claire and Anna from China, who are tapping ‘UKRAINE’ into a pocket-sized electronic translator.

Marina, a computerised numerical control engineer who has married a New Zealander, is eager to improve her English. “Do I say it correctly? You must correct me!”

This is the weekly Friday Cosy Coffee Chat. No set topics, no lessons delivered, no judgements passed, says Albany Newcomers Network Coordinator Laure Romanetti, adding her French accent to the mix.

“If you are with English speakers and you speak once and people don’t understand that’s okay. But if it happens over and over again it gets depressing. A lot of people don’t understand how difficult learning a new language is. People need somewhere to practise where they don’t have to worry about making mistakes.”

Many of the North Shore’s residents are overseas-born and at risk of isolation – some, like Marina, are the partners of migrants or Kiwis; some are caregivers for children or grandchildren; some are international students, perhaps living away from their family and friends for the first time in their lives.

The Albany Newcomers Network provides connection and inclusion.





## Element 5

# Economic Development, Business and Employment

### Overarching outcome

Communities maximise and harness the economic development opportunities that newcomers can offer. Councils work with business associations to promote the contribution that newcomer business owners and skilled migrants make to the region's economy.





## Case study - Economic Development, Business and Employment



The Skilled Newcomers Programme matches the skills of newcomers to the needs of local businesses. It is a practical way to maximise and harness the economic development opportunities that newcomers can bring to a community.

The programme is offered by providers in Northland, Auckland, Waikato, Bay of Plenty, Wellington, Canterbury and Southland.

“Wellington is a very-high-skill city, it needs knowledge workers,” explains James Sauaga, the Wellington Programme Coordinator for the Wellington Chamber of Commerce.

Often newcomers have the skills employers need, but they don’t understand how to look for a job in New Zealand or what it is that employers are looking for.

“It can be very different from the way they approach things in their home countries,” says James.

Many are the partners of skilled migrants.

The Wellington Skilled Newcomers Programme works in collaboration with Work Connect, a migrant work-ready programme offered by the Tertiary Education Commission, and Victoria

University’s Workplace Communication for Skilled Migrants.

“We are very lucky to have such a great local network supporting skilled migrants,” says James.

“This is a creative city; Wellington is very diverse. You have to make an effort to understand how the company you want to work for operates. What are they looking for? What is their culture like? Take the IT industry. At one company the dress code will be jeans and t-shirts; at another, it might be suit and tie.”

A variety of agencies refer newcomers to the Skilled Newcomers Programme. The programme aims to connect its newcomer clients with employers through the Chamber of Commerce’s network.

“Our emphasis is on supplying our employers with quality candidates,” says James.



## What success looks like

### Overarching outcome

Communities maximise and harness the economic development opportunities that newcomers can offer. Councils work with business associations to promote the contribution that newcomer business owners and skilled migrants make to the region's economy.

### Outcomes

- 5.1 Newcomers, including international students, are supported to access local employment information, services and networks.
- 5.2 Newcomers, including international students, are supported with local knowledge and skills to ensure they can operate successfully in the New Zealand work environment, either as a business owner or an employee.
- 5.3 The receiving community recognises the value of diversity in the workplace, of newcomers' contribution to the region's growth and of the resulting wider economic benefits.
- 5.4 Local employers and workforces develop their intercultural competency.
- 5.5 Mutually beneficial connections and initiatives are set up with migrant business people by the local business community and professional networks.



## Welcoming activity ideas

Flourishing in a 21st century economy will mean making the most of skills, knowledge and experiences your newcomers have to help build a stronger local economy. Communities across the country and around the world are seeking to attract and retain talented people. Building a robust economy will involve ensuring everyone who lives in your community knows how to engage with and effectively participate in the labour market.

There are a number of things you could include in your Welcoming Plan to make sure your community benefits from the skills and talents of newcomers. We've listed some ideas below to help get you thinking.

5.1

### **Newcomers, including international students, are supported to access local employment information, services and networks.**

- › Include local employers, the Economic Development Agency, the Chamber of Commerce and other professional networks in welcoming initiatives
- › Use existing information channels to ensure newcomers have access to council information about workplace health and safety requirements for small businesses
- › Investigate programmes that support newcomers who wish to start their own business and ensure newcomers have access to mainstream support programmes for new business owners

5.2

### **Newcomers, including international students, are supported with local knowledge and skills to ensure they can operate successfully in the New Zealand work environment, either as a business owner or an employee.**

- › Promote and showcase employers with diverse workplaces and inclusive work practices. Diversity Works NZ has a number of stories on their website that focus on cultural inclusion. **See:** <https://diversityworks.nz/success-stories/diversity-and-inclusion/>

Immigration New Zealand publications, such as LINKZ, will have stories of employers in your region. **See:** <https://www.newzealandnow.govt.nz/resources/linkz-magazine>

