



ANNUAL REPORT 2020

Tēnā koutou

2020 was a momentous year for English Language Partners.

If the year taught us anything, it is that supporting and developing our communities to be resilient and resourceful is hugely important.

As the country went into lockdown in March, an impressive story was unfolding at our national office and centres, as hundreds of staff and volunteers rapidly mobilised to change the way we delivered programmes and support to our thousands of learners.

The 60,000 hours of teaching provided during lockdown gave continuity and comfort to our learners in what was a very scary world. It was pleasing to see so many adapt well to a new style of learning, and develop some digital skills along the way, despite the many challenges.

We are delighted to share highlights with you in our annual report.

Dr David Bromell, outgoing Chair, (remaining on board as a trustee) has put in place a well-governed organisation supported by an effective strategic plan. The Electoral College appointed three new trustees in May: Li Ling Ho, Mark Bryan and Susan Warren. Having welcomed our new Chief Executive to the English Language Partners’ whanau, we are excited and energised by the possibilities for growing our approach to learning design, income diversity and learner support, while continuing to meet our delivery objectives. Do follow us to learn more as these stories develop.

Karun Shenoy, Chair

Having arrived as Chief Executive in late 2020 and following on from the strong foundations put in place by my predecessor Nicola Sutton, I feel somewhat underqualified to report on the incredible efforts of our team in a most challenging year.

I arrived at the end of a year no one will forget and was inspired to find a team not simply wishing 2020 away as a bad dream, but wanting to build on the spirit of collaboration and experimentation created.

As I travelled the country meeting many of our staff, volunteers and learners, I learnt about our incredible mahi, and the huge energy and eagerness we have to help more new Kiwis settle in Aotearoa.

I am thrilled and honoured to help guide the team to make this happen.

James McCulloch, Chief Executive



Karun Shenoy, Chair



James McCulloch, Chief Executive

English Language Partners
New Zealand Trust Board

- Karun Shenoy, Chair
- Jane von Dadelszen, Deputy Chair
- Anne Alkema
- David Bromell
- Mark Bryan
- Li Ling Ho
- Catherine Neill
- Kara Scally-Irvine
- Susan Warren

In October, our group finally met in person in safer, post-lockdown conditions.

We welcomed new members and reflected on our responses to the worldwide pandemic, which has seen political decisions increasingly affecting former refugees and migrants to New Zealand.

Te Tiriti o Waitangi was a major focus, particularly the significance of Te Tiriti and how it connects with English Language Partners’ strategies to build multicultural understanding and support our communities in their settlement process. We recognised Te Tiriti as a partnership document and the importance of Māori culture and language awareness to facilitating successful resettlement of our learners in New Zealand.

Reflecting on what is happening regionally in our communities, we stressed the need for a proactive approach from English Language Partners to facilitate partnerships that help learners better access public services: the health sector, housing, councils and businesses.

We considered the long-term benefits of New Zealand becoming a more prosperous and inclusive society through improving learners’ employability and work conditions, and proposed ways learners’ qualifications could be recognised here. The Ethnic Advisory Group also highlighted the crucial role employers have, as part of the solution to achieving wellbeing and fair conditions for migrant workers.

