Refugee Programme

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

The *Computers in Homes* Refugee programme, which has been running since 2004, continues to support newly arrived refugees with critical tools for their new life in New Zealand – a computer and internet connection. During 2015–16, we supported refugee families in five centres – Auckland, Hamilton, Palmerston North, Wellington and Nelson.

Di Daniels

Cara Sefuiva   *Shona Te Huki*

MORE INFO ON OUR BLOG AT:
cihrefugee.blogspot.co.nz

Our contract with the Ministry of Education was expanded during the year to accommodate Syrian families escaping the crisis situation in their home country. This has also involved setting up a new refugee programme in Dunedin.

We have continued with the new approach originally set up in the last financial year to spread the load of weekend work and provide more localised support for refugee CiH training in some regions. I appreciate the support of Shona Te Huki in the Wellington and Palmerston North areas and Cara Sefuiva in Auckland. Both Shona and Cara are experienced *Computers in Homes* coordinators and have demonstrated they can bring the right level of cultural understanding when supporting refugee families. Thank you both for your support during 2015-16.

Our good friend Antonio Diaz Andrade from the Auckland University of Technology has continued his research interests in understanding the benefits of digital connectivity for refugee families. His published paper "The Rear-View Mirror and the Periscope: The Meaning of Computer-mediated Information for Refugees" has been recognised internationally. His concept of a 'rear-view mirror' is based on the idea that refugees are able to use the internet to connect back to their roots, while the 'periscope' idea is based on the idea that refugees can use the internet to observe, and to some extent be part of, activities in their host country without necessarily being exposed to other members of the community. Antonio is currently engaged in some in-depth interviews of refugee families that we are supporting as well as in producing some video case studies.

During the year we have continued to face huge challenges in connecting families to UFB (Ultrafast Broadband), especially for families in multi-dwelling units and cross-leased properties where landlord and neighbour permission is needed. This is particularly challenging for newly arrived refugees who typically do not have the language skills or the confidence to approach neighbours seeking their permission. While this is technically a responsibility of the local fibre provider, we have found some providers shift this responsibility to the tenant. We would like to acknowledge the ongoing patience and perseverance

REPORT CARD 2016

750 refugees arrive in New Zealand each year as part of the UN Refugee Quota programme. More arrive via the Family Reunification Scheme • **1134** refugee families have participated in *Computers in Homes* from 2004–15 • **117** families graduated as at 31 July 2016 • **5** regions – Auckland, Hamilton, Palmerston North, Wellington and Nelson – benefited in 2015–16.

of both families and the local technical support teams who have stuck with us throughout this sometimes lengthy process. We were pleased to see Minister Amy Adams intervene with a new streamlined process for securing landlord and neighbour approvals; this will certainly help the refugee families we are supporting as well as our other *Computers in Homes* families, many of whom are in rental accommodation.

During the year, we also implemented a new approach in terms of applying the 12-month internet subsidy to refugee families' internet accounts. This is now applied as a monthly direct debit to the families' internet provider. As many families prefer to have a landline telephone connection, this new approach gives them the flexibility to choose the phone/internet package best suited to their needs.
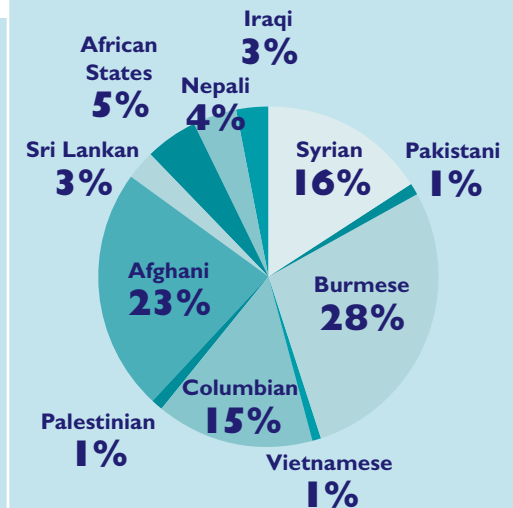
We would like to thank Abdirizak Abdi and Susan Gamble from the Ministry of Education and the training partners in each of the refugee resettlement areas. We appreciate this very special opportunity to work with newly arrived refugees and for the open and positive collaboration amongst all parties involved in the delivery of the *Computers in Homes* programme.