- › Work to actively dispel myths and misconceptions around immigration
- › Consider opportunities and events to showcase the positive impact of newcomers on the community
- › Promote and showcase the benefits of newcomers' contribution to the community's workforce and economic growth



5.3

**The receiving community recognises the value of diversity in the workplace, of newcomers' contribution to the region's growth and of the resulting wider economic benefits.**

- › Establish a business award to recognise businesses that excel in cultural competency and inclusiveness. **See:** Case study on page 47
- › Partner with your local businesses, multicultural council and media to showcase positive newcomer stories

#### **Example:**

**Westpac Rotorua Business Excellence Awards:** Rotorua Multicultural Council is making a significant contribution to welcoming new migrants and international students to their community by participating in the Rotorua Business Excellence Awards. Most of the work is done by passionate volunteers. Committee members come from nine different countries ranging from Argentina to Zimbabwe.

**See:** <https://www.rotoruchamber.co.nz/events-training/westpac-business-excellence-awards/>

5.4

**Local employers and workforces develop their intercultural competency.**

- › Work with local businesses to provide opportunities for intercultural competency training. Diversity Works NZ (formerly the EEO Trust) provides workshops on cross cultural working environments.  
**See:** <https://diversityworks.nz.org.nz/eventsandtraining/diversity-committee-workshop-setting-diversity-inclusion-committee-2/>
- › Collect data on the number of businesses set up by newcomers and the products and services they offer to your community

5.5

**Mutually beneficial connections and initiatives are set up with migrant business people by the local business community and professional networks.**

- › Encourage the local chamber of commerce to reach out to migrant business owners
- › Hold events to promote networking between migrant business owners and the local business community and professional networks
- › Consider holding information sessions for migrant business owners about their responsibilities as employers



## Helpful links

**The Ethnic People in Commerce (EPIC) conference**, hosted by the Office of Ethnic Communities (OEC), aims to strengthen the links between government and New Zealand's ethnically diverse business community. This year's theme was 'The New Zealand Business Story' – best practice, better business, providing valuable insights and perspectives into digital disruption, innovation and success in an ever-changing global economy.

**See:** <http://ethniccommunities.govt.nz/story/ethnic-people-commerce-epic-2017-conference>

**Immigration New Zealand** has a range of resources for employers and employees to help newcomers succeed in business and the workplace.

For employers, see:

- › Resources for employers of migrant workers: <https://www.immigration.govt.nz/employ-migrants/settle-migrant-staff/resources-for-you>
- › Resources to support the settlement of migrant staff: <https://www.immigration.govt.nz/employ-migrants/settle-migrant-staff>
- › How to help migrant candidates succeed in competency-based interviews: <https://www.immigration.govt.nz/employ-migrants/explore-your-options/finding-and-hiring-workers-overseas/interviewing-candidates-job-offer/help-migrant-candidates-succeed>

For employees, see:

- › Resource to support migrants succeeding in job interviews: <https://www.newzealandnow.govt.nz/work-in-nz/finding-work/job-interviews>
- › Resources for migrant workers about Kiwi workplaces: [https://www.newzealandnow.govt.nz/resources?default=settlement\\_guide](https://www.newzealandnow.govt.nz/resources?default=settlement_guide)





## Case study – Economic Development, Business and Employment



The Wellington Gold Awards, established in 1999, celebrate the excellence and the enterprise of business in the Wellington region. In recent years these business Gold Awards have showcased Wellington businesses that demonstrate good practice in hiring skilled migrant staff.

The Immigration Gold Showcase category recognises local businesses that go the extra mile to ensure that their new migrant employees are welcomed and well-supported through the challenges of adjusting to Kiwi workplaces, while they settle and build a life in Wellington.

Immigration New Zealand Deputy Chief Executive Nigel Bickle says, “We’re delighted to have sponsored this Showcase Category Award, which always delivers such a good cross-section of winners – from small local retail businesses to world-renowned scientific research organisations, large engineering consultancy services and leading IT companies. These businesses reflect the diversity of Wellington’s economy and business community – many of which are supported with migrant

skills, enabling their business growth. Their commitment to their workplace culture, supporting the settlement needs of new migrants and their families is exemplary.

Wellington – like all regions – has always been reliant on migrant skills to help its businesses to prosper. Where skills can’t be sourced locally, Immigration New Zealand supports businesses to recruit and retain the best skills available from around the world”.

Immigration contributes to building regions’ economies and creating new jobs by encouraging innovation, deepening our links with international markets and providing access to the skills and capital that businesses need for growth.





## Element 6

# Civic Engagement and Participation

### Overarching outcome

Newcomers feel welcome to fully participate in the community.  
Newcomers are active in all forms of civic participation.







## Case study – Civic Engagement and Participation



Volunteer Wellington goes out of its way to support and celebrate migrant volunteers, helping them to participate in and contribute to their local communities.