Laura Moreno, Ethnic Advisory Group

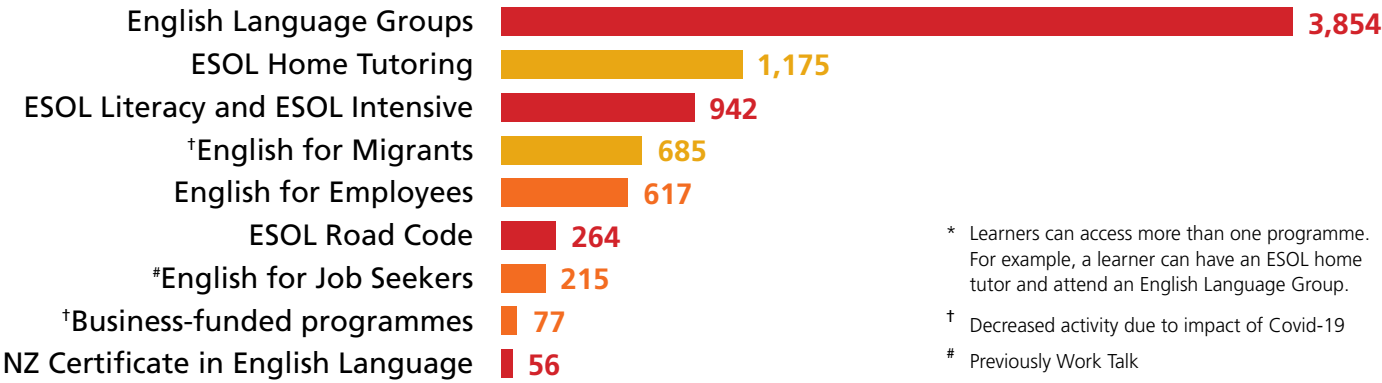


Laura Moreno

Ethnic Advisory Group

- Mohammad Hilal
- Joanne Lee
- Rehab Mohamed
- Laura Moreno
- Ku Reh Nga
- Ngozi Penson
- Laure Romanetti
- Joanne (Aijuan) Song
- Bhoj Raj Subba

LEARNERS ACCESSING 2020 PROGRAMMES*



* Learners can access more than one programme. For example, a learner can have an ESOL home tutor and attend an English Language Group.

† Decreased activity due to impact of Covid-19

Previously Work Talk

ENGLISH FOR EVERYDAY
LIFE AND WORK

Vision Former refugees and migrants participate successfully in all aspects of life in Aotearoa New Zealand.

Purpose To deliver English language programmes and enable effective settlement.



2020 Quick stats

- 6,526 adult learners*
- 1,203 volunteers
- 440 new volunteers trained
- 408 teaching and support staff
- 22 locations in New Zealand

* 5,745 learners eligible for Tertiary Education Commission (TEC) funding; 781 learners ineligible for TEC funding

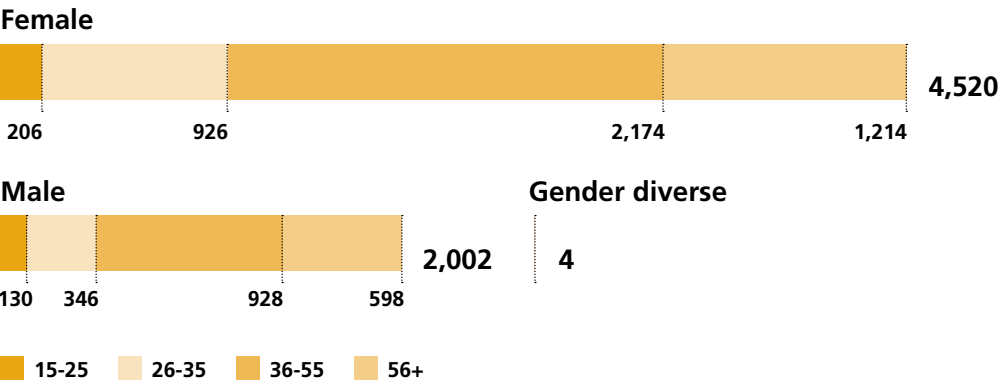
Being able to do simple tasks that confident English speakers take for granted makes a huge difference in the everyday lives of newer Kiwis.

We record the daily activities learners can do after learning English that help them in their everyday life, work or further study.

Social participation outcomes are achievements such as talking to the teacher at a child’s school; making a doctor’s appointment, then being able to describe symptoms; taking the car for a warrant; or voting in elections.

“Your vote is important, whether you are rich or poor.’ I felt so excited and said, ‘yes I need to vote.’”
[English Language Group learner]

AGE AND GENDER



Getting English to work

“There aren’t enough skilled tradespeople in New Zealand,” says Tika’s Mark Pepperell. “We’ve 40 skilled migrant workers, all specialist interior finishers.” While their Filipino staff have reasonable English, Tika was encountering in-house communication issues. Business English classes solved Tika’s problems, and the company is now thinking of offering courses at their Auckland and Tauranga branches. “We’ll see the results when we do our next Performance Review, but they are already benefiting.”