GRADUATES 2015–16:

Auckland RYAN Centre	30
Hamilton HMST Waikato Migrant Centre	16
Palmerston North Freyberg High	16
Wellington RSA Porirua	39
Nelson Victory School	16
TOTAL	**117**

PROFILE OF OUR CIH GRADUATES:

Iraqi 3%
African States 5%
Nepali 4%
Sri Lankan 3%
Syrian 16%
Pakistani 1%
Afghani 23%
Burmese 28%
Palestinian 1%
Columbian 15%
Vietnamese 1%

ADVISORY GROUP

Abdirizak Abdi, Lead Adviser Refugee and Migrant Education, MoE

Susan Gamble, Manager ESOL, Migrant, Refugee and International Education, MoE

Adel Salmanzadeh, Northern Region Coordinator, MoE

Afat Xiao, Central North Coordinator, MoE

Gina Gonzales and Maureen Zaya, Central South Coordinators, MoE

Hassan Ibrahim, Southern Region, MoE

Di Daniels, CiH National Coordinator

ICDL Programme

ICDL
New Zealand

ICDL is recognised internationally as the benchmark for digital skills in the workplace. Nearly 15 million people throughout the world are ICDL-certified. In New Zealand we are supporting 7500 jobseekers to complete an ICDL qualification over three years (2015–17) through our *KiwiSkills* programme.

ICDL is offered in an advanced online environment that includes training as well as diagnostic and certificate testing. For candidates new to computers, workbook modules (Digital Citizen and Digital Citizen Plus) are also available.

For the period 1 July 2015 – 30 June 2016, a total of 1791 candidates completed 2,649 diagnostic tests and 877 certificate tests. As at 1 July 2016, we have thirty ICDL accredited test centres, but we expect this number to double by the end of 2016.

Our focus during 2015–16 has been almost entirely on the *KiwiSkills* programme. We reached our Year One target of 1500 jobseekers in 2015; our challenge for 2016 is to reach a further 2500.

One of the highlights for the year has been to see our first *Computers in Homes* participant achieve their ICDL Certificate. As profiled in our mid-year *Computers in Homes* report (January 2016), Irenee Hollard from Halfway Bush in Dunedin graduated from *Computers in Homes* in July 2013 and then worked through a number of *Stepping UP* and ICDL modules. Two years later she completed the *KiwiSkills* programme and was awarded an ICDL Certificate. Special thanks to tutor, Rebecca South, who piloted a new 'flexi-approach' in supporting students through *Stepping UP* and ICDL, depending on their digital competency. This approach has now been picked up by other *Computers in Homes* coordinators and we expect this to become a standard option in all regions during 2016–17.

Another highlight was the *KiwiSkills* digital challenge for tertiary students at Ara Institute of Technology in Christchurch. Over 100 students engaged in the activity and this stimulated a strong interest from the Institute to offer ICDL on an ongoing basis.

We noted with interest the publication of a report during the year by the ECDL Foundation – *Perception and Reality: Measuring Digital Skills in Europe*. The report summarised the findings of digital literacy studies in five European countries, where people compared their perceptions of their own digital skills with the results of a practical test (using components of ICDL modules). All reached the same conclusion: people tend to over-estimate their skills, and that

Karin Elliott

Sarah Lee

June Robinson

PERCEPTION AND REALITY

significant skills gaps exist even in countries considered to be digitally advanced.

This finding challenges the popular misconception that everyone has the necessary digital skills for work and for life, especially young people who are often referred to as 'digital natives'. We are planning to carry out a similar study in New Zealand in partnership with some other countries in the Asia-Pacific region and we are confident that we will discover a similar result.

We were delighted to welcome June Robinson as our *KiwiSkills* Manager during the year; her task has been to strengthen the presence of the programme in Auckland, and she has been very successful in connecting with potential delivery partners. Over 80 organisations including 41 schools have indicated an interest in *KiwiSkills*. Jobseekers are our target group and we have discovered that one of the

best channels to reach this group is through senior secondary students. While many of these students enter into tertiary education programmes, nearly a quarter of the 60,000 school leavers each year are trying to enter the workforce.

The strong interest from schools has come as a direct result of the NCEA Level 2 credit recognition for some of the ICDL modules. Students can earn a maximum of 19 Level 2 credits by successfully completing six ICDL modules.

Business and government leaders are also increasingly calling for more digital skills in the workforce and ICDL is one way to achieve this.

Our challenge for the coming year is to not only register new candidates but also support our delivery partners in guiding all candidates through the programme to achieve certification.

We have appreciated support from Gordon Grimsey during the year. Gordon is a member of the NZQA group reviewing ICT qualifications and has been providing advice to the Trust on how the ICDL modules map to the new qualifications. He has also reviewed ICDL training and testing materials and sent constructive suggestions for improving the materials to the courseware team in ICDL Headquarters (Dublin, Ireland).