From its offices in downtown Wellington, Volunteer Wellington matches volunteers, many of them migrants, with the needs of its more than 400 member organisations.

In fact, Volunteer Wellington goes out of its way to celebrate the contribution migrant volunteers make to the community.

It holds annual Volunteer Connect Awards for New Migrants, officiated over by the Wellington Mayor, and in 2017 it published *Volunteer connect: Migrants volunteering in the community*, a booklet containing the stories of 30 migrant volunteers from 19 different nations.

Anyone who wants to use Volunteer Wellington to find a placement is first given a comprehensive interview.

People choose to volunteer for a mix of reasons. Some are looking for a better work-life balance, some to serve a cause, some for social relationships, and some – many of them migrants – as a way of gaining experiences that will make them more employable.

Working as a volunteer answers that need, and it also gives the volunteers something else employers are looking for – an implicit understanding of Kiwi workplace culture.

Where better to learn about smokos, workplace shouts, and the way Kiwi workers and managers interact than in a real-life workplace?

But volunteering is also its own reward, as most volunteers who find full-time work continue to volunteer in their spare time.



## What success looks like

### Overarching outcome

Newcomers feel welcome to fully participate in the community. Newcomers are active in all forms of civic participation.

### Outcomes

- 6.1** The council's elected members and staff effectively communicate with newcomers to promote their engagement in local government processes.
- 6.2** Newcomers are encouraged and enabled to get involved in local government and civil society.
- 6.3** Newcomers' efforts and achievements in civic participation and community life are acknowledged and celebrated.





## Welcoming activity ideas

Civic engagement and participation is best demonstrated when members of your community give their time, skills, knowledge and energy to contribute to the common good of your community in ways that can positively impact individuals. Participation in public processes and community life is a fundamental part of newcomer integration. Participating in local decision-making processes means their priorities and needs can be addressed and heard by the wider community.

There are a number of things you could include in your Welcoming Plan to make sure your community facilitates civic engagement and participation. We've listed some ideas below to help get you thinking.

6.1

### **The council's elected members and staff effectively communicate with newcomers to promote their engagement in local government processes.**

- › Conduct targeted information sessions on civic society matters and host tours of council offices
- › Encourage newcomers to attend civic activities that would help build their knowledge of their new community and develop their networks
- › Work with the Electoral Commission to encourage eligible newcomers to vote in local and central government elections
- › Engage with newcomer groups during consultation on council policies and plans. Ask the Office of Ethnic Communities (OEC), the Citizens Advice Bureau (CAB), and other newcomer-focused service providers to circulate information on upcoming consultation processes to newcomer stakeholders
- › Identify activities to encourage newcomers to participate and get involved in civic life

6.2

### **Newcomers are encouraged and enabled to get involved in local government and civil society.**

- › Set up civic and community leadership development programmes for newcomers, drawing on the expertise and experience of locals. For example, you could encourage newcomers to volunteer on local boards and encourage members of advisory boards to provide mentoring and succession programmes
- › Use or enhance current mechanisms to encourage newcomers to participate in democratic processes – for example, submitting views at hearings, council meetings and strategic planning meetings
- › Hold some council meetings and consultation activity in outreach settings
- › Run events for newcomers on how to participate in local body and general elections
- › Invite newcomers to volunteer at community events or in a community garden, or work with newcomers to come up with new ideas for events
- › Hold 'meet your local government leaders' events or organise discussion forums where people from diverse communities can meet the Mayor and councillors to discuss issues that affect them



### Example:

**Wellington City Council's 'Ethnic discussion forums':** These forums were previously held for people from the diverse communities of Wellington. In the forums, discussion groups focused on a theme that affects the lives of Wellington communities. Topics discussed at forums have included health and well-being, recreation, employment and safety. Feedback from the forums resulted in the setting up of programmes such as the free interpreting service. **See:** <https://wellington.govt.nz/services/community-and-culture/ethnic-communities>

## 6.3

### Newcomers' efforts and achievements in civic participation and community life are acknowledged and celebrated.

- › Ensure newcomers are recognised through local community awards – for example 'Wellingtonian of the Year'. **See:** <https://wellington.govt.nz/about-wellington/absolutely-positively-wellingtonian-awards>. The Wellington awards are notable for recognising a diverse group of recipients, including several migrants
- › Use citizenship ceremonies to inform new citizens of the opportunities they have to participate in civic society. Consider making citizenship ceremonies more interactive and informative, for example by inviting guests from the business community to attend and providing information packs and booths where guests have an opportunity for discussions with newcomers

### Example:

**The importance of citizenship ceremonies:** Moving to a new country is a significant event in the lives of many people and citizenship ceremonies can be a much anticipated occasion – many newcomers expect a lot of celebration to happen at their citizenship ceremony. It's also a really good opportunity for them to meet other newcomers, members of the receiving community and city officials, and to learn more about New Zealand culture and values. Consider holding citizenship ceremonies at your local marae. **See:** <http://www.dunedin.govt.nz/your-council/latest-news/april-2016/dunedins-most-recent-new-zealand-citizens-received-a-special-welcome-at-the-puketeraki-marae-in-karitane-today>

## Helpful links

**The Dubuque settlement model:** This is an education programme model from the USA for bringing together organisations – for example, police and fire departments.

