



**Knowledge for New Settlers:
A Survey of Needs in Hamilton**

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EXECUTIVE SUMMARY

Over the past decade there has been a substantial increase in the number of non-English-speaking-background new immigrants and refugees coming to New Zealand. The 2001 census identified 6,600 new migrants who had chosen to settle in Hamilton between 1996 and 2001; ten percent of them could speak other languages but not English or Maori. The main aim of this report is to provide information to assist with the development of support services for new immigrants and refugees in Hamilton. The specific research objectives were to:

1. describe the demographic characteristics of new settlers in Hamilton;
2. analyse the information currently available to new settlers in Hamilton;
3. determine the extent to which existing information is able to meet the needs of new settlers;
4. identify the information that would be most useful translated into “other” languages; and
5. recommend ways in which the delivery of information services to new settlers can be improved.

The research project has found that there is a wide range of information on issues related to daily living, transport, health, education, housing, welfare, legal and employment available to new settlers. However, it is scattered across various locations in the city and is often difficult for even local English speakers to access. Around 80 percent of this information is written in the English language only.

Twenty-four key informants from ethnic community, NGO community and government agencies rated the usefulness of items of information for new settlers and the need for translation into other languages. Information that is considered “highly useful” and “highly necessary” to have translated includes the following 15 items:

- Local English language tuition and costs
- Local interpreters and translation services
- How to set up a bank account
- How to obtain a driver’s licence
- New Zealand traffic rules and regulations
- New Zealand education system
- New Zealand tax system
- New Zealand health system
- Public Accident and Emergency Service
- New Zealand Police – role and responsibilities
- State housing information
- Tenancy disputes and other matters
- Department of Work and Income information
- Social welfare benefits

- How to apply for permanent residence in New Zealand

Data from the 2001 Census indicate the top five non-official languages spoken by new settlers in Hamilton with no English or Maori are: Chinese (includes Mandarin and Cantonese), Somali, Korean, Khmer and Arabic. Top priority should be given for the translation of relevant items of information into these languages. Other languages that were identified by the survey of key informants as important for translation in Hamilton were Hindi, Punjabi, Samoan and Tongan.

The delivery of information services to new settlers can be improved by displaying the information in locations that are easily accessible. Apart from using a Central Resource Centre recommended to be established by Intersect Waikato's *Refugee and New Migrant Strategic Plan*, other places where information for new settlers could be most usefully distributed in Hamilton are: the Hamilton City Council, Hamilton Multi-Cultural Services Centre, Refugee and Migrant Services and the Department of Work and Income. In addition, displays advertising the material available should be placed in prominent locations.

An informal, drop-in type centre, where new settlers can find information, advice, and referral services all in the same place, was seen as the ideal solution for new settlers to quickly and easily acquire the knowledge they need to adapt to everyday life in Hamilton.

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1. INTRODUCTION

1.1 Background of the study

Over the last decade there has been a substantial increase in the number of non-English-speaking background (NESB) new immigrants and refugees coming to New Zealand. Between 1 July 1992 and 30 June 2002, 50 percent of the people who were approved for residence in New Zealand came from Asia, 11 percent from Africa, 4 percent from Southern and Eastern Europe and 3 percent from the Middle East. Only 31 percent were from the traditional source countries in Northern and Western Europe, North America and the South Pacific¹. In terms of their countries of origin, the top ten source countries of residence approvals in the 2001/2002 financial year were: People's Republic of China (accounting for 17 percent of total approvals), India (16 percent), Great Britain (12 percent), South Africa (8 percent), Fiji (6 percent), South Korea (4 percent), Samoa (4 percent), Malaysia (4 percent), Philippines (3 percent) and Taiwan (2 percent) (New Zealand Immigration Service, 2002).

There have also been changes in the types of migrants coming to New Zealand. Until the early 1980s the main method of regulating immigration was the occupational priority list, which allowed for the entry and residence of people who had skills that were in short supply in New Zealand. With the introduction of a points-based immigration programme in the early 1990s, growing numbers of migrants to this country are people with experience, skills and qualifications, but do not necessarily have an immediate job to go to. There is also a business immigration programme which allows for the entry of investors and entrepreneurs. In 2001/2002, 68 percent of all residence approvals were approved through the Skilled/Business stream (New Zealand Immigration Service, 2002). The 'other' stream includes the Family and Humanitarian Categories, the Samoan Quota and various other approvals, such as Quota Refugees. The Family Category enables close family members of New Zealand citizens and residents to be granted residence. Over the past ten years the number of people approved through the Family Category has gradually increased. In 2001/2002, family reunification accounted for 27 percent of all residence approvals (New Zealand Immigration Service, 2002).

As a result of the changes in immigration source countries and types of migrants, the new settlers who have entered New Zealand over the last decade have much more variable needs than ever before. For migrants from non-English-speaking backgrounds, for example, a language barrier can pose serious problems in many aspects of their lives. Not only do they lack the skills to access the local information system, they also tend to experience more difficulties finding employment and negotiating with health care providers and other social services (Bell, 2001; Fletcher, 1999; Ho *et al.*, 2002; Watts and Trlin, 2000; Winkelmann and Winkelmann, 1998). In addition, research has also found that older migrants, 'astronaut'² families, migrants from rural backgrounds, teenagers and refugees are groups that are likely to encounter more problems in building up supportive connections in the new society (Ho *et al.*, 2000).

¹ This figure does not include citizens and residents of Australia who do not need approval to reside in New Zealand.

² 'Astronaut' families refer to families which contain members who return to their countries of origin to work while part of the family, usually the women and children, remain in New Zealand.

The main purpose of this research project is to provide information to assist with the development of support services for new immigrants and refugees in Hamilton. When the project proposal was written in October 2001, the research was designed to be carried out in two stages. The first stage of the study, which was completed in December 2001, was to examine information currently available to ethnic communities in Hamilton and to investigate the ease with which new immigrants and refugees have been able to access this information.

The second stage of the project was originally planned to take place in July 2002. It was to involve conducting 20 key informant interviews to find out the extent to which existing information and support services are able to meet the needs of new immigrants and refugees and how these services can be improved. This research was postponed as in April 2002, Intersect Waikato³ initiated a much larger, comprehensive and inclusive consultation process for the development of a strategic plan for refugees and new migrants in the Waikato region. The outcome was the recently published *Refugee and New Migrant Strategic Plan 2002-2007*, which highlights four key areas with issues that need addressing (Intersect Waikato, 2002). The goals, objectives and recommended strategies to address these issues are also included in this plan.

In view of the above development, the proposed research in the second stage was revised in September 2002. Instead of duplicating the work which has already been done by Intersect Waikato, a survey investigating the information needs of new settlers was completed. The survey complimented the activities detailed in the Intersect Waikato's Strategic Plan by addressing new settlers' information needs in four key areas (Social and Cultural Connectedness; Health and Well-Being; Education, Language and Literacy; and Employment and Financial Independence) identified in the Strategic Plan. In addition, a brief demographic profile of new settlers in Hamilton was compiled. The second stage of the study was completed in January 2003.

1.2 Report structure

The substantive part of this report is divided into four sections. The next section presents a demographic overview of new settlers in Hamilton. The following section, Section 3, presents the findings of a student fieldwork exercise where existing settlement-related information was collected, collated and analysed to discover what information was readily accessible, the languages in which it was published and any difficulties encountered in gathering this information. Section 4 reports on a survey of the perceived information needs of new settlers supplied by a group of key informants involved in some aspect of work with new migrants or refugees in Hamilton. The report concludes with a brief discussion of the findings from the research and some recommendations.

³ Intersect Waikato is a newly established intersectoral forum in the Waikato region (Intersect Waikato, 2002). Members of Intersect include the Chief Executives of the Government and publicly funded agencies who resource a number of intersectoral initiatives in the Waikato and these include Housing NZ Corporation; Ministry of Education; NZ Police; Te Puni Kokiri; Waikato District Health Board; Ministry of Social Development – Department of Work and Income; Community Probation Service; and the Department of Child, Youth and Family Services.

2. NEW SETTLERS IN HAMILTON: DEMOGRAPHIC OVERVIEW

In 2001, there were 114,921 people living in Hamilton. Six percent, or 6,603 people, were born overseas and arrived in New Zealand between 1996 and 2001. This section gives a brief demographic profile of these new settlers⁴, using information derived from the 2001 Census of Population and Dwellings.

2.1 Place of birth

The People's Republic of China was the leading country of birth among the new settlers who had chosen to settle in Hamilton between 1996 and 2001 (14 percent). It was followed by the United Kingdom and Ireland (11.9 percent), South Africa (9.5 percent), Taiwan (8.1 percent), Fiji (5.4 percent), Australia (5.3 percent), Republic of Korea (5.2 percent), Somali (4 percent), India (3.8 percent) and Cambodia (2.3 percent). Table 2.1 shows the broad regions where the new settlers were born.

Table 2.1 Place of birth of new settlers living in Hamilton

Region	Number	Percent
Oceania	1,053	16.0
North-West Europe	933	14.1
Southern and Eastern Europe	132	2.0
North Africa and the Middle East	225	3.4
South-East Asia	522	7.9
North-East Asia	2,004	30.3
Southern and Central Asia	417	6.3
The Americas	255	3.9
Central and West Africa	36	0.6
Southern and East Africa	1,026	15.5
Total, new settlers in Hamilton	6,603	100

2.2 Ethnic groups

The census ethnic data show that in 2001, 49.2 percent of the new settlers in Hamilton indicated that they belonged to an Asian ethnic group, 33.7 percent an European ethnic group, 6.7 percent a Pacific Peoples ethnic group and 5.5 percent an African ethnic group. In addition, the proportions identifying themselves as belonging to a Middle Eastern, Maori or Latin American ethnic group were 3.5 percent, 1.2 percent and 0.7 percent respectively (Table 2.2). These ethnic categories overlap, since individuals were able to report more than one ethnic group. The proportions of Europeans, Maori, Pacific peoples, Asians and 'other' ethnic groups in the total Hamilton population were 76.3 percent, 18.6 percent, 3.4 percent, 7 percent and 1.1 percent respectively (Table 2.2).

⁴ New settlers in this report are defined as people who stated in the census that they were born overseas and had been resident in New Zealand for less than five years.