Our success to date has relied heavily on support from our whole *KiwiSkills* team – June Robinson, our *KiwiSkills* Manager, Sarah Lee, for marketing and client relationship support and Karin Elliott, for her dedicated administrative and technical support for all our delivery partners. Karin's support has been vital in providing training for new Accredited Test Centres (ATCs), as well as in the production of candidate certificates and in responding to the never-ending technical questions from partners. We acknowledge that the ICDL product is a dynamic one, with continuous improvements, but this does put pressure on our support team. So much so that we have appointed Eleanor Dashfield as a part-time support person to relieve some of the pressure on Karin and provide much needed backup when Karin is on leave.

BASE MODULES	INTERMEDIATE MODULES	ADVANCED MODULES
Computer Essentials	Presentation	Advanced Word Processing
Online Essentials	Online Collaboration	Advanced Spreadsheets
Word Processing	IT Security	Advanced Databases
Spreadsheets	Project Planning	Advanced Presentation
	Using Databases	
	Web Editing	

Stepping UP

Stepping UP provides free, community-based computer and internet training for adults. The programme modules (called digital steps) focus on practical ways in which digital tools can be used by people to enhance their lives. Our focus in 2015–16 has been to expand our network of delivery partners, mainly with public libraries but also with a number of community technology centres.

Sue Kini

Demand for the *Stepping UP* programme continues to grow; in the first 6 months of 2016 we have already exceeded the total number of digital steps completed in 2015 (2382 in just seven months compared to 2197 for 2015).

All *Computers in Homes* families are encouraged to continue their digital learning journeys by participating in *Stepping UP* modules and nearly 25% do. However our strategy is to collaborate with public libraries and other local providers to ensure that there are ongoing digital training opportunities available to the whole community, as and when required.

During the year the 2020 Trust signed a Memorandum of Understanding with Public Libraries of New Zealand (PLNZ). We agreed to collaborate in supporting public libraries develop and deliver digital literacy initiatives. We have been delighted with the positive response from libraries throughout New Zealand. A total of 33 public libraries and 12 community organisations offered *Stepping UP* modules during 2015-16. A further eight are expected to offer *Stepping UP* by the end of 2016.

It is interesting that Computer Basics remains the most popular digital step; despite living in an increasingly digital world, there are still many people who haven't taken the first step in using digital technologies. 67% of all participants were aged over 50. The 2-hour "just in time" *Stepping UP* courses appear to suit people who do not want to commit to a full-time course or programme such as those offered through adult education night classes or by SeniorNet. Yet they realise they need some basic digital skills just to exist. Libraries have also found that the *Stepping UP* classes provide an excellent mechanism for responding to people who just turn up or have been referred by Work & Income; these people often expect immediate support from librarians and it is really helpful to be able to say "how about signing up for this class next week".

Stepping UP classes have a high level of 'repeat customers'; 61% of all participants indicated that this was not their first class. This in itself is a strong endorsement of the quality of the programme. Thank you to all the tutors and librarians who make this such a positive experience for everyone.

## DIGITAL STEPS COMPLETED 2013 – 2016:
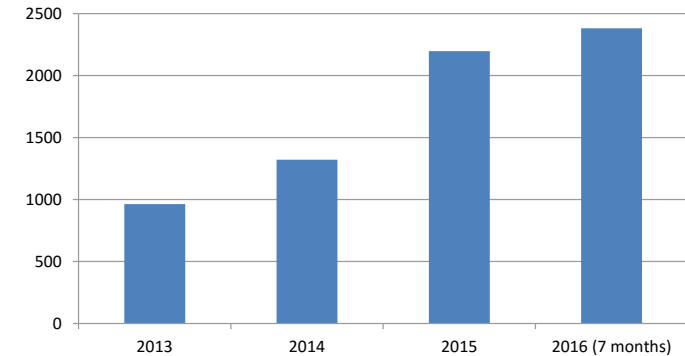
The range of digital steps being offered also expanded during the year. Some libraries have developed their own modules; we have encouraged them to use the *Stepping UP* programme to share these with other libraries. New digital steps added during the year were:
• Go On – Give it a Click (using Work & Income's My Account)
• Google Drive (using online 'cloud' storage)
• Pinterest (a visual bookmarking tool), developed by Picton Library & Service Centre
• Photo Editing Basics (using the PIXLR Editor), developed by Tasman District Library
• Ancestry – Library Edition (searching on Ancestry.com), developed by Tasman District Library

We always welcome suggestions for new digital steps; our thanks to Patrick Harlow (Wellington) and Rebecca South (Dunedin), two of our most experienced *Stepping UP* tutors, for their support in reviewing new modules.