**See:** <http://www.greaterdubuque.org/greater-dubuque-development-corporation/relocate/distinctively-dubuque>; and this BLOG from a participant

**See:** <https://betweenenglandandiowa.com/2017/04/26/distinctively-dubuque/>



## Case study – Civic Engagement and Participation



“A surprising number of people don’t know how to use computers, and they aren’t necessarily the obvious ones.” says Hamilton City librarian Lisa Pritchard.

When she started the Hamilton City Libraries computer mentor programme she thought most of the people who would make use of it would be older, but Lisa has found that no general rule applies.

More than 20 volunteers – predominantly migrants – belong to the computer mentor programme, each giving up two or four hours of their time a week. In 2014, the programme helped around 890 library customers at five of Hamilton’s six libraries.

Computer mentor Ezhilarasi Srinivasan, known as ‘Arasi’, is helping a customer put together a job application – job-related assistance takes about 25 per cent of mentor time – but she is also called on for many other things. She might have to help with scanning and printing, with downloading e-books, with opening and saving documents, with typing, or even with the basics of using a mouse and keyboard.

It is patient, time-consuming work that the library would not be able to deliver without the mentors.

The newcomer mentors love the work. “They can put it in their CV to show they have helped

us, but they also get to meet Kiwis who are looking for their help. So they get to know and be part of the community. It’s a great thing for everyone.

Computer-related tasks that seem small often end up expanding”, says Lisa.

“Someone might say they just want to apply for work online, and then you realise they don’t have a CV or an email address.”

Lisa’s volunteers come to her from the not-for-profit volunteer recruitment and placement agency Volunteering Waikato or from word-of-mouth recommendations. Each has passed a library-arranged police check and been through a 90-minute interview.

Lisa’s ideal candidate is customer-focused, writes and speaks everyday English, and has some computer skills.

Of these, it is the customer focus that Lisa seeks; computer skills can be learned along the way.

“It is really important for us to get the right person for the role.”



## Element 7

# Welcoming Public Spaces

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### Overarching outcome

Newcomers and receiving communities feel welcome in and comfortable using public spaces.







## Case study – Welcoming Public Spaces



Palmerston North City Library goes out of its way to welcome newcomers. Close by the entrance is a seat surrounded by national greetings and, a few metres away, an almost two-metre-tall book of photographs from around the world, which is turned to a new page each day.

Like many libraries, this library also offers an extensive foreign language collection, English language resources, and online services such as Pressreader, which gives same-day access to full-page replicas of newspapers and magazines from around the world.

But it is the library's role as a venue and gathering place – it calls itself the Living Room of the City – that distinguishes it. Throughout the year, the library offers a line-up of cultural and language-related events and exhibitions, often complementing events that are occurring

in the wider city. From multicultural book groups to free Chinese language lessons, Latin American film screenings and cultural performances, the library hosts them all.

“Libraries are one of the last non-commercial spaces,” says Joanna Matthew, Executive Director of the Library and Information Association of New Zealand (LIANZA). “You don't have to buy a coffee to make use of a library. There is no cost or barrier to entry. They are places that migrants and newcomers gravitate to naturally.”





## What success looks like

### Overarching outcome

Newcomers and receiving communities feel welcome in and comfortable using public spaces.

### Outcomes

- 7.1** The design and operation of public spaces and facilities are culturally appropriate and reflect the diversity of the community.
- 7.2** Welcoming public spaces provide opportunities to build trust and relationships between newcomers and members of the receiving community.
- 7.3** Public spaces and buildings create a sense of community ownership and inclusion for all, including newcomers.



## Welcoming activity ideas

Talking with members of your community to create public spaces that are relevant, fit for 21st century users and make both newcomers and locals wish to visit and explore is the way forward.

There are a number of things you could include in your Welcoming Plan to make sure your public spaces are inviting to all. We've listed some ideas below to help get you thinking.