Table 2.2 Ethnic groups of new settlers and total residents in Hamilton

Ethnic Group¹	New Settlers		Total Residents	
	Number	Percent	Number	Percent
European	2,226	33.7	87,738	76.3
Maori	78	1.2	21,357	18.6
Pacific Peoples	441	6.7	3,861	3.4
Asian	3,246	49.2	8,055	7.0
African	366	5.5	705	0.6
Middle Eastern	228	3.5	453	0.4
Latin American	45	0.7	126	0.1
Other	3	0.0	6	0.0
Total Hamilton	6,603	100	114,921	100

¹ Where a person reported more than one ethnic group, they have been counted in each applicable group.

The top ten ethnic groups reported by new settlers in Hamilton in 2001 were: Chinese (25.2 percent), NZ European (10 percent), Indian⁵ (8.8 percent), South African (7.2 percent), British (6.2 percent), Korean (5.2 percent), Somali (3.9 percent), Australian (2.8 percent), Khmer/Cambodian (2.1 percent) and Japanese (1.9 percent).

2.3 Age and Sex

In 2001, 29.5 percent of the new settlers in Hamilton were in the younger working ages of 25 to 39 years, and 27.4 percent were youth (aged 15 to 24 years). These proportions were higher than those in Hamilton's total population (22.6 percent and 18.3 percent respectively). On the other hand, the proportions of children (those aged under 15 years), older people (those aged 65 years and over) and those in the older working ages of 40 to 64 years were lower than those in the total Hamilton population (Table 2.3). Overall, new settlers made up 5.9 percent of the working-age population in Hamilton.

Table 2.3 Age groups of new settlers and total residents in Hamilton

Age Group (Years)	New Settlers		Total Residents	
	Number	Percent	Number	Percent
Under 15	1,260	19.0	25,971	22.6
15-24	1,806	27.4	21,045	18.3
25-39	1,947	29.5	25,962	22.6
40-64	1,395	21.1	30,408	26.5
65+	195	3.0	11,535	10.0
Total Hamilton	6,603	100	114,921	100

⁵ Includes Bengali, Fijian Indian, Gujarati, Tamil, Punjabi, Sikh and other Indian ethnic groups.

In terms of sex ratios, for both Hamilton’s new settler population and total population as a whole, there were more females than males in all age groups, except children under 15 years of age where there were more boys than girls (Table 2. 4).

In comparison with Hamilton’s total population as a whole, new settlers had lower sex ratios among those under 64 years of age, especially in the younger working ages of 25 to 39 years. Among those aged 65 years and over, the sex ratio of new settlers was higher than that of the total Hamilton population (Table 2. 4).

Table 2.4 Sex ratios among new settlers and total residents in Hamilton

Age Group (Years)	Males per 100 females	
	New Settlers	Total Residents
Under 15	101	104
15-24	88	95
25-39	78	91
40-64	88	90
65+	89	70
Total Hamilton	87	92

2.4 Religious affiliations

The new settlers in Hamilton are very diverse in their religious affiliation. In 2001, 21.7 percent said they had no religion, 42.5 percent were Christians, 8.6 percent were Muslims, 8.2 percent were Buddhists, 6.4 percent were Hindus and 1 percent were Sikhs (Table 2.5). Among the Hamilton population as a whole, Christianity is the most common religion (53 percent). Nearly 30 percent have no religion (Table 2.5).

Table 2.5 Religious affiliations among new settlers and total residents in Hamilton

Religious affiliation	New Settlers		Total Residents	
	Number	Percent	Number	Percent
No religion	1,434	21.7	33,897	29.5
Buddhist	540	8.2	1,614	1.4
Christian	2,802	42.5	60,948	53.0
Hindu	423	6.4	1,326	1.2
Muslim	564	8.6	1,194	1.0
Maori Christian	6	0.1	1,608	1.4
Sikh	69	1.0	336	0.3
Other	75	1.1	1,218	1.1
Don’t know	399	6.0	3,756	3.3
Object to answering	291	4.4	9,024	7.8
Total Hamilton	6,603	100	114,921	100

2.5 Languages

In 2001, one in ten new settlers could speak other languages but not English or Maori, compared with 5.9 percent of established immigrants⁶, and just 1.2 percent of all Hamiltonians (Table 2.6). Of the new settlers with no English or Maori, 14.2 percent were under 15 years of age, 22 percent aged 15 to 24 years, 16.5 percent were in the younger working ages of 25 to 39 years, 34.9 percent in the older working ages of 40 to 64 years and 12.4 percent aged 65 years and over.

Table 2.6 Percentages of new settlers, established immigrants and total Hamilton residents who could speak English, Maori and other non-official languages

Languages spoken	New Settlers		Established Immigrants		Total Residents	
	N	%	N	%	N	%
Maori Only	3	0.0	6	0.0	321	0.3
English Only	1,929	29.2	9,885	49.5	88,557	77.1
Maori and English	15	0.2	87	0.4	5,838	5.1
Maori and Other (Not English)	0	0.0	3	0.0	15	0.0
English and Other (not Maori)	3,507	53.1	7,971	40.0	11,478	10.0
Maori, English and Other	18	0.3	117	0.6	819	0.7
Other Language(s) Only (Neither Maori nor English)	654	9.9	1,179	5.9	1,380	1.2
No Language	3	0.0	81	0.4	2,589	2.2
Not Known	474	7.2	627	3.2	3,924	3.4
Total Hamilton	6,603	100	19,956	100	114,921	100

In terms of the languages spoken by the new settlers with no English or Maori, Chinese (includes Mandarin and Cantonese) is the most common non-official language (45.4 percent), followed by Somali (12.4 percent), Korean (12.4 percent), Khmer (6.9 percent), Arabic (5.5%), Assyrian (2.3 percent), Samoan (2.3 percent), Hindi (2.3 percent), Tongan (1.8 percent) and Japanese (1.8 percent).

Overall, immigrants (including both new settlers and established immigrants) born in Cambodia were the most likely to report being unable to conduct a conversation in either English or Maori (31.2 percent). Immigrants from the People's Republic of China (27.9 percent), Somalia (25.4 percent), Republic of Korea (22 percent), Iraq (19.7 percent), Tonga (11.9 percent), Samoa (11.8 percent) and Taiwan (10.4 percent) had the next highest proportions of those unable to converse in either official language.

It is also important to note that there were 474 new settlers who did not respond to the census question on spoken languages. Among them, 23.4 percent were born in the People's Republic of

⁶ Established immigrants in this paper are those people who stated in the census that they were born overseas and had been resident in New Zealand for over five years.

China. Other most frequent countries of birth among new settlers who did not answer the question included: Japan (8.2 percent), Republic of Korea (7.6 percent), Fiji (7 percent), Thailand (4.4 percent), Taiwan (3.8 percent), Mongolia (3.8 percent), Solomon Islands (3.8 percent) and the United States of America (3.8 percent).

2.6 Education and qualifications

In 2001, one in four new settlers in Hamilton aged 15 years and over reported that they had a university degree and/or higher qualifications, compared with 18.7 percent for males and 15 percent for females among established immigrants, and 13 percent for males and 12.1 percent for females among all Hamiltonians (Table 2.7). Across age groups, people in the younger working ages of 25 to 39 years are the most likely to have a university qualification, then those in the older working ages of 40 to 64 years. Overall, men are more likely to have a university qualification than women, except those in the 15-24 year age group, where higher proportions of women than men reported that they had a university qualification (Table 2.7).

Table 2.7 Incidence of university qualifications among new settlers, established immigrants and total Hamilton residents aged 15 years and over, by age group and gender

Age Group (Years)	New Settlers		Established Immigrants		Total Residents	
	M	F	M	F	M	F
15-24	4.6	7.5	6.3	10.1	5.9	9.0
25-39	39.9	35.9	26.7	25.3	18.2	19.5
40-64	33.5	24.7	23.5	17.3	15.4	11.9
65+	18.8	5.7	9.0	3.8	7.6	2.5
Total Hamilton, 15+ years	25.1	22.5	18.7	15.0	13.0	12.1

2.7 Labour force participation

Although new settlers were nearly twice as likely as all Hamiltonians to have a university qualification, their labour force participation rates (57.1 percent for men and 44.5 percent for women) were much lower than those of the established immigrants (68.5 percent and 53.9 percent respectively) and all Hamiltonians (72.8 percent and 60.4 percent respectively) (Table 2.8). Across age groups, people in the younger working ages of 25 to 39 years have the highest labour force participation rates, followed by those in the older working ages of 40 to 64 years. Table 2.8 also shows that labour force participation rates for females are lower than those of males, particularly among new settlers.

Table 2.8 Labour force participation among new settlers, established immigrants and total Hamilton residents aged 15 years and over, by age group and gender

Age Group (Years)	New Settlers		Established Immigrants		Total Residents	
	M	F	M	F	M	F
15-24	34.5	34.1	63.0	57.9	67.2	63.9
25-39	75.4	55.9	89.4	70.4	86.9	70.4
40-64	69.1	47.0	85.7	70.6	83.7	72.4
65+	12.5	3.0	14.4	5.3	15.3	6.1
Total Hamilton, 15+ years	57.1	44.5	68.5	53.9	72.8	60.4

2.8 Unemployment

In 2001, nearly one in five new settlers aged 15 years and over were unemployed (Table 2.9). In comparison, the unemployment rates among established immigrants and all Hamiltonians were between 9-10 percent. Across age groups, unemployment rates were highest in the 15-24 year age group. Nearly one in three new settlers in the 15-24 year age group were unemployed (Table 2.9).

Table 2.9 Unemployment rates among new settlers, established immigrants and total Hamilton residents aged 15 years and over, by age group and gender

Age Group (Years)	New Settlers		Established Immigrants		Total Residents	
	M	F	M	F	M	F
15-24	32.0	27.5	24.7	24.3	19.7	21.5
25-39	13.1	15.7	7.4	8.2	7.8	9.3
40-64	16.7	18.1	5.8	5.3	5.2	5.1
65+	--	--	5.2	4.0	3.7	1.4
Total Hamilton, 15+ years	18.5	19.3	8.8	9.0	9.4	10.4

-- Percentages not given when numbers are very small.