The 2020 Trust's mobile digital learning bus, DORA, visited the West Coast for a term in 2015 and is still there! Thank you to WestREAP for looking after DORA and putting her to good use, supporting remote West Coast communities with digital literacy training as well as stepping in to provide internet connectivity when Westland High School's IT infrastructure was destroyed in a fire in February 2016.
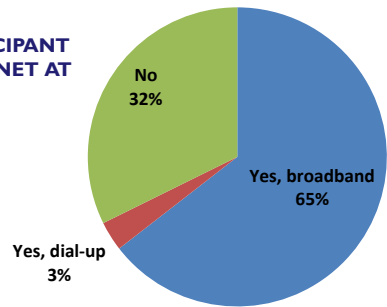
PARTICIPANT AGE:
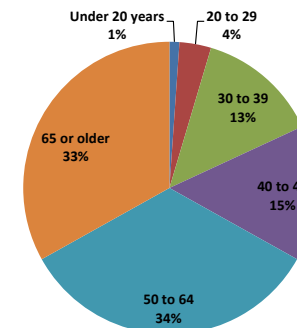
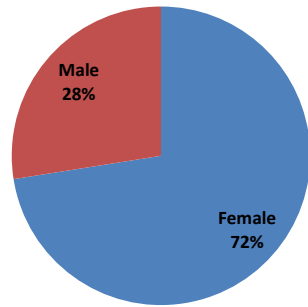## FIRST DIGITAL STEP CLASS ATTENDED?
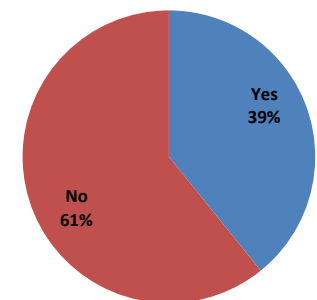
Participant Profiles

The people who turn up to take Digital Step classes at public libraries are older than CiH participants (the majority over 50), more than a third is retired, there are many more women than men (2 in 3 are women) and there are many more Pākehā participants than those adults taking part in the CiH training. Two-thirds (68%) identify as Pākehā/NZ European, one quarter are Māori (25%) and only a small percentage Pasifika (3%). There is a wide range in educational background with 25% saying they have no formal educational qualifications, yet on the other hand 17% have a tertiary qualification. Most (70%) have a computer at home, however that computer tends to be the property of another family member. All but a handful have a broadband connection at home. There is little opportunity for these participants to use the internet-enabled home computer which is why they are lacking core digital skills.
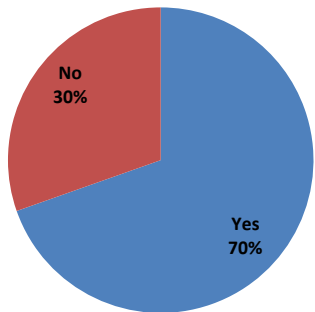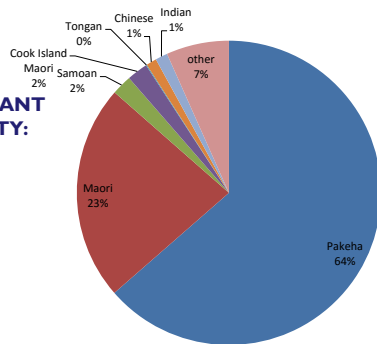
PARTICIPANT INTERNET AT HOME:

No 32%
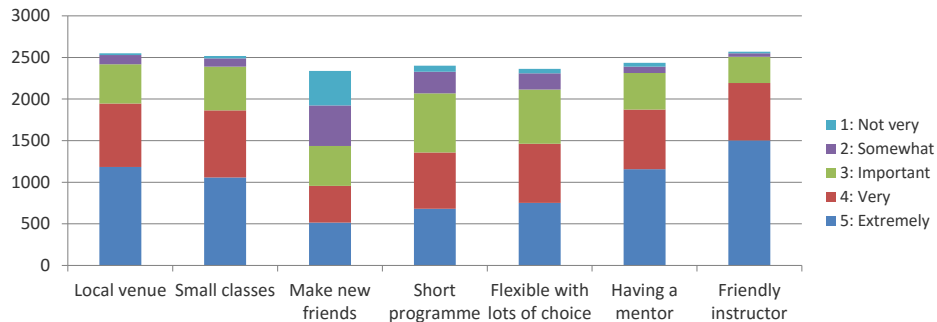Yes, broadband 65%
Yes, dial-up 3%

PARTICIPANT GENDER:

Male 28%
Female 72%

PARTICIPANT COMPUTER AT HOME:

No 30%
Yes 70%

PARTICIPANT ETHNICITY:

Tongan 0%
Chinese 1%
Indian 1%
Cook Island Maori 2%
Samoan 2%
other 7%
Maori 23%
Pakeha 64%

WHAT WAS IMPORTANT TO YOU ABOUT THE DIGITAL STEP CLASS?