### **The design and operation of public spaces and facilities are culturally appropriate and reflect the diversity of the community.**

- › Consult with all residents, including newcomers, on the design and operation of council-owned public spaces and facilities
- › Make sure council-owned buildings are attractive and welcoming diverse groups
- › Keep public spaces free of entry fees where possible
- › Invite newcomers and migrants to speak with town planning teams
- › Involve relevant safety agencies when designing or upgrading public spaces to identify a list of desired and appropriate safety features – for example, safety and emergency signage in different languages with images and symbols that everyone understands
- › Ensure council buildings have multi-lingual signage and consider displaying art from different cultures
- › Make sure welcome brochures and information materials are available at transport hubs for newcomers. For example, you could work with airport authorities to create specialised newcomer welcoming signs or desks
- › Work with educational and volunteer groups to make potentially dangerous public spaces safer for newcomers who may be unfamiliar with the risks. For example, hold water safety days at beaches and popular fishing or boating spots
- › Increase promotion of public spaces to ensure newcomers are aware of what is available and know they are welcome to use them

#### **Examples:**

**Tauranga City Council has opened up access to the beach** for people with a range of mobility issues; Nelson and New Plymouth are promoting access to cycling paths. **See:** Tauranga City Council's Facebook site: <https://www.facebook.com/TaurangaCityCouncil/photos/a.605491909495546.1073741828.600749256636478/1421363551241707/?type=3>

**Nelson runs an urban cycleways programme.** **See:** <https://www.nzta.govt.nz/walking-cycling-and-public-transport/cycling/for-people-involved-in-cycling-programmes-and-projects/urban-cycleways-programme/nelson-urban-cycleways-programme/>

**New Plymouth also runs an urban cycleways programme.** **See:** <https://www.nzta.govt.nz/walking-cycling-and-public-transport/cycling/for-people-involved-in-cycling-programmes-and-projects/urban-cycleways-programme/new-plymouth-urban-cycleways-programme/>



## 7.2

**Welcoming public spaces provide opportunities to build trust and relationships between newcomers and members of the receiving community.**

- › Design public spaces that are open and inclusive, and encourage people to connect
- › Provide accessible information about public spaces and facilities
- › Encourage activities like ‘mini fun runs’ for families (particularly newcomers), alongside more major events
- › Create ‘multicultural days’ where people can experience different cultures and learn about each other’s cultures
- › Encourage newcomer groups to meet in council-owned buildings and host newcomer events in council buildings
- › Promote public spaces for gatherings between newcomers and the receiving community
- › Host intercultural exercise events in public parks so members of different cultures can share exercises and games from their cultures; or encourage regular ‘exercise days’ run by different cultural groups
- › Use public transport networks to display migration stories and welcoming messages across the city – for example, Milan Bus Stories<sup>7</sup>
- › Create storytelling street corners where visitors or passers-by can stop and hear stories from different cultures (same can apply to parks, shopping malls and even council buildings)
- › Enable newcomers to tell their stories in public spaces, parks, facilities and libraries through art and photographic exhibitions, cultural festivals etc. For example, Christchurch Public Library hosted a photography exhibition for Islam Awareness Week and Wellington’s Portrait Gallery hosted an exhibition on refugee stories.  
**See:** <http://www.newswire.co.nz/2017/10/refugee-stories-larger-life-new-exhibition/>
- › Encourage schools to use ‘walking school buses’

**Example:**

In Auckland, the ‘Walking School Bus’ is a great way of getting children safely to school, while at the same time encouraging them to mix with children of other cultures and backgrounds as it picks up more and more children along the way. The ‘bus’ provides opportunities for them to connect and strengthen neighbourhood ties and puts the neighbourhood’s diversity on display every day. The idea has even made it onto Canada’s ‘Cities of Migration’ website.

**See:** <http://citiesofmigration.ca/building-inclusive-cities/spatial-inclusion/>

7 [http://citiesofmigration.ca/good\\_idea/milan-bus-stories/](http://citiesofmigration.ca/good_idea/milan-bus-stories/)



## 7.3

**Public spaces and buildings create a sense of community ownership and inclusion for all, including newcomers.**

- › Run a competition to design newcomer-friendly public spaces. Involve schools and community groups. Hold an event where newcomers can safely discuss the entries and provide feedback. Use the event to connect newcomers with existing residents and encourage the sharing of ideas and needs
- › Hold a 'decorate your space day' where newcomers and existing residents can decorate public spaces in the colours and symbols of their culture – for example, decorate trees or pillars, fences and walls
- › Hold tours of public buildings and spaces for newcomer groups to explain their purpose and history and make them feel comfortable in these spaces
- › Encourage the use of public spaces and buildings to reflect and accommodate the diversity of the community through their design, art work, promotion, symbols, signage and usage
- › Hold a competition to create signs and posters for public spaces that communicate a sense of shared ownership and inclusiveness and tell stories about the history, design and purpose of the space
- › Create areas where people can share stories, maps, cultural games, arts and activities
- › Support neighbourhoods to hold 'play on the street' days

**Example:**

**In some cities, parents organise regular street closures for the purpose of children's play.** The parents share food on picnic tables while supervising their children. This is a great way to help break down cultural barriers between neighbours, both children and adults. One example is Westmount Street in Edmonton, Canada. **See:** <http://www.edmontonsun.com/2017/05/31/westmount-street-being-closed-so-children-can-play-for-one-day>