Among the total population and the established immigrants, unemployment falls as age increases. Among new settlers, however, unemployment dropped from 32 percent for males and 27.5 percent for females in the 15-24 year age group, to 13.1 percent for males and 15.7 percent for females in the 25-39 year age group, and then rose to 16.7 percent for males and 18.1 percent for females in the 40-64 year age group (Table 2.9). Overall, among new settlers, women in the working-age population were more likely to be unemployed than men.

2.9 Income

Among new settlers, 43.2 percent of men and 55.1 percent of women reported having incomes of less than \$30,000 in the year to 31 March 2001 (Table 2.10). In comparison, lower proportions of men but higher proportions of women among Hamilton's established immigrants and total populations had incomes of less than \$30,000 per annum.

At the upper end of the income scale, 21.7 percent of men and 7.4 percent of women who were new settlers in Hamilton between 1996 and 2001 reported having incomes of over \$50,000 (Table 2.10). These percentages were lower than those for established immigrants and the total population. Overall, women were much less likely than men to have incomes of over \$50,000 in 2001 (Table 2.10).

Table 2.10 Total personal income among new settlers, established immigrants and total Hamilton residents aged 15 years and over

Income (\$)	New Settlers		Established Immigrants		Total Residents	
	M	F	M	F	M	F
Under 15,000	25.2	33.7	16.9	33.0	17.7	31.3
15,001 – 30,000	18.0	21.4	22.5	30.6	25.1	31.9
30,001 – 50,000	22.6	24.9	28.9	23.8	30.7	25.3
50,001 – 70,000	12.2	5.4	15.3	6.3	13.0	5.7
70,001+	9.5	2.0	13.1	2.6	9.5	2.1
Not specified	12.5	12.6	3.3	3.7	4.0	3.7

However, one in eight new settlers failed to specify their incomes at the 2001 Census. The non-response rates among new settlers to the income question in the census were three times higher than those for the total population, and nearly four times higher than for the established immigrants (Table 2.10). This probably suggests that the non-respondents had no current source of wage or salary incomes, but were living on savings, interest, or other sources (Friesen and Ip, 1997).

2.10 Discussion of main findings

This brief examination of the 2001 census data for Hamilton shows that the city's population has become increasingly multi-ethnic and multi-cultural. Nearly 45 percent of the new settlers in the city were born in the Asian region and another 15 percent from Africa. Compared with the Hamilton population as a whole, these new settlers are much more diverse in the languages they speak, as well as in their religious affiliations, education and socio-economic experiences.

As newcomers in the city, the most important settlement issues that they face initially involve finding accommodation, getting a driver's licence, sending children to school, looking for a job, and coming to understand New Zealand's health and social systems, taxation and other

legislation, government services, community and ethnic support groups and so on. Although there are services available (such as the Citizens Advice Bureau) to help migrants cope with their every day living, many newcomers are either not aware that these services exist, or they do not have the English skills to make proper use of them (Ho *et al.*, 2000). Analysis of the 2001 census data in Section 2.5 shows that one in ten new settlers in Hamilton are unable to converse in either English or Maori. For these newcomers, an inability to communicate effectively with the host population makes the starting of a new life in New Zealand extremely difficult. Women and older people, in particular, often experience intense isolation as a result of their inability to speak adequate English and their dependence on family members to provide language and transport support for them (Ho *et al.*, 2002).

Even if the language barrier is overcome, new settlers may suffer loss of status when the qualifications they have gained in their country of origin and their previous work experiences are not recognised by potential employers in New Zealand (Basnayake, 1999; Department of Internal Affairs, 1996). The 2001 census data for Hamilton show that although new settlers were nearly twice as likely as all Hamiltonians to have a university qualification, their labour force participation rates were much lower than those of the total population (Section 2.7). Their unemployment rates were almost double those of all Hamiltonians (Section 2.8). There is also the issue of under-employment when the newcomers, being unable to find work in their field of expertise, are found working at a job whose status is less than their prior education or achievement (Boyer, 1996; Ho *et al.*, 1997). Research has shown that the problems of unemployment and under-employment can result in considerable personal frustration and family stress (Abbott *et al.*, 1999; Ho *et al.*, 2002; Pernice *et al.*, 2000). Some have left the country in search of better opportunities elsewhere (Ho, 2001; forthcoming).

Thus, in order to achieve better outcomes for new settlers, settlement services and programmes must address four key areas of needs of the newcomers: everyday needs, language, employment, and social and cultural connectedness (Ho *et al.*, 2000). Above all, settlement-related information must be made available and accessible by all new arrivals. The remaining part of this report will focus on the settlement-related information needs of Hamilton's new settlers with a view to improving the information service delivery to newcomers.

3. ANALYSIS OF EXISTING SETTLEMENT-RELATED INFORMATION IN HAMILTON

In this stage of the project, completed in December 2001, a group of students studying a third year Geography Paper conducted the fieldwork as a class exercise.

The exercise was designed to find out the:

1. kind of settlement-related information that was readily accessible for new settlers;
2. languages in which the information was published;
3. difficulties and problems encountered by students in completing the study.

3.1 Methodology

3.1.1 Field work

In the first part of the exercise, eight students studying the *Geography of Migration* paper were given two weeks to gather, document and analyse material and services that were available to assist new immigrants in their adaptation and settlement in Hamilton. They were asked to evaluate the exercise as though they were new settlers with little knowledge of Hamilton and limited language and access to transport.

3.1.2 Panel discussion

After the students had collected and collated the information available a panel discussion was set up to give students the opportunity to talk over some of the issues they had identified and how the delivery of information services to new immigrants can be improved. This panel included a new immigrant settler with English as a second language, a recent refugee settler from Africa and two international students in Hamilton from the Pacific Islands.

3.2 Analysis of findings

A total of 173 pieces of settlement-related information were collected from 15 locations. This material was analysed under the following headings:

- type of information located,
- languages in which information was available,
- place information was found,
- publisher of information.

3.2.1 Information

A wide range of information on issues related to the successful settlement of new settlers was located. This was grouped into the following information categories: generic, learning English, education, employment, immigration, health, legal, consumer, transport, housing and accommodation, welfare and financial assistance, community services and facilities (Appendix 1). Most of these categories had around eight pieces of information collected. The information category with the highest number of publications found was welfare and financial and community services (14 pieces).

3.2.2 Languages

Around 80 percent of the information collected was written in the English language only. Translations of information were found in nine other languages (Table 3.1). Languages of the Pacific Islands (Samoan, Cook Island Maori and Tongan) and Chinese were the languages that had been used most often for translated written material. The only African language found used was Somali. The other languages in which information was found were Tokelauan, Korean, Khmer and Japanese (Appendix 1).

Table 3.1 Languages used for translated settlement-related information

Language of translation	Number of pieces of information
Samoan	13
Chinese	11
Cook Island Maori	8
Tongan	3
Somali	3
Tokelauan	2
Korean	1
Khmer	1
Japanese	1

The Department that produced the most translated information was the Ministry of Education (MOE) with 10 publications. Other producers of more than a single piece of translated information included the Department of Courts (9), Hamilton City Council (6), Citizens Advice Bureau (4), and three by ESOL Home Tutors Scheme. Two translated documents were found produced by New Zealand Employment Services. The other producers of translated documents located were Environment Waikato, Department of Justice, Chinese Lifeline, The Compulsive Gambling Society, O Fa'amatalaga ua saunia e le Ofisa o le Komesina mo Tamaiti, Department of Labour, Inland Revenue Department, Tenancy Services and ASB banking (Table 3.2).

Table 3.2 Publisher of translated information located

Publisher	Number of pieces of translated information
Ministry of Education	10
Department of Courts	9
Hamilton City Council	6
Citizens Advice Bureau	4
ESOL Home Tutors Scheme	3
NZ Employment Services	2
Environment Waikato	1
Department of Justice	1
Chinese Lifeline	1
The Compulsive Gambling Society	1
O Fa'amatalaga ua saunia e le Ofisa o le Komesina mo Tamaiti	1
Department of Labour	1
Inland Revenue Department	1
Tenancy Services	1
ASB banking	1

3.2.3 Distribution

Information was located scattered across 15 locations (Appendix 1). Four times more information was collected from the Citizens Advice Bureau (CAB) than from any of the other information providers. The Government Department where most information was collected was the Department of Work and Income (DWI) followed by the Immigration Service of the Department of Labour (NZIS). Other sites where four or more documents were found were Hamilton Multi-cultural Centre (HMCC), New Zealand Post (NZP), Housing New Zealand (HNZ), Hamilton City Council (HCC), Refugee and Migrant Services (RMS), Waikato Ethnic Council (WEC), Automobile Association (AA), and University of Waikato (UOW). Four other locations, Hamilton City Library (HCL), Auckland Savings Bank (ASB), Inland Revenue Department (IRD) and Environment Waikato (EW) all yielded one piece of relevant information each to add to the collection (Table 3.3).

A major issue regarding the distribution of information identified by the students was knowing where to begin looking for information. They discovered that sometimes there is no listing in the telephone book, or the listing may be in an unexpected place within the directory. Hence physically locating agencies providing information can be a very time-consuming and costly task. In addition, locating agencies often involved back-tracking across the city, as agencies are located all over the urban area.

Table 3.3 Location of settlement-related information collected

Location	Number of pieces of information collected
Citizens Advice Bureau (CAB)	79
Department of Work and Income (DWI)	20
New Zealand Immigration Service (NZIS)	14
Hamilton Multi-Cultural Centre (HMCC)	12
New Zealand Post Office (NZP)	10
Housing New Zealand (HNZ)	9
Hamilton City Council (HCC)	7
Refugee and Migrant Services (RMS)	6
Waikato Ethnic Council (WEC)	4
Automobile Association (AA)	4
University of Waikato (UOW)	4
Hamilton City Library (HCL)	1
ASB Bank	1
Inland Revenue Department (IRD)	1
Environment Waikato (EW)	1

Lack of communication between services was another problem discovered. In doing this class exercise many students had experienced the frustration of being passed from one service to another and still not having their original questions answered. The only agency visited that attempted to link the information available together was the Citizens Advice Bureau. Most agencies visited seemed to lack knowledge about what information other agencies could provide.