Legend:
- 1: Not very
- 2: Somewhat
- 3: Important
- 4: Very
- 5: Extremely

Categories: Local venue, Small classes, Make new friends, Short programme, Flexible with lots of choice, Having a mentor, Friendly instructor

HOW DO YOU EXPECT THIS DIGITAL STEP TO BENEFIT YOU?

Most participants who completed the survey in the last 12 months (a total of 2990) were seeking general upskilling (82%). A substantial proportion (42%) were seeking skills to help manage their personal life, another group wanted to learn how to access information such as health (27%) and others were looking for work-related skills or literacy and learning skills.

Categories:
- Helping with personal life e.g. managing finances, shopping online etc.
- Accessing information such as health or local community events
- Helping with my children's or my grandchildren's/mokopuna homework
- Steps to further qualifications
- General up-skilling
- New job (new skills to help you get a job)
- Current job (new skills can be used at your workplace)
- Other

PARTICIPANT EMPLOYMENT:

Half the participants enrolled over the past year in this digital skills programme were either retired or on a benefit. Another quarter were in employment, mostly in part-time work and 15% said they were actively looking for work.

Categories:
- Looking for a job
- Beneficiary
- Retired
- Student
- Parent or Carer
- Volunteer work
- Full-time work
- Part-time work
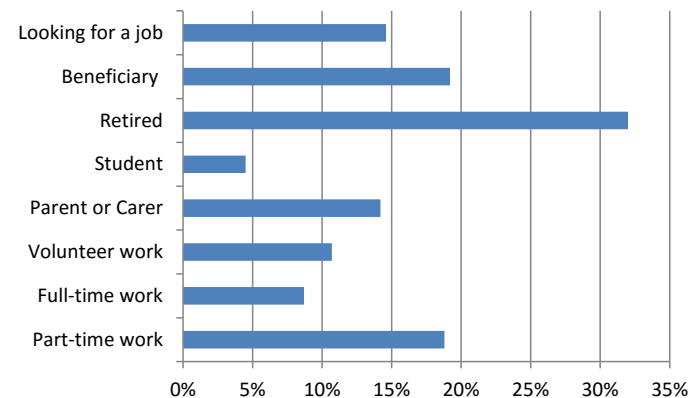
Digital Steps