- › Encourage newcomers to take part in volunteer activities that improve public spaces, such as community planting and beach clean-up days, community garden projects, and Department of Conservation volunteer activities. **See:** <http://conservationvolunteers.co.nz/>

**Example:**

**Project Island Song** is a project to bring back birdsong and restore ecological balance to the seven main islands in the Eastern Bay of Islands (Ipipiri). Thousands of trees have been planted, and five rare and endangered species have been reintroduced. Project Island Song is a unique partnership between the community group Guardians of the Bay of Islands, Te Rawhiti hapū (Ngati Kuta and Patukeha) and the Department of Conservation. **See:** <http://www.terawhitimarae.maori.nz> and <http://www.doc.govt.nz/>

There are many ways to get involved, including volunteering, becoming a friend and adopting a tree. **See:** <https://www.projectislandsong.co.nz/index.php>



- › Run a 'Placemaking' project

**Example:**

**Placemaking** is about reinventing public places to make them people-centred, interactive and attractive to the people who live, work and play in the space. Placemaking inspires people to collectively reimagine and reinvent public spaces as the heart of every community. It begins with small-scale, do-able improvements that can immediately bring benefits to public places and the people who use them.

**See:** Placemaking Waikato District Council: <https://www.waikatodistrict.govt.nz/services-facilities/community-development/placemaking>

**An example of placemaking with a Pacific flavour. See:** <http://ouraukland.aucklandcouncil.govt.nz/articles/news/2017/07/people-at-the-heart-of-placemaking/>





## Case study – Welcoming Public Spaces



With golden summers, mild winters and a 3,100 kilometre coastline, Auckland is a paradise for recreational water users – if they know how to stay safe. Newcomers often don't.

Aquatic Educator Alan Chow of WaterSafe Auckland explains that many migrants come from landlocked countries or from regions that are distant from the sea or have little in the way of swimmable waters.

“You often have people who haven't been brought up around water or had much experience of the dangers you come across in natural settings,” he says.

One of WaterSafe Auckland's long-running successes is the West Coast Rock Fishing Safety Project, which began in 2006, following a spate of rock fishing fatalities on Auckland's West Coast and continues today.

When the project was launched as a joint venture between WaterSafe Auckland, Surf Life Saving Northern Region and Auckland Council,

4 per cent of fishers regularly wore lifejackets; by 2015, the figure was 40 per cent and rockfishing drowning fatalities had declined to less than one per annum.

Today the project includes practical workshops, public service notices, and visits by rock fishing safety advisors to popular fishing spots to speak personally with fishers. “A key focus of the campaign”, says WaterSafe Auckland Regional Promotions Manager Barbara Venville-Gibbons, “is getting the message out to the wives, mothers, sisters and daughters, who may be able to influence the fishers' behaviour.”

For more information about WaterSafe Auckland, visit: [www.watersafe.org.nz](http://www.watersafe.org.nz).



## Element 8

# Culture and Identity

### Overarching outcome

There is a shared sense of pride in being part of a culturally rich and vibrant community. People feel their culture is respected and valued by other members of the community. There are opportunities to learn about each other's cultures.







## Case study – Culture and Identity



In Whanganui, the International Women’s Group hosted by English Language Partners has been bringing locals and newcomers together for more than 30 years.

When Leila arrived from Iran, she was miserable. Other than her husband, she knew no-one. Her English was hesitant, and she missed her home and family. She spent a lot of time in tears.

But things have changed. “Now I think she is happy,” says Rana Ghamri.

Rana and Leila are at the International Women’s Group, which has met at English Language Partners for more than 30 years, creating a community of locals and newcomers.

“I have morning tea with Leila every Tuesday and she goes to English language classes too,” says Rana, who arrived in Whanganui with her husband and her family about nine years ago from Abu Dhabi.

“As part of the group, we all try to help one another, because all of us are far away from our countries and our families and we are all learning to live with another language. It can be hard,” says Jane Blinkhorne, the Whanganui English Language Partners Manager.

The group is partly about improving people’s English, says Jane, and partly about building the

community bonds that help migrants and their families settle successfully.

Many of the women are the partners of the skilled migrants that smaller communities like Whanganui need: migrants like Rana’s husband, a doctor at the local hospital.

“For settlement to be successful, every member of the family has to be happy,” says Jane.

The weekly meetings follow a set structure: people introduce themselves in their own language; Jane talks about what is going on around town; there is a speaker or activity and the meeting ends with tea, coffee and home baking.

Nine years into her settlement journey, three of Rana’s children are at university: one studying towards a PhD in genetics, another studying medicine, and a third studying health sciences in preparation for medical school.