Information was only provided in response to a specific request. This created a vicious circle for someone who did not know what information to ask for and hence would not be given any or little information. A preferable solution would be for agencies to assemble a package of information on what people needed to know from which they could choose the information that they needed.

The issue of a language barrier and the attitude of some people in agencies toward non-English speakers were also identified as a problem. English was usually the only language spoken by most assistants in the various agencies.

Finally, the largest gap found by the students was in information available to new settlers on regulatory and legal services.

3.2.4 Publishers of information

The information gathered had been published by 40 different organisations (Table 3.4). When the information was analysed by the producer, the most pieces of information had been published by the DWI (20), followed by NZIS (14), CAB (12), ESOL Home Tutors Scheme (11) and Ministry of Education (10). Fifteen of the producers had only published one item each.

Table 3.4 Publishers of information

Publisher	Number of publications located
Department of Work and Income	20
NZ Immigration Service	14
Citizen Advice Bureau	12
ESOL Home Tutors Scheme	11
Ministry of Education	10
Hamilton City Council	8
New Zealand Post	8
Tenancy Services	7
Land Transport Safety Authority	6
Electoral Enrolment Office	5
Ministry of Consumer Affairs	5
Hamilton Multi-Cultural Centre	5
Housing New Zealand	5
Department of Internal Affairs	5
Waikato Ethnic Council	4
Department of Courts	4
Skills NZ	4
Refugee and Migrant Services	4
University of Waikato	4
Fair Centre	3
Women's Refuge	3
Ministry of Health	3
NZ Law Society	2
Specialist Education Services	2
Waikato Institute of Technology	2
NZ Employment Services	2
ASB Banking Corporation	1
Environment Waikato	1
Hamilton Business	1
SPCA	1
Department of Justice	1
Chinese Lifeline	1
Pacific Peoples' Addiction Services	1
The Compulsive Gambling Society	1
Council of Hamilton Social Services	1
O Fa'amatalaga ua saunia e le Ofisa o le Komesina mo Tamaiti	1
Child, Young Person and Family	1
Department of Labour	1
Inland Revenue Department	1
Nawton Community Centre	1
Salvation Army	1
Total number of publishers	173

3.2.5 Places visited by students

The information that was gathered by the students was usually in response to a specific request. This means that a new settler will only receive the information that they know to ask about rather than being given all the information that they need to settle into the local community. The usefulness of the places visited by the students was ranked and is presented in Table 3.5.

Table 3.5 Places visited by students and their ranking of relative usefulness¹

Location	Usefulness of location for information
Hamilton Multi-Cultural Centre (HMCC)	high
Community College at Fairfield	high
Citizens Advice Bureau (CAB)	high
Waikato Ethnic Council (WEC)	high
Hamilton City Library (HCL)	moderate
New Zealand Police (NZ Police)	moderate
Waikato Home Tutor Scheme	moderate
ASB Bank	moderate
Housing New Zealand (HNZ)	moderate
Environment Waikato (EW)	moderate
Department of Work and Income (DWI)	moderate
New Zealand Immigration Service (NZIS)	moderate
Hamilton City Council (HCC)	moderate
Inland Revenue Department (IRD)	least
Automobile Association (AA)	least
University of Waikato (UOW)	least
Refugee and Migrant Service (RMS)	least
New Zealand Post Office (NZP)	least

Note: ¹ Usefulness of location for information collection is rated as “high”, “moderate” or “least” useful

3.3 Discussion

Although much written information is available to assist better settlement outcomes for new settlers this is currently very scattered and there is a general lack of knowledge about what other agencies can provide. The only place that was found to attempt this to any degree in Hamilton was the CAB. Thus the major requirement for an improvement in the delivery of services would be the development of a central resource centre⁷ where the location of all information useful for new immigrants is known. Such a centre would also be able to address the issue of language for non-English speakers by either having people who are multi-lingual on duty or the knowledge of how to locate a relevant interpreter.

⁷ A major recommendation of Intersect Waikato’s (2002) *Refugee and New Migrant Strategic Plan* was the establishment of a Central Resource Centre for refugees and new migrants in the Waikato district. This recommendation concurs with the main findings of this stage of our research project.

The student experience, gathering information, highlighted the importance of having reception desk personnel that are well informed, patient and prepared to search for information of which they are not aware. At the particular time this study was completed the front desk person at HCC was unaware of the presence of the Ethnic Communities Coordinator and his HCC office in the building. Thus the proposed migrant resource centre would need personnel with an awareness of where ALL people can be directed to obtain assistance.

From the panel discussion it was found that the level of assistance to new settlers varies considerably. As expected, refugees receive more assistance than other groups of new settlers. In addition to information and a furnished house a host country sponsor takes responsibility to help the family deal with the unexpected associated with daily living in a new environment. The educational institutions with which they are associated largely cater for the needs of international students. New immigrants, who come in under the points system or on work visas, are mainly left to fend for themselves.

3.4 Recommendations derived from student experiences

The major improvement for all newcomers to Hamilton would be the development of a Central Resource Centre where all information that a new immigrant or refugee might need in Hamilton is located. This centre would provide a comprehensive catalogue of both written information published and services available to new immigrants. Staff at the centre would be knowledgeable about the information and services, where additional specialized information might be found and be able obtain the services of interpreters if needed.

In addition, information packs specific to Hamilton should be available written in a variety of languages. The languages of translation would be identified from a survey of key informants.

Other ideas suggested that could be considered include; case managers or mentors for new immigrants (similar to the sponsors provided for refugees), better information about the location of services, better customer service in public agencies, better access to training courses, 0800 help-line in a number of 'other' languages and monthly meetings for new immigrants at the HCC.

3.5 Conclusion

- A wide variety of written material is available in Hamilton for new settlers.
- Around 80 percent of this material is in the English language only.
- Information is scattered across a wide variety of locations.
- A wide range of organisations publish material.
- The development of a Resource Centre which is centrally located, clearly signposted, comprehensively listed and advertised and staffed by experienced and trained personnel would greatly assist in the dissemination of local knowledge to new settlers.

Although this brief study had limitations that must be recognised, in terms of time constraints and the small student population that undertook the fieldwork, it has provided a useful overview of problems encountered by relatively inexperienced people while gathering published information in Hamilton. The next priority was an assessment of the usefulness of the information available, which of this information would be more useful if translated and an indication of what other information should be published.

This task of assessing published information for degree of usefulness was better undertaken by a more experienced group of people. These people required either familiarity in recognising the needs of new settlers or first hand experience as a new immigrant. The report of a survey of key informants, undertaken to obtain this knowledge, is presented in the following section.

4. SURVEY OF INFORMATION NEEDS

In this stage of the project, completed in January 2003, key informants were surveyed to find out how they rank:

1. the usefulness of different types of information to new settlers,
2. which information would be more useful for these people if translated from English to other language(s),
3. where this information would be most usefully distributed

4.1 Methodology

4.1.1 Sample

Key informants were identified from the *Hamilton Directory for New Settlers*, (Hamilton City Council, 2002). The directory provides information and contact details of a range of agencies and community groups providing services for new settlers in Hamilton. Philip Yeung, Ethnic Communities Coordinator in the Community Support Unit of the Hamilton City Council assisted with the identification of key agencies providing services for new settlers in Hamilton. He also supplied the names and addresses of contact people in a range of Pacific Island (Samoan, Cook Island Maori and Tongan), Asian (Cambodian, Chinese, Indian and Korean) and African (Somali) community and service groups with strong memberships. In addition, Drs Ho and Cowling approached personal contacts in the Asian and Pacific communities and service organisations. As all these participants were involved in some aspect of work with new migrants or refugees in the Hamilton area they were deemed to be key-informants.

4.1.2 Questionnaire

A self-completed questionnaire was designed to collect the information. The questionnaire is divided into four parts. In the first section participants were asked to rank the usefulness of items of information on 13 topics based on their experience with new immigrants and refugees. The second part examined the perceived need for the information to be translated from English into the new migrants own language, and which languages the participants believed were the most needed in Hamilton. The third part asked where the information for new immigrants and refugees would most usefully be located.

The final part of the questionnaire contained three open-ended questions. This section allowed participants to express their ideas and feelings on the support services they feel the proposed Central Resource Centre⁸ in Hamilton needs to consider and suggestions for improving the communication/distribution of information to new settlers. This section also collected

⁸ At the time when this survey of key informants was designed, Intersect Waikato's (2002) *Refugee and New Migrant Strategic Plan* was already published. A key recommendation was the establishment of a Central Resource Centre for refugees and new migrants in the Waikato district.

information on the organisation the respondents serve and the main services their organisation provides for new immigrants and refugees (Appendix 2).

4.1.3 Procedure

After receiving approval from the Human Research Ethics Committee, University of Waikato, a questionnaire (Appendix 2), together with a covering letter (Appendix 3) and a self-addressed return envelope, was sent out to 40 people identified as being key-informants in matters relating to new settlers in the Hamilton area. The mail-out took place in mid November 2002.

In addition, at the November meeting of the Hamilton New Settlers Focus Group⁹ the survey was discussed and publicised and two additional questionnaires were distributed. Follow up reminder telephone calls and emails were made to all those who had not responded after 10 days.

4.1.4 Response rate

Twenty-four completed questionnaires were returned. In addition, one of the recipients sent a reply informing us that the status of his/her organisation was a religious rather than a cultural group and therefore was not eligible to complete the questionnaire. This gave a response rate of 60 percent.

The timing of the questionnaire survey may have an effect on the response rate. Many clubs and organisations had probably already held their final meeting for the year before receiving our questionnaire in November. However, time constraints meant that the questionnaire survey had to be carried out before Christmas and the cut-off for analysis of replies made before University closed for the year on 24 December.

4.2 Profile of respondents

From the 24 responses received 11 people identified themselves as working with all the ethnic groups in Hamilton and are hereafter referred to as the “service provider respondents” in this report. The other 13 respondents who answered the survey identified themselves as either the president or coordinator of their particular ethnic community group and are hereafter referred to as the “ethnic representative respondents”. These ethnic representatives clearly play an active role in the ethnic group in which they are involved. Only two of the 13 ethnic representative respondents identified themselves as “just the contact person” of the group.