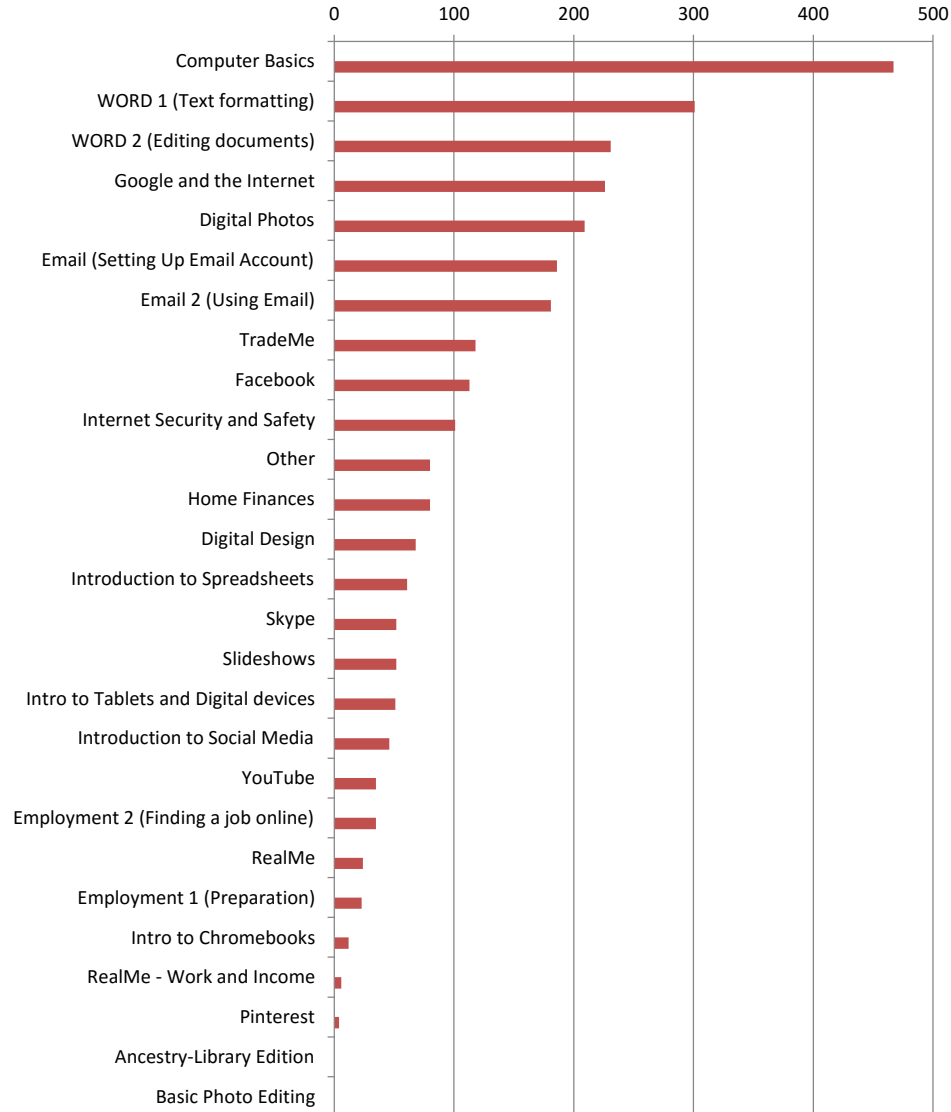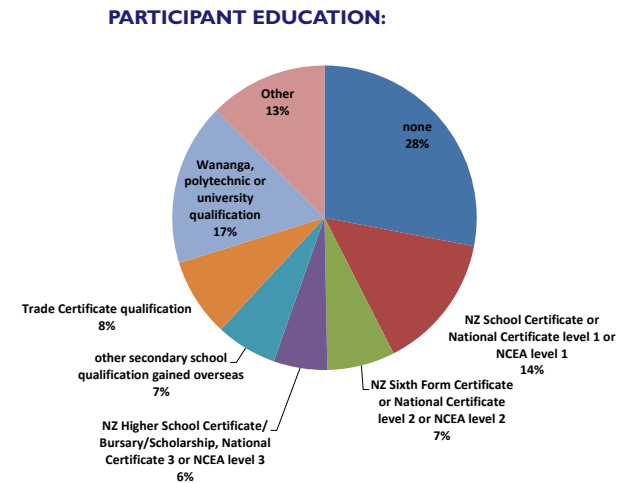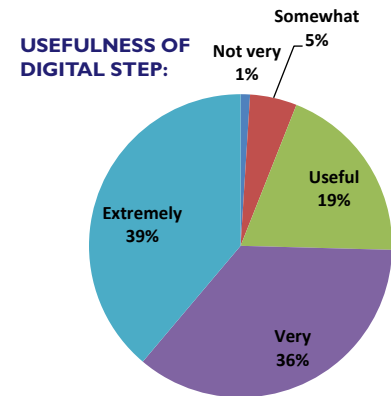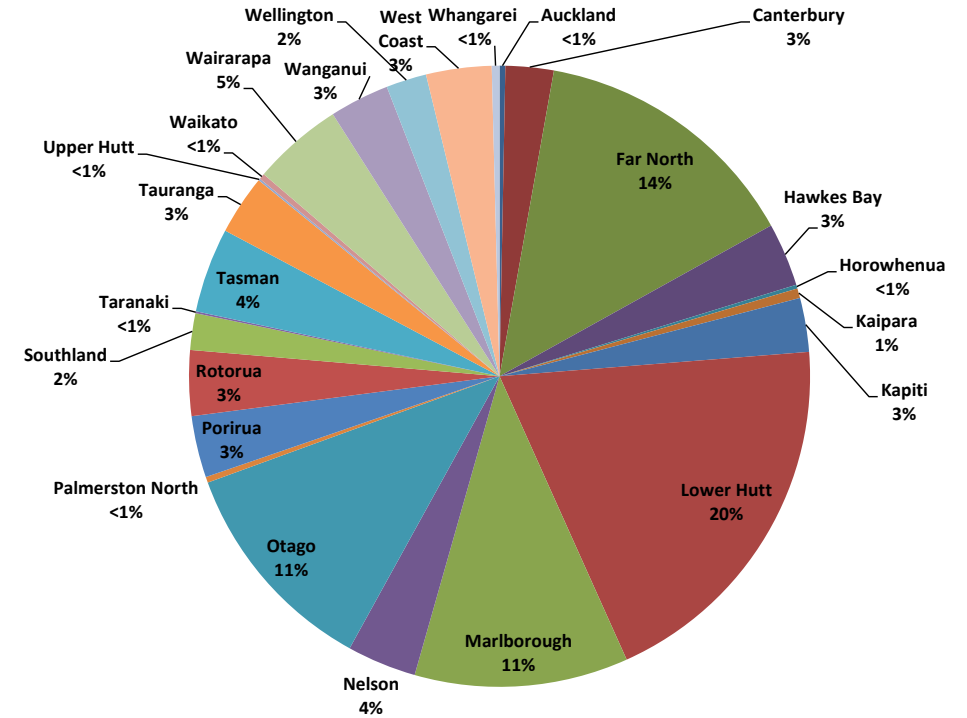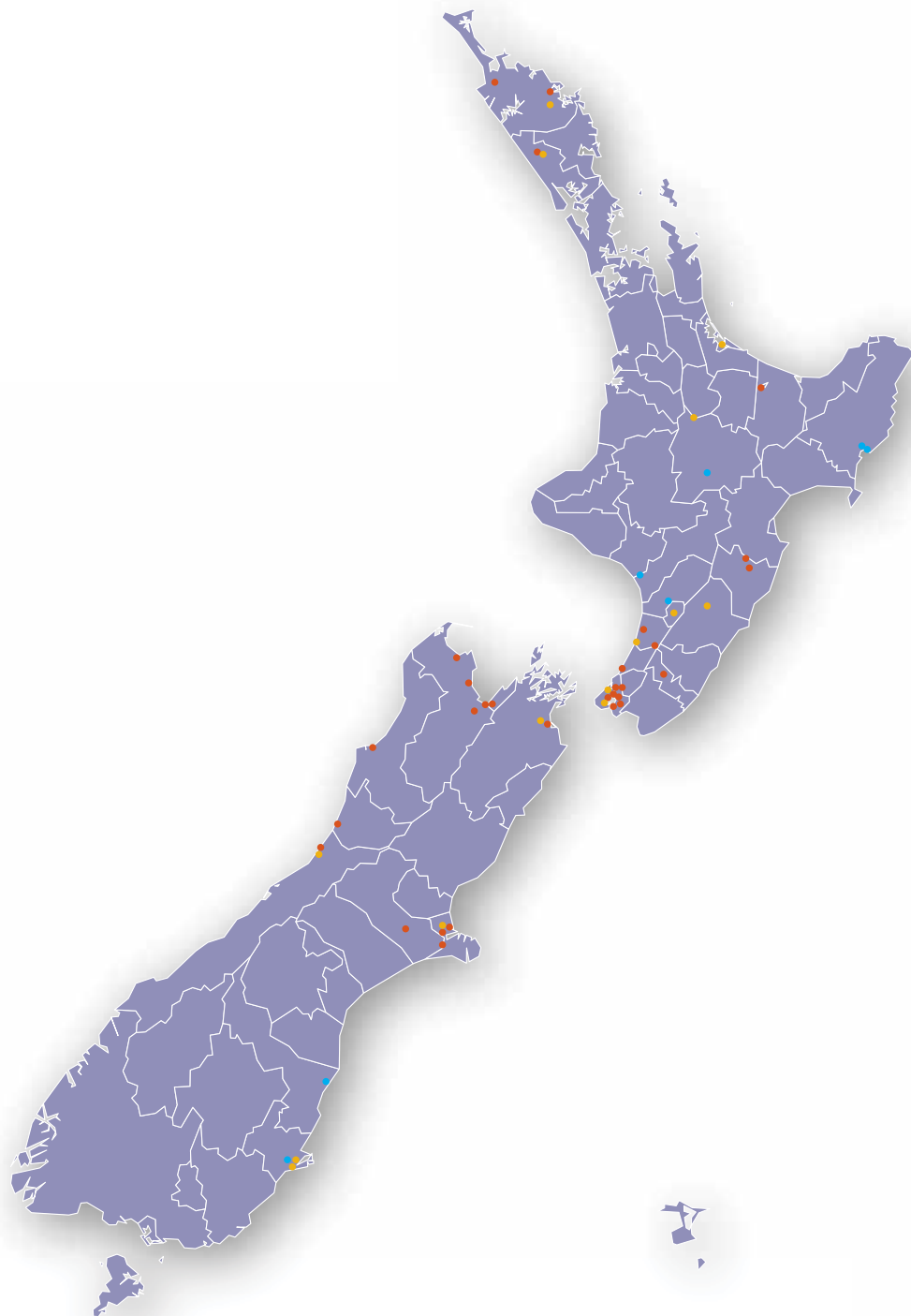The majority, when enrolling in their first Digital Step selected basic skills modules for their first step but those returning to complete further steps have enrolled in a wide range of topics. Overall the evaluation of these classes has been very positive with 75% saying they found the content very or extremely useful.