For Leila too, life is getting better. She has made friends and has found a network of friends and supporters like Rana through English Language Partners.



## What success looks like

### Overarching outcome

There is a shared sense of pride in being part of a culturally rich and vibrant community. People feel their culture is respected and valued by other members of the community. There are opportunities to learn about each other's cultures.

### Outcomes

8.1

Receiving communities and newcomers share and celebrate their cultures with each other, facilitated by the council and others in the community.

8.2

Newcomers and the receiving community understand what values they each hold dear.



## Welcoming activity ideas

Cultural identity can be defined as the feeling of belonging to a group. It is part of a person's self-perception and relates to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.

There are a number of things you could include in your Welcoming Plan to ensure there are opportunities to learn about each other's cultures. We've listed some ideas below to help get you thinking.

### 8.1

#### Receiving communities and newcomers share and celebrate their cultures with each other, facilitated by the council and others in the community.

- › Support workshops, exhibitions and engagement summits that promote cultural awareness
- › Identify and encourage opportunities for local Māori to provide and support regular powhiri and noho marae experiences for newcomers
- › Partner with mana whenua to provide ongoing opportunities to engage with local Māori and their cultural practices in a meaningful and sustainable way
- › Provide or support a calendar of events that creates opportunities for sharing and celebrating cultural diverse activities
- › Set up a Newcomers Network if you don't already have one in your region. Newcomers Networks have an active forum page and organise regular get-togethers that are open to both newcomers and non-newcomers – for example, coffee groups, walking groups, knitting and crafts groups. **See:** <http://www.newcomers.co.nz/> Boomerang bags is just one fun event promoted on the Newcomers Network event calendar. **See:** <http://www.newcomers.co.nz/events/sewing-crafts-club-2017-09-28/>
- › Attend and help to promote Neighbours' Day Aotearoa. **See:** <http://neighboursday.org.nz/>
- › Use existing networks, like Neighbourly, to help organise neighbourhood events – for example welcome parties for newcomers, Communities Got Talent, or food events like Neighbour Days street BBQs and Welcoming dinner projects. **See:** <https://www.facebook.com/TheWelcomeDinnerProject/> and <http://hapori.co.nz/>
- › Work with mainstream organisation in areas such as sport, arts and youth, to encourage them to do outreach work with newcomer groups. For example, organisations that hold open days to encourage new members (such as YMCA, GirlGuiding New Zealand, Scouting New Zealand or local sport clubs) could extend the invitation to newcomers
- › Develop a booklet of basic information about the newcomer cultures in your community and distribute this throughout neighbourhoods and council-run offices and facilities
- › Organise council-run annual activities that recognise the cultural identity of newcomers
- › Create a 'Diversity Wall' or area that can be regularly updated with images, information and other works that represent the different cultures in the community, for example, flags, drawings, poetry etc





- › Encourage and support newcomers and existing residents of all cultures to hold events to celebrate significant cultural occasions

#### Example:

**In the Spanish town of Badalona**, a request from its Sikh community to hold a religious procession through town streets was first denied, and then approved after town officials suggested they meet with local residents to gain their support. Formal bridge-building meetings ensured the request was approved, with public officials and neighbourhood residents participating in the parade. **See:** <http://citiesofmigration.ca/building-inclusive-cities/spatial-inclusion/>

- › Support community groups to create cultural festivals within your region – for example, Diwali, Islam Awareness Week, Chinese New Year and Africa Day. Some councils support these events with funding or the use of facilities such as libraries or community halls. Creating these opportunities for communities to celebrate and share their culture helps bridge gaps between communities

#### Example:

**Africa Day celebrations, Wellington 2016:** The African Communities Council Wellington (ACCW) and Wellington City Council (WCC) collaborated to run a family-focused cultural festival that showcased African music, arts, dance, language, fashion, food and fun for the whole family. **See:** <http://www.africancommunity.org.nz/events/africa-day/>

- › Support cultural shows or festivals that showcase the talents and skills of newcomers

#### Example:

**Christchurch's Culture Galore Festival** has been running since 2001 and is still going strong. It is a multicultural festival celebrating the city's diversity through food, arts and crafts, music and dance performances from more than 80 cultures who call Christchurch home. It also features food stalls and 'have-a-go' activities, such as stone carving, flax weaving, origami, face painting, baseball hitting, story time etc. The event is supported by community boards and entry and activities are free. **See:** <https://ccc.govt.nz/news-and-events/events/show/193>

## 8.2

### Newcomers and the receiving community understand what values they each hold dear.

- › Provide information on a range of local topics to help newcomers become part of the wider community. Topics could cover areas such as regional history, the local labour market and sectors, the local cultural community and sporting icons, and local kiwiisms
- › Offer tikanga Māori lessons for newcomers to help them understand the basics of Māori traditions, customs and history
- › Use Immigration New Zealand information sources for migrants that refer newcomers to appropriate agencies and information about wider national topics, such as New Zealand's education, health, laws and justice systems. **See Helpful links**



- › Encourage migrant communities to hold events that reflect their values, promote understanding of their culture or faiths, and show a positive contribution to the community. For example, some Muslim communities hold Mosque open days
- › Encourage libraries to host ethnically-themed book clubs and other events that promote ethnic themes and bring communities together

**Example:**

**Opportunities to learn about each other's cultures abound** at the Palmerston North Public Library. One recent event was the Global Festival organised by Global Parent Support: six migrant women from different countries and professions who have set out to promote cultural awareness, understanding and respect in their community.