The main assistance all respondents provide to new settlers is information and services. In addition, they offer support and help for the new migrants as they adjust to life in Hamilton and New Zealand.

⁹ Members of the Hamilton New Settlers Focus Group comprise representatives from government agencies, NGO communities and tertiary institutions who have an interest in or are providing services for new settlers in Hamilton. The group meets bimonthly.

4.3 Analysis of findings

The findings of the survey are analysed under the following headings: usefulness of information, information to translate, proposed languages of translation, distribution of information and support services to be considered.

4.3.1 Usefulness of information

In the first section of the questionnaire the respondents were asked to rank a list of types of information, that were perceived to be necessary to function satisfactorily in everyday life, by marking the item of information as either “very useful”, “moderately useful” or “not very useful” (Appendix 2). The responses were then assigned a score from one to three (very useful: 3; moderately useful: 2 and not very useful: 1). The average score for each item is then assigned to three categories: highly useful (with an average score of 2.5 or above), moderately useful (2-2.4) and least useful (under 2). Table 4.1 gives a summary of the results across the three categories.

Across the whole group, forty-three items of information were rated as being highly useful. These items covered information across 11 of the 13 topic areas. While moderately useful information was spread across 10 topic areas there was only one topic area, regulatory information, which contained items rated as least useful (Appendix 4).

When the results are further analysed, by type of respondent, an interesting difference appears between what service providers considered would be highly useful compared to what ethnic representatives identified in the highly useful category. While service providers rated 65 percent of the information items highly useful and 30 percent moderately useful the ethnic representatives rated just over 50 percent in the highly useful category and just over 40 percent as moderately useful (Table 4.1).

Table 4.1 Key informant responses on usefulness of information

	Highly useful ¹		Moderately useful ²		Least useful ³	
	Number	%	Number	%	Number	%
Information						
Whole group (24)	43	58	28	38	3	4
Service providers (11)	48	65	22	30	4	5
Ethnic representatives (13)	38	51	30	41	6	8

Note: ¹ Highly useful – 2.5 and above; ² Moderately useful – 2 – 2.4; ³ Least useful – under 2

The items rated as highly useful by the service providers but only moderately useful by the ethnic representatives included items on such as directory of local ethnic health professionals, sources of health advice, recreational facilities, budgeting and financial advice as well as specific information related to the New Zealand education system, labour market and employee rights (Appendix 4). This suggests that the ethnic community representatives are more knowledgeable

about community resources and they may take it for granted that other ethnic people have similar knowledge about such resources. On the other hand, people in the service provider group deal with people across all ethnic groups who are often less well connected to the community. Their responses reflect the experience they have had dealing with a wide range of people.

Finally, the two groups of respondents also rated the usefulness of knowledge of the Treaty of Waitangi differently. While the ethnic representatives rated the item as moderately useful to new settlers the service providers rated knowledge of the Treaty as least useful information. This suggests that the ethnic representatives were more conscious of their need to acquire knowledge of New Zealand history and culture than were the service providers.

4.3.2 *Information to translate*

In the second section of the questionnaire the respondents were asked to indicate the information that they felt would be more useful for new immigrants and refugees if translated into their own language(s) (Appendix 2). As in section 1, an average score was calculated for each item that was then put into one of three categories; highly useful (with an average score of 2.5 or above), moderately useful (2-2.4) and least useful (under 2). Results are summarised in Table 4.2. A full table showing the responses to all the items is presented in Appendix 5.

Table 4.2 Key informant responses on usefulness of translation of information

	Highly useful ¹		Moderately useful ²		Least useful ³	
	Number	%	Number	%	Number	%
Translation needed						
Whole group	15	20	43	58	16	22
Service providers	29	39	27	36	18	25
Ethnic representatives	3	4	53	71	18	25

Note: ¹ Highly useful – 2.5 and above, ² Moderately useful – 2 – 2.4; ³ Least useful – under 2

Over the whole group of respondents 15 items of information were identified as being necessary to have translated. These items are listed below and highlighted on the full list in Appendix 5. Ten of the 13 topic areas contained items that it was felt it was necessary to translate. The topic areas that were not included were regulatory information, consumer information and community services and facilities (Table 4.3).

Table 4.3 Items identified by key informants as highly necessary to have translated

Type of information

New Zealand traffic rules and regulations
Department of Work and Income information
Social welfare benefits
How to set up a bank account
Local English language tuition and cost
Local interpreters and translation services
New Zealand education system
New Zealand tax system
How to apply for permanent residence in New Zealand
New Zealand health system
Public Accidents and Emergency Service
New Zealand police - roles and responsibilities
How to obtain a driver's licence
State housing information
Tenancy disputes and other matters

When the results are further analysed, by type of respondent, again there is a difference between the items service providers identified as necessary to translate compared with those the ethnic community representatives identified. The service providers perceived a need for a much wider range of items of information to be translated compared with the ethnic group representatives.

In addition to the 15 items in Table 4.3 the following further 14 items of information were considered highly useful to have translated by service providers but only moderately or least useful by ethnic representatives (Appendix 5).

Table 4.4 Additional items for translation identified by service providers

Type of information

How to apply for New Zealand citizenship
How to apply for a returning resident's visa
Directory of local ethnic health professionals
Car registration and WOF requirements
How to set up power and telephone accounts
IRD family assistance
Employment assistance and advice
Public health and prevention services
Maternity and childcare
Sources of health advice
Hire purchase
Parking regulations
Public transport
Budgeting and financial management

Compared to the 29 identified by the service providers ethnic representatives identified just three items of information that they thought would be highly useful translated into their own language. The three items the ethnic representatives listed were New Zealand traffic rules, State housing information and Public Accident and Emergency services.

Items in the regulatory category were generally rated as least useful to be translated. Although both the ethnic representatives and the service providers rated a quarter (25 percent) of the items as low priority for translation, once again an interesting difference emerged between the items chosen when the answers were differentiated between the two groups (Appendix 5).

4.3.3 *Proposed languages of translation*

Key informants identified twenty-nine languages used by new Hamiltonians (Table 4.5). Not surprisingly all but two of the ethnic representatives listed just one of these languages – that of the group they represented. The exceptions were Somali and Swahili, which were each listed by two respondents.

Of the languages listed by the service providers, seven respondents mentioned Chinese/Mandarin, six respondents Korean and Somali and four identified Hindi and Khmer. The other languages that received more than one mention were Arabic, Punjabi, Samoan and Tongan.

Table 4.5 Languages listed by key informants

African/Middle Eastern (11)

Afar, Amharic, Arabic, Aramaic, Assyrian, Chewa, Farsi, Shona, Somali, Swahili, Zulu

Asian/Indian (9)

Chinese, Japanese, Khmer (includes Cambodian), Korean, Laotian, Thai, Vietnamese, Hindi, Punjabi

Pacific Islands (7)

Cook Is Maori, Fijian, Kiribati, Niuean, Samoan, Tokelauan, Tongan

European (2)

Dutch, Russian

4.3.4 *Distribution of information*

There was general agreement that once the information has been translated it needs to be on display in locations that are easily accessible.

In addition to using a Central Resource Centre, the four other places that were considered by the respondents to be good locations where information for new immigrants could be most usefully distributed in Hamilton were:

- Hamilton City Council,
- Hamilton Multi-cultural Services Centre,
- Refugee and Migrant Services,
- Department of Work and Income

Other display and distribution locations suggested included Auckland Airport, Language Schools, Supermarkets, Banks, Ethnic Restaurants and Newspapers, Churches, Health Centres, Transport Stations, Government Departments, Information Centres and the Waikato Ethnic Council.

The respondents suggested a range of ways in which the distribution of information could be improved. The main suggestion was for Government Departments and Services to be all located in one place. This would be helpful for people new to the city and with limited access to transport.

Other suggestions included: a central point of responsibility for information knowledge and all information physically placed in one location.

4.3.5 Support Services to be considered

The responses to the open-ended questions were quite varied. There was a consensus view that if possible the services needed to also be housed in a central location. Ideally, information, advice and referral should all take place under the one roof. The most preferred type of facility for this function was an informal, drop-in type centre.

The provision of the opportunity for face-to face contact was mentioned and the importance of groups working together was stressed. Linkages could be formed between groups by information sharing.

4.4 Discussion

There was a good relationship between most items when the degree of usefulness of the information was compared with the perceived need for the information to be translated to improve its usefulness. This survey identified 15 items considered as both “highly useful” information and “highly useful” for translation. On the other hand, there were only two items that were considered to be least useful items of information and with low priority for translation. These are shown in Appendix 6.

The responses suggest that most differences between the ethnic representatives and the service providers were found in responses when the information was about specific categories in comparison with information that was more focused on generalities.

A bigger difference was noted in the responses of the service providers and the ethnic representatives when they rated the usefulness of having the information translated in other language(s). The biggest difference between the responses of the two groups was in the information that was considered “very useful” to have translated where the service providers perceived the need for the translation of a much wider range of items than the ethnic representatives. This difference has been attributed partly to the fact that the ethnic representatives may take it for granted that other members of their group are as knowledgeable about resources as them. For example, the ethnic representatives identified lists or directories as items that were only moderately useful to have translated.

The survey results also show that the number of languages currently used for translation should be broadened to include more languages used by people from African, Asian and Middle Eastern countries.

Distribution of the information should be considered on as wide a base as possible. As previously mentioned, in addition to a Central Resource Centre four other locations were identified as places where it would be desirable to have information for new settlers located. Also suggested were places where people go on a regular basis such as supermarkets, banks, health centres, transport centres including airports, information centres and Government Departments.

To improve awareness of the material produced, a central point of responsibility, with knowledge of all the information produced and all the services available to help new settlers, was suggested as advantageous.

4.5 Conclusion

- A wide selection of items of information is considered to be highly useful for new settlers.
- Translation of health, housing, and traffic items were identified as necessary.
- Information available should be made as accessible as possible and widely distributed.
- An informal, drop-in type centre, where new settlers can find information, advice, and referral services all under the one roof was seen as the ideal solution for new settlers to quickly and easily acquire the knowledge they need to settle quickly into everyday life in Hamilton.