DIGITAL STEPS COMPLETED:

Module	(approx. count)
Computer Basics	~470
WORD 1 (Text formatting)	~305
WORD 2 (Editing documents)	~230
Google and the Internet	~225
Digital Photos	~210
Email (Setting Up Email Account)	~190
Email 2 (Using Email)	~185
TradeMe	~120
Facebook	~115
Internet Security and Safety	~100
Other	~80
Home Finances	~80
Digital Design	~70
Introduction to Spreadsheets	~60
Skype	~50
Slideshows	~50
Intro to Tablets and Digital devices	~50
Introduction to Social Media	~45
YouTube	~35
Employment 2 (Finding a job online)	~35
RealMe	~25
Employment 1 (Preparation)	~25
Intro to Chromebooks	~15
RealMe - Work and Income	~5
Pinterest	~5
Ancestry-Library Edition	~0
Basic Photo Editing	~0

STEPPING UP REGIONAL BREAKDOWN:

- Wellington 2%
- West Coast 3%
- Whangarei <1%
- Auckland <1%
- Canterbury 3%
- Wairarapa 5%
- Wanganui 3%
- Waikato <1%
- Upper Hutt <1%
- Far North 14%
- Hawkes Bay 3%
- Tauranga 3%
- Horowhenua <1%
- Kaipara 1%
- Tasman 4%
- Kapiti 3%
- Taranaki <1%
- Southland 2%
- Rotorua 3%
- Porirua 3%
- Lower Hutt 20%
- Palmerston North <1%
- Otago 11%
- Marlborough 11%
- Nelson 4%

USEFULNESS OF DIGITAL STEP:

- Somewhat 5%
- Not very 1%
- Extremely 39%
- Very 36%
- Useful 19%

PARTICIPANT EDUCATION:

- Other 13%
- none 28%
- Wananga, polytechnic or university qualification 17%
- Trade Certificate qualification 8%
- other secondary school qualification gained overseas 7%
- NZ Higher School Certificate/ Bursary/Scholarship, National Certificate 3 or NCEA level 3 6%
- NZ Sixth Form Certificate or National Certificate level 2 or NCEA level 2 7%
- NZ School Certificate or National Certificate level 1 or NCEA level 1 14%

Stepping UP Partners:

● **Libraries:**

Buller District Library, Westport
Dargaville Library
Darfield Library
Eastbourne Library, Hutt City
Foxton Library
Grey District Library, Greymouth *
Kaitaia Library
Kerikeri Proctor Library
Leeston Library *
Lincoln Library *
Marlborough District Library, Blenheim
Masterton District Library *
Motueka Public Library
Naenae Community Library, Hutt City
Nelson Public Library
Nightingale Library Memorial, Tahunanui
Paraparaumu Library
Picton Library & Service Centre
Rolleston Library *
Rotorua District Library
Shannon Library
Stoke Library
Stokes Valley Library, Hutt City
Taita Library, Hutt City
Takaka Memorial Library
Richmond Library
Upper Hutt City Library *
Waipawa Library
Waipukurau Library *
Wainuiomata Community Library, Hutt City
War Memorial Library, Hutt City
Westland District Library, Hokitika *
* new in 2015-16

● **Community Technology Centres (CTCs)**

Brookfield Community Centre, Tauranga
Carisbrook School, Dunedin
Holy Cross School, Wellington
Moving Mountains, Tokoroa
Porirua RSA, Porirua
Te Aroha Noa Community Services, Palmerston North
REAP Marlborough, Blenheim
Rowley Ave School, Christchurch
Silversteam School, Dunedin
Tararua REAP, Dannevirke
Te Roroa Learning Assistance, Dargaville
Te Takere, Levin
West REAP, Hokitika

● **Other libraries and CTCs planning** *Stepping UP* **classes:**

Dunedin City Library
Fielding Public Library
HB Williams Memorial Library, Gisborne
Kawakawa Library & Service Centre
Taupo District Libraries
Tairawhiti Technology Trust, Gisborne
Waitaki District Libraries
Whanganui District Library