From 1.00pm, when the Festival launched with a karakia until 4.00 pm, the ground floor of Palmerston North City Library was packed with quietly focused children and their parents, moving from activity to activity.

The children coloured in self-portraits, or located famous sites – maybe the pyramids or the Leaning Tower of Pisa – on a world map. They played the Māori stick games known as tī rākau or took part in building a model whareniui or meeting house. And each activity they completed earned them a stamp in a printed **Global Passport**.

"We hope to motivate children to find out more about the wider world and broaden their horizons. If we understand and respect each other's differences, it will be good for everyone," said Angel Kwan of Global Parent Support.

Palmerston North City Council Multicultural Services Officer Jeremie Corroenne, who is based at the library, praises the event.

"This is what libraries are about. Events like the Global Passport make it clear that libraries are places that belong to everyone in the community and that everyone in the community is welcome." **See:** <https://www.eventfinda.co.nz/2017/global-passport-enrolment-station/palmerston-north>

- › Use existing models, such as 'Age friendly communities', to help people tell their stories

**Example:**

**Wellington City Council uses a mobile caravan** to tell peoples' wartime and other stories. There are a number of other examples on the global network website.

**See:** [http://www.who.int/ageing/projects/age\\_friendly\\_cities\\_network/en/](http://www.who.int/ageing/projects/age_friendly_cities_network/en/)



## Helpful links

The **OEC Language Celebration Guidelines** provide advice on language celebration events for those who wish to celebrate their cultures.

**See:** <http://ethniccommunities.govt.nz/sites/default/files/files/LanguageCelebrationGuidelines.pdf>

**Welcoming America**, the American version of Welcoming Communities, acknowledges the value and importance of storytelling to reinforce positive welcoming experiences and to help build understanding and empathy among the receiving community. Stephanie Ali, Civic Engagement Manager, New American Pathways in Atlanta believes that storytelling is a powerful tool and very effective in both local media and for reaching new audiences. “Storytelling has been great. . .creating opportunities for people to tell their own story is even better”. (Source: Welcoming America, New American Campaign).

**See:** <https://www.welcomingamerica.org/sites/default/files/wp-content/uploads/2014/12/Immigrant-Nation-Webinar-Slides.pdf>

**The New Zealand Now regional pages** provide information on services that support and include newcomers.

**See:** <https://www.newzealandnow.govt.nz/regions-nz/marlborough/healthcare> and <https://www.newzealandnow.govt.nz/regions-nz/marlborough/community-services>



## Case study – Culture and Identity



Crossing the Bridge is a photographic, video and web-based exploration of identity and belonging among 22 people from 20 countries who have made Ashburton their home.

Sophie-Claire from Mauritius and her Kiwi partner moved to Ashburton in 2011. By 2014 they had established a skydiving business and Sophie-Claire had graduated with a degree in anthropology.

But breaking into the local community was more difficult – and Sophie-Claire knew there were other people like her.

It was then that the idea of creating a multimedia exploration of the lives of Ashburton's newcomers came to her. She even had a name in mind – Crossing the Bridge.

Backed by Safer Ashburton, the project obtained funding from Creative New Zealand's Creative Communities Scheme and the Ashburton Trust Lion Foundation, followed by smaller grants from a number of other sponsors.

Each migrant was photographed in temporary studio, videoed in surroundings of their choice, and given a disposable camera to document their daily life. "It was great to give a camera to Yep, who had been in Ashburton for more than 50 years, and to Jack, aged 14 who has been in Ashburton for less than a year, and to then compare the images they captured and the reasons they called Ashburton home."

The studio photographs were displayed in an open-air square and a short documentary compiled from the video interviews played in a portable cinema.

Printed booklets drew on the migrants' collections of photographs, and each participant's biography was released on an online gallery featured on the project's website.

**See:** <http://crossingthebridge.co/>

**Notes:**

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## **Welcoming Communities Te Waharoa ki ngā Hapori**

**'Putting out the welcome mat'  
– a resource for developing your Welcoming Plan**

**Te Whāriki  
– he rauemi e whanake ana i tō whāriki**

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[www.mbie.govt.nz](http://www.mbie.govt.nz)  
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