5. DISCUSSION AND RECOMMENDATIONS

5.1 Discussion

There has been a substantial increase in the number of non-English-speaking background new settlers who have chosen to settle in Hamilton since 1996. The 2001 census data show that the population in Hamilton is becoming increasingly multi-ethnic with six percent of its population being new settlers who were born overseas and had lived in New Zealand for less than five years. When the data are examined by birthplace, nearly 45 percent of these new settlers in the city were born in the Asian region with a further 15 percent identifying a country in Africa as their birthplace. These people come with diverse backgrounds, speak many different languages, and display a variety of cultural mores with differing religious, education and socio-economic experiences and expectations.

As newcomers to both the country and city the first priority for them is to unravel the local complexities associated with everyday living. After solving the basic requirements of food and shelter they need to understand how New Zealand's health and other government services operate, how best to look for employment, send their children to school, meet their transport needs and begin to feel a part of the community they have just joined.

Although there are information centres and organisations like the Citizen's Advice Bureau that both contain a wide range of information to help newcomers to the city cope with everyday living it has been shown that many new settlers are either unaware of the existence of these services or lack the English language skills to access the information and services they offer (Ho *et al*, 2000). Analysis of the 2001 census data show that one in ten of the newcomers are unable to converse in either of the country's two official languages which makes it extremely difficult for them to communicate with the host population.

This report has clearly shown the changing face of Hamilton City. The research has found that although a wide variety of written information is available to assist new settlers in their everyday living around 80 percent is written in the English language only. In addition much of this information proved difficult for even local English speakers to collect. The problem of settlement-related information being scattered widely across the city was compounded by the fact that there was little knowledge at individual locations about what might be obtained from other agencies. Another issue discovered was that many agencies were poorly listed in the telephone directory making it difficult to physically locate or contact them.

The research survey of key informants identified the items of information considered most useful for new settlers. In addition, the most needed languages of translation of selected items have been suggested and show that the current translation list needs to be broadened to include more languages used by people from Asian, African and Middle Eastern countries. Distribution and display of relevant material should be as wide as possible to improve accessibility and awareness of information available.

Based on the analysis of the 2001 census data, the findings of the student fieldwork and the responses from key informants, the following recommendations are presented.

5.2 Recommendations

To assist new settlers to feel welcome and included in the community an important first step is to provide these newcomers with readily accessible, useful information in a format they can understand. These recommendations should help to achieve this goal.

1. Development of a Resource Centre¹⁰. This centre should be
 - centrally based,
 - clearly signposted,
 - comprehensively listed and advertised,
 - staffed by trained and experienced personnel
 - an informal drop-in type facility
 - a place where information, advice and referral services are gathered together
2. Priority is given to the preparation of the 15 items of information identified by the key informants as highly useful and highly necessary to have translated. These are listed in the Executive Summary.
3. The top five non-official languages, identified from the Census 2001 analysis, are given precedence in the translation of the 15 items identified above. These languages are Chinese, Somali, Korean, Khmer and Arabic. As resources become available additional languages, identified as used by new Hamiltonians, are considered for translation.
4. Display of information available on as wide a base as possible. In particular, display boards placed in locations where people go as part of their daily routine such as supermarkets, government departments, health and transport centres.
5. Distribution of information is also considered through the following four locations: Hamilton City Council, Hamilton Multi-cultural Services Centre, Refugee and Migrant Services, and Department of Work and Income.

¹⁰ Our research findings endorse the major recommendation of Intersect Waikato's (2002) *Refugee and New Migrant Strategic Plan*

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Appendix 1: Results of student fieldwork, 2001.

Type of Information located	Languages Available	Location of Information	Publisher of Information
Generic Information			
Street map of Hamilton	English	CAB ¹	Series of Hamilton business
Enrolling to vote	English*	CAB, NZP ²	Electoral enrolment office
Unpublished electoral roll	English*	CAB	Electoral enrolment office
Getting married	English	CAB	Dept. Internal Affairs
Local Govt. election handbook	English, Samoan, Cook Is & Chinese	Received in mail	Hamilton City Council
Prohibited items in the post	English	NZP	New Zealand Post
Bill paying at the post office	English	NZP	New Zealand Post
Receiving your mail	English	NZP	New Zealand Post
Protecting your mail	English	NZP	New Zealand Post
Sending parcels in the mail	English	NZP	New Zealand Post
ASB migrant banking	English & Chinese	ASB Bank	ASB Bank
Learning English			
The translation service	English	CAB	Dept. Internal Affairs
IELTS classes	English	CAB	The Waikato Polytechnic
Part-time English classes	English	CAB	The Waikato Polytechnic
Let's talk...	English	CAB, HMST ³	Hamilton Multi-cultural Services Trust
Interpreting service	English	HMST	Hamilton Multi-cultural Services Trust
Starting life in NZ...	English	HMST	ESOL Home tutor scheme
Waikato ESOL home tutor scheme	English	HMST	ESOL Home tutor scheme
Free English lessons	English & Chinese	HMST	ESOL Home tutor scheme
Free English lessons	English & Khmer	HMST	ESOL Home tutor scheme
Annual report	English	HMST	Hamilton Multi-cultural Services Trust
Education Information			
Speech-language service	English	CAB	Specialist Education Services
Services and programmes	English	CAB	Specialist Education Services
Education in the home (feed the mind)	Samoan, Cook Is. & Tokelauan	CAB	Ministry of Education
The hitchhikers guide to the University of Waikato	English	UOW ⁴	University of Waikato
International students	English	UOW	University of Waikato
Fee structure for international students	English	UOW	University of Waikato
Information available from international student centre	English	UOW	University of Waikato
Employment Information			
Training opportunities	English	CAB	Skills New Zealand
Training opportunities (Waikato)	English	CAB	Skills New Zealand
Youth training schemes	English	CAB	Skills New Zealand
Job finders	English	CAB	Skills New Zealand
Welcome	Somali	CAB, RMS ⁵	NZ Employment Services
Disputes tribunal	Chinese	CAB	Dept. of Justice
Need help finding work	English	DWI ⁶	Work and Income NZ
Getting work experience	English	DWI	Work and Income NZ
Seasonal work	English	DWI	Work and Income NZ
Starting your own business	English	DWI	Work and Income NZ
Industrial relations advice	Samoan	CAB	Dept. of Labour

Type of Information located	Languages Available	Location of Information	Publisher of Information
Immigration Information			
Legal rights of immigrants	English	CAB	The Fair Centre
Are your kids a kiwi?	English	CAB	Dept. Internal Affairs
Transnational policy	English	NZIS ⁷	New Zealand Immigration Service
Visiting in NZ	English	NZIS	New Zealand Immigration Service
Studying in NZ	English	NZIS	New Zealand Immigration Service
Business immigration to NZ	English	NZIS	New Zealand Immigration Service
Working in NZ	English	NZIS	New Zealand Immigration Service
Returning residence visa	English	NZIS	New Zealand Immigration Service
Self-assessment for residence	English	NZIS	New Zealand Immigration Service
Health Information			
Infectious diseases	English	CAB	Ministry of Health
Hepatitis	English	CAB	Ministry of Health
Meningococcal disease	English	CAB	Ministry of Health
Community services card	English	DWI	Work and Income NZ
Childcare costs	English	DWI	Work and Income NZ
Legal Information			
Domestic violence act	English*	CAB	Department of Courts
Telling the court about your cultural background	English, Maori, Cook Is., Tongan, Samoan	CAB	Department of Courts
You and the police	English	CAB	NZ Law Society
Animal welfare laws	English*	CAB	SPCA
Consumer Information			
Pyramid schemes	English	CAB	Ministry of Consumer Affairs
Scams	English	CAB	Ministry of Consumer Affairs
Refunds - changing your mind	English	CAB	Ministry of Consumer Affairs
The consumer guarantees act	English	CAB	Ministry of Consumer Affairs
Transport Information			
Before buying a car	English	CAB	Ministry of Consumer Affairs
Register your vehicle	English	NZP	Land transport safety authority
Changing ownership of vehicle	English	NZP	Land transport safety authority
New residence driving in NZ fact sheet	English	AA ⁸	Land transport safety authority
Vision & driving	English	AA	Land transport safety authority
Cyclist safety	English	AA	Land transport safety authority
Changes in road rules	English	AA	Land transport safety authority
Housing & accommodation			
State housing information	Japanese	CAB	Tenancy Services
Discrimination in tenancy matter	English	CAB, HNZ ⁹	Tenancy Services
Tenancy disputes	English	CAB, HNZ	Tenancy Services
Buying or selling property	English	CAB	NZ Law Society
Preparing for an assessment interview	English	HNZ	Housing New Zealand
Modified homes	English	HNZ	Housing New Zealand
Help locating a rental	English	HNZ	Housing New Zealand
Community group housing	English	HNZ	Housing New Zealand
Information about buying a home	English	HNZ	Housing New Zealand
Tenancy bonds	English	HNZ	Tenancy Services
Tenancy information	English	HNZ	Tenancy Services

Type of Information located	Languages Available	Location of Information	Publisher of Information
Welfare and financial information			
Women's Refuge	English	CAB	Hamilton Women's Refuge
DWI services and standards	English	DWI	Work and Income NZ
Support when starting work	English	DWI	Work and Income NZ
Unemployment & youth benefits	English	DWI	Work and Income NZ
Allowances & extra payments	English	DWI	Work and Income NZ
Chinese lifeline	Chinese	CAB	Chinese Lifeline
Problem gambling	English & Korean	CAB	Compulsive Gambling Society
Pacific peoples' addiction services	English	CAB	Pacific Peoples' Addiction Services
Council of social services in Hamilton	English	CAB	Council of Social Services in Hamilton
Is hitting your child a good idea?	Samoan	CAB	O Fa'amatalaga ua saunia e le Ofisa o le Komesina mo Tamaiti
Managing your money	English	DWI	Work and Income NZ
Relationship & income support	English	DWI	Work and Income NZ
Everyday families	English	CYFS ¹⁰	Children, Young Person and Family Services
Family assistance	English	IRD ¹¹	Inland Revenue Department
Community Services and Facilities			
Information about the CAB	English	CAB	Citizens Advice Bureau
Information about the CAB	Chinese	CAB	Citizens Advice Bureau
Not sure where to go for help?	English	CAB	Citizens Advice Bureau
Hamilton ethnic communities resource centre	English	CAB	Hamilton Ethnic Communities Resource Centre
Helping refugees	English	RMS	Refugee & Migrant Services
NZ resettlement scheme	English	RMS	Refugee & Migrant Services
Annual report	English	RMS	Refugee & Migrant Services
Hamilton directory for new settlers	English	HCC ¹²	Hamilton City Council
Community development	English	HCC	Hamilton City Council
Nawton community centre	English	CAB	Nawton Community Centre
Public libraries	English	HCL ¹³	Hamilton City Council
Environment Waikato information	Somali	CAB	Environment Waikato
Waikato ethnic council	English	WEC ¹⁴	Waikato Ethnic Council
The Nest	English	CAB	Salvation Army

List of Organisations Abbreviations used in this analysis

1. Citizens Advice Bureau (CAB)
2. New Zealand Post Office (NZP)
3. Hamilton Multi-Cultural services trust (HMST)
4. University of Waikato (UOW)
5. Refugee and Migrant Service (RMS)
6. Department of Work and Income (DWI)
7. New Zealand Immigration Service (NZIS)
8. Automobile Association (AA)
9. Housing New Zealand (HNZ)
10. Children, Young person and their Family Service. (CYFS)
11. Inland Revenue Department (IRD)
12. Hamilton City Council (HCC)
13. Hamilton City Library (HCL)
14. Waikato Ethnic Council

Please Note: English* means that the brochure is available in languages other than English on request, however none were collected throughout the course of the fieldwork by any of the students.

Appendix 2: Questionnaire sent out to key informants



Survey

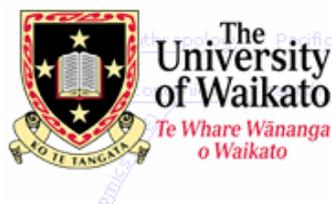
Information Needs of New Immigrants and Refugees in Hamilton

November 2002

Instructions

This questionnaire will take around 10 minutes to fill in. It is designed to identify the kind of information that would be useful for new immigrants and refugees and to find out where such information would best be distributed in Hamilton.

Please answer all questions. You are assured that the information derived from each individual participant's questionnaire will remain confidential.



Researchers

Dr Elsie S. Ho
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Dr Wendy E. Cowling
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Migration Research Group
Migration Research Group
Anthropology Department
Deputy Vice-Chancellor (Research)

1. Based on your experience with new immigrants and refugees, please rate the usefulness of knowledge of the following type of information for a new settler by ticking one of the three columns below: very useful; moderately useful; not very useful.

Topic Area	Type of Information	Very useful	Moderately useful	Not very useful
A. Generic information	Treaty of Waitangi			
	Local offices of government departments			
	How to register on the Electoral Roll			
	How to apply for NZ citizenship			
	How and when to pay rates			
	How to set up a bank account			
	How to set up power & telephone accounts			
	Rubbish collection / recycling			
	Address registration at Post Office			
B. Learning English	Local English language tuition & costs			
	Local interpreters & translation services			
C. Education information	NZ education system, including zoning			
	Special education services			
	List of local schools			
	Local community education programmes			
	NCEA (National Certificate of Educational Achievement)			
D. Employment information	NZ's labour market and employment rights			
	Employment assistance & advice			
	Business assistance & advice			
	Training opportunities			
	Youth training schemes			
	NZ's tax system			
E. Immigration information	How to apply for permanent residence in NZ			
	How to apply for a Returning Resident's Visa			
	How to apply for a student visa			
	How to apply for a work visa or permit			
	How to apply for a visitor's visa			

Topic Area	Type of Information	Very useful	Moderately useful	Not very useful
F. Health information	NZ health system			
	Public Accident & Emergency Service			
	Public health & prevention services			
	Maternity and child care			
	Mental health services			
	Disability support services			
	Services for older people			
	Directory of local ethnic health professionals			
	Sources of health advice			
	ACC			
G. Legal information	NZ Police – role and responsibilities			
	Phone numbers of local Police Stations			
	Lending & borrowing money			
	NZ's judicial system			
	How to get legal help			
H. Regulatory information	Liquor licensing			
	Dog registration			
	Food safety			
	Retail legislation			
	Fishing regulations – both fresh and saltwater			
I. Consumer information	Hire purchase			
	Consumer rights			
J. Transport information	NZ traffic rules and regulations			
	Parking regulations			
	Public transport			
	How to obtain a driver's licence			
	Car registration and WOF requirements			
K. Housing & accommodation	State housing information			
	Tenancy disputes & other matters			
	Buying & selling property			
	Housing/ real estate advice			
L. Welfare & financial assistance	Work and income information (DWI)			
	Social welfare benefits			
	Budgeting & financial management			
	Women's refuge / Emergency housing			
	Alcohol, drug & gambling dependency			
	Relationship / parenting issues			
	IRD Family assistance			

Topic Area	Type of Information	Very useful	Moderately Useful	Not very useful
M. Community services & facilities	Directory for places of worship			
	Directory for local ethnic & community groups			
	Directory for service clubs, sports clubs, etc.			
	Citizen Advice Bureaux location & services			
	Tuition – speech, drama, music, etc.			
	Public libraries & regulations			
	Location of community centres			
	Recreational facilities			
	Trades people services			
N. Other information (Please specify)				

2(a) If the following type of information is provided in a written format please indicate the information that would be more useful for new immigrants and refugees if translated into their own language(s). Please tick one of the three columns below.

Topic Area	Type of Information	Translation necessary	Translation useful	Translation low priority
A	Treaty of Waitangi			
	Local offices of government departments			
	How to register on the Electoral Roll			
	How to apply for NZ citizenship			
	How and when to pay rates			
	How to set up a bank account			
	How to set up power & telephone accounts			
	Rubbish collection / recycling			
	Address registration at Post Office			
B	Local English language tuition & costs			
	Local interpreters & translation services			
C	NZ education system, including zoning			
	Special education services			
	List of local schools			
	Local community education programmes			
	NCEA (National Certificate of Educational Achievement)			

Topic Area	Type of Information	Translation necessary	Translation useful	Translation low priority
D	NZ's labour market and employment rights			
	Employment assistance & advice			
	Business assistance & advice			
	Training opportunities			
	Youth training schemes			
	NZ's tax system			
E	How to apply for permanent residence in NZ			
	How to apply for a Returning Resident's Visa			
	How to apply for a student visa			
	How to apply for a work visa or permit			
	How to apply for a visitor's visa			
F	NZ health system			
	Public Accident & Emergency Service			
	Public health & prevention services			
	Maternity and child care			
	Mental health services			
	Disability support services			
	Services for older people			
	Directory of local ethnic health professionals			
	Sources of health advice			
	ACC			
G	NZ Police – role and responsibilities			
	Phone numbers of local Police Stations			
	Lending & borrowing money			
	NZ's judicial system			
	How to get legal help			
H	Liquor licensing			
	Dog registration			
	Food safety			
	Retail legislation			
	Fishing regulations - both fresh and saltwater			
I	Hire purchase			
	Consumer rights			
J	NZ traffic rules and regulations			
	Parking regulations			
	Public transport			
	How to obtain a driver's licence			
	Car registration and WOF information			

Topic Area	Type of Information	Translation necessary	Translation useful	Translation low priority
K	State housing information			
	Tenancy disputes & other matters			
	Buying & selling property			
	Housing/ real estate advice			
L	Work and income information (DWI)			
	Social welfare benefits			
	Budgeting & financial management			
	Women's refuge / Emergency housing			
	Alcohol, drug & gambling dependency			
	Relationship / parenting issues			
	IRD Family assistance			
M	Directory for places of worship			
	Directory for local ethnic & community groups			
	Directory for service clubs, sports clubs, etc.			
	Citizen Advice Bureaux location & services			
	Tuition – speech, drama, music, etc.			
	Public libraries & regulations			
	Location of community centres			
	Recreational facilities			
	Trades people services			
N	Other information (please specify)			

2(b). Please list the language(s) into which this written information should be translated.

3. Where do you consider the above information for new immigrants and refugees would be most usefully be distributed in Hamilton? Please tick all that apply.

Locations considered useful for distribution of information	Tick here
Hamilton City Council	
Citizen Advice Bureau	
Community Houses/Centres	
Hamilton Multicultural Services Centre	
Refugee and Migrant Service	
Department of Work and Income	
Public libraries	
Central Resource Centre recommended to be established by Intersect Waikato's <i>Refugee and New Migrant Strategic Plan, 2002 - 2007</i>	
Student Centres at University and WINTEC	
All Secondary Schools	
Hamilton Airport	
Ethnic Places of Worship	
Others (please specify)	

Appendix 3: Cover letter

15 November, 2002

Department of Geography
Te Wāhanga Aro Whenua

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Dear «Key Informant»

Re: Survey of Information Needs of New Immigrants and Refugees in Hamilton

As a key informant in the area of migrant services you are being asked to complete the attached questionnaire.

This research is being funded by a grant from Trust Waikato. The survey aims to determine the extent to which existing services are able to meet the new immigrants and refugees; to identify the information that would be most useful translated into “other” languages; and to recommend ways in which the delivery of information services to new settlers can be improved.

In this stage of the project we would like your feelings about the kind of information that you consider will be most useful to new immigrants, which information you feel would be more useful if translated from English to other language(s), and where you think this information would be most usefully distributed.

We would appreciate receiving your completed questionnaire before the 30th of November.

Your answers will be treated completely confidentially. The identification number on the first page will be used to check that I have received the questionnaires. All answers will be coded and analysed with reference to groups of people rather than individuals. Your name will not be recorded in the data so that your anonymity is preserved. If you have any enquires I will be happy to answer them if you write, telephone or email me at the above address.

Thank you for your assistance.
Yours sincerely

Dr Jacqueline Lidgard
Research Fellow
Migration Research Group

**Appendix 4: Ratings of key informant survey items of information
(Appendix 2, Question 1).**

Topic Area	Type of Information	Ethnic Group	Service Providers	Total
A. Generic Information	Treaty of Waitangi	M	L	L
	Local offices of Government departments	H	H	H
	How to register on the electoral roll	H	M	M
	How to apply for NZ citizenship	H	H	H
	How and when to pay rates	M	H	M
	How to set up a bank account	H	H	H
	How to set up power & telephone accounts	H	H	H
	Rubbish Collection/ recycling	M	H	H
	Address registration at the Post Office	L	M	M
B. Learning English	Local English language tuition & cost	H	H	H
	Local interpreters & translation services	M	H	H
C. Education information	NZ education system	M	H	H
	Specialist education services	M	M	M
	List of local schools	H	H	H
	Local community education programmes	H	H	H
	NCEA (National Certificate of Education)	M	M	M
D. Employment information	NZ's labour market	M	H	H
	Employment assistance & advice	H	H	H
	Business assistance & advice	M	M	M
	Training opportunities	H	H	H
	Youth training schemes	M	M	M
	NZ's tax system	H	H	H
E. Immigration information	How to apply for permanent residence in NZ	H	H	H
	How to apply for returning resident's visa	M	H	H
	How to apply for a student visa	H	M	M
	How to apply for a work visa or permit	H	H	H
	How to apply for a visitor's visa	M	M	M
F. Health information	NZ health system	H	H	H
	Public accidents & emergency service	H	H	H
	Public health & prevention services	H	H	H
	Maternity & child care	H	H	H
	Mental health & services	M	M	M
	Disability support services	M	M	M
	Services for older people	M	M	M
	Directory of local ethnic health professionals	M	H	H
	Sources of health advice	M	H	H
	ACC	H	H	H
G. Legal information	NZ police - roles and responsibilities	H	H	H
	Phone numbers of local police stations	H	H	H
	Lending & borrowing money	M	M	M
	NZ's judicial system	M	H	M
	How to get legal help	H	H	H

Topic Area	Type of Information	Ethnic Groups	Service providers	Total
H. Regulatory information	Liquor licensing	L	L	L
	Dog registration	L	L	L
	Food safety	M	M	M
	Retail legislation	L	M	M
	Fishing regulations - fresh and salt water	L	M	M
I. Consumer information	Hire purchase	M	H	M
	Consumer rights	H	H	H
J. Transport information	NZ traffic rules and regulations	H	H	H
	Parking regulations	H	H	H
	Public transport	H	H	H
	How to obtain a driver's licence	H	H	H
	Car registration and WOF requirements	H	H	H
K. Housing & accommodation	State housing information	H	H	H
	Tenancy disputes & other matters	H	H	H
	Buying & selling property	H	H	H
	Housing/ real estate advice	H	H	H
L. Welfare & Financial	DWI information	H	H	H
	Social welfare benefits	H	H	H
	Budgeting & financial management	M	H	H
	Women's refuge / Emergency housing	M	M	M
	Alcohol, drug & gambling dependency	M	M	M
	Relationship/ parenting issues	M	M	M
	IRD family assistance	H	H	H
M. Community services & facilities	Directory for places of worship	M	M	M
	Directory for local ethnic & community groups	H	H	H
	Directory for service clubs, sports clubs, etc.	H	M	M
	Citizen Advice Bureau location and services	H	H	H
	Tuition - speech, drama, music etc.	M	L	M
	Public libraries and regulations	M	M	M
	Location of community centres	M	H	M
	Recreational facilities	M	H	M
	Trades people services	L	M	M

KEY

H - Highly Useful

M - Moderately Useful

L - Least Useful

**Appendix 5: Ratings of key informant questionnaire items of translation
(Appendix 2, Question 2)**

Topic Area	Type of Information	Ethnic Group	Service Providers	Total
A. Generic Information	Treaty of Waitangi	M	L	M
	Local offices of Government departments	L	M	L
	How to register on the electoral roll	M	M	M
	How to apply for NZ citizenship	M	H	M
	How and when to pay rates	L	M	M
	How to set up a bank account	M	H	H
	How to set up power & telephone accounts	M	H	M
	Rubbish Collection/ recycling	L	M	M
	Address registration at the Post Office	L	L	L
B. Learning English	Local English language tuition & cost	M	H	H
	Local interpreters & translation services	M	H	H
C. Education information	NZ education system	M	H	H
	Specialist education services	M	M	M
	List of local schools	M	L	L
	Local community education programmes	M	L	M
	NCEA (National Certificate of Education)	L	L	L
D. Employment information	NZ's labour market	M	M	M
	Employment assistance & advice	M	H	M
	Business assistance & advice	M	M	M
	Training opportunities	M	M	M
	Youth training schemes	M	L	M
	NZ's tax system	M	H	H
E. Immigration information	How to apply for permanent residence in NZ	M	H	H
	How to apply for returning resident's visa	M	H	M
	How to apply for a student visa	L	M	M
	How to apply for a work visa or permit	M	M	M
	How to apply for a visitor's visa	M	M	M
F. Health information	NZ health system	M	H	H
	Public accidents & emergency service	H	H	H
	Public health & prevention services	M	H	M
	Maternity & child care	M	H	M
	Mental health & services	M	M	M
	Disability support services	M	M	M
	Services for older people	M	M	M
	Directory of local ethnic health professionals	M	H	M
	Sources of health advice	M	H	M
ACC	M	M	M	
G. Legal information	NZ police - roles and responsibilities	M	H	H
	Phone numbers of local police stations	M	M	M
	Lending & borrowing money	L	M	M
	NZ's judicial system	M	M	M
	How to get legal help	M	M	M

Topic Area	Type of Information	Ethnic	Service	Total
H. Regulatory information	Liquor licensing	L	L	L
	Dog registration	L	L	L
	Food safety	M	L	M
	Retail legislation	L	L	L
	Fishing regulations - fresh and salt water	L	M	L
I. Consumer information	Hire purchase	L	H	M
	Consumer rights	M	M	M
J. Transport information	NZ traffic rules and regulations	H	H	H
	Parking regulations	M	H	M
	Public transport	M	H	M
	How to obtain a driver's licence	M	H	H
	Car registration and WOF requirements	M	H	M
K. Housing & accommodation	State housing information	H	H	H
	Tenancy disputes & other matters	M	H	H
	Buying & selling property	M	M	M
	Housing/ real estate advice	M	M	M
L. Welfare & Financial	DWI information	M	H	H
	Social welfare benefits	M	H	H
	Budgeting & financial management	M	H	M
	Women's refuge / Emergency housing	M	M	M
	Alcohol, drug & gambling dependency	M	M	M
	Relationship/ parenting issues	M	M	M
	IRD family assistance	M	H	M
M. Community services & facilities	Directory for places of worship	M	L	L
	Directory for local ethnic & community groups	M	M	M
	Directory for service clubs, sports clubs, etc.	M	L	L
	Citizen Advice Bureau location and services	L	L	L
	Tuition - speech, drama, music etc.	L	L	L
	Public libraries and regulations	L	L	L
	Location of community centres	L	L	L
	Recreational facilities	L	L	L
	Trades people services	L	L	L

KEY

H - Highly Useful

M - Moderately Useful

L - Least Useful

Appendix 6: Usefulness of information compared with need for translation

Topic Area	Type of Information	Usefulness of Information	Translation Needed
A. Generic Information	Treaty of Waitangi	L	M
	Local offices of Government departments	H	L
	How to register on the electoral roll	M	M
	How to apply for NZ citizenship	H	M
	How and when to pay rates	M	M
	How to set up a bank account	H	H
	How to set up power & telephone accounts	H	M
	Rubbish Collection/ recycling	H	M
	Address registration at the Post Office	M	L
B. Learning English	Local English language tuition & cost	H	H
	Local interpreters & translation services	H	H
C. Education information	NZ education system	H	H
	Specialist education services	M	M
	List of local schools	H	L
	Local community education programmes	H	M
	NCEA (National Certificate of Education)	M	L
D. Employment information	NZ's labour market	H	M
	Employment assistance & advice	H	M
	Business assistance & advice	M	M
	Training opportunities	H	M
	Youth training schemes	M	M
	NZ's tax system	H	H
E. Immigration information	How to apply for permanent residence in NZ	H	H
	How to apply for returning resident's visa	H	M
	How to apply for a student visa	M	M
	How to apply for a work visa or permit	H	M
	How to apply for a visitor's visa	M	M
F. Health information	NZ health system	H	H
	Public accidents & emergency service	H	H
	Public health & prevention services	H	M
	Maternity & child care	H	M
	Mental health & services	M	M
	Disability support services	M	M
	Services for older people	M	M
	Directory of local ethnic health professionals	H	M
	Sources of health advice	H	M
	ACC	H	M
G. Legal information	NZ police - roles and responsibilities	H	H
	Phone numbers of local police stations	H	M
	Lending & borrowing money	M	M
	NZ's judicial system	M	M
	How to get legal help	H	M

Topic Area	Type of Information	Usefulness of Information	Translation Needed
H. Regulatory information	Liquor licensing	L	L
	Dog registration	L	L
	Food safety	M	M
	Retail legislation	M	L
	Fishing regulations - fresh and salt water	M	L
I. Consumer information	Hire purchase	M	M
	Consumer rights	H	M
J. Transport information	NZ traffic rules and regulations	H	H
	Parking regulations	H	M
	Public transport	H	M
	How to obtain a driver's licence	H	H
	Car registration and WOF requirements	H	M
K. Housing & accommodation	State housing information	H	H
	Tenancy disputes & other matters	H	H
	Buying & selling property	H	M
	Housing/ real estate advice	H	M
L. Welfare & Financial	DWI information	H	H
	Social welfare benefits	H	H
	Budgeting & financial management	H	M
	Women's refuge / Emergency housing	M	M
	Alcohol, drug & gambling dependency	M	M
	Relationship/ parenting issues	M	M
	IRD family assistance	H	M
M. Community services & facilities	Directory for places of worship	M	L
	Directory for local ethnic & community groups	H	M
	Directory for service clubs, sports clubs, etc.	M	L
	Citizen Advice Bureau location and services	H	L
	Tuition - speech, drama, music etc.	M	L
	Public libraries and regulations	M	L
	Location of community centres	M	L
	Recreational facilities	M	L
	Trades people services	M	L

KEY

H - Highly Useful

M - Moderately Useful

L - Least Useful