Employment outcomes are activities such as getting a job; asking a boss to clarify something; communicating clearly with customers and work colleagues; understanding a health and safety notice on the wall; or coping with a job interview.

“I own my business now, I’m self-employed, and I got citizenship. I’m a lucky man.”
[English for Employees learner]

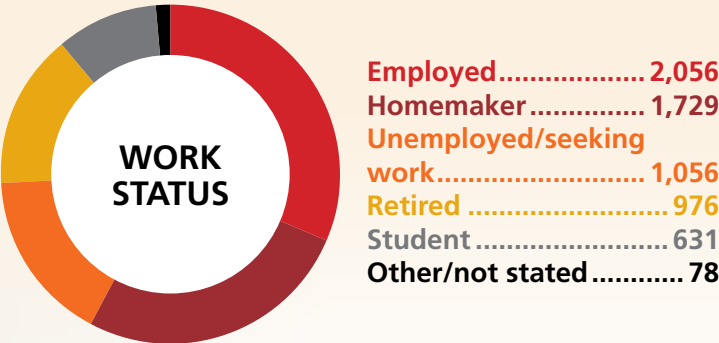
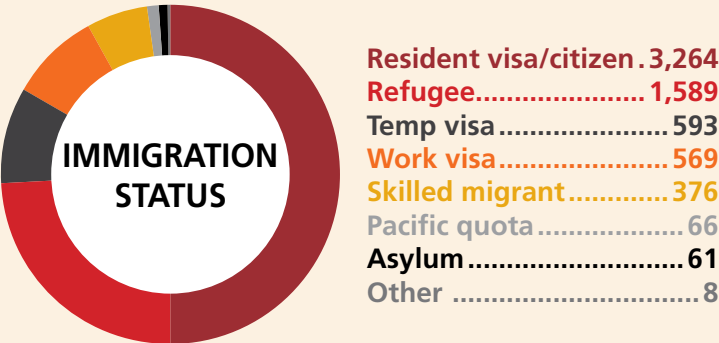
Further study outcomes include successes such as being able to undertake a more advanced programme; take up additional learning opportunities or start tertiary study. Learners reported achievements such as completing a road code or learner licence class; preparing for IELTS; joining a community sewing class; or starting a qualification.

“I couldn’t read or write. I went to class after work, and then studied Mechanical Engineering. I am following my dream.”
[Trainee engineer, Interislander]

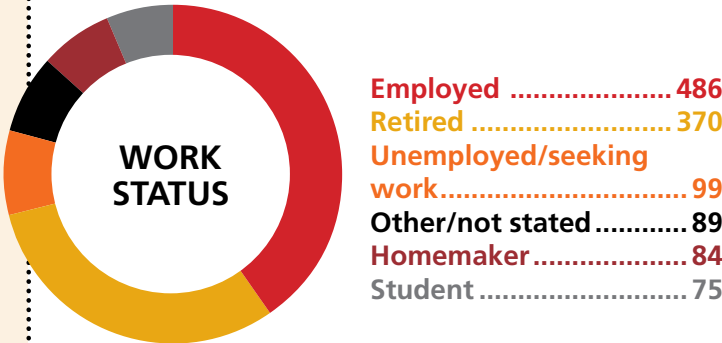


Golden graduate

Sidra Smaism left Syria with her family to escape the civil war. She arrived four years ago, speaking only a few words of English. After two years at college, Sidra studied hairdressing at Whitireia Polytechnic. She then completed the NZ Certificate in English Language and, thanks to the skills she gained, now works at Golden Scissors: her family’s hairdressing salon. “I particularly wanted to improve my spoken English, so I could talk to customers on the phone, and while cutting their hair.”
“I couldn’t do that before I did the course, I was too shy.”
“It was also good for my writing and reading skills. I find it easier to use a computer for things like searching on Google.”
“I definitely recommend it.”



“It makes me feel motivated when I see how my learner manages it despite all the challenges.”



“It is the best contribution in life, to share knowledge with other human beings.”



A life full of volunteering

When Trish Marshall retired from a nursing career, she worried she might end up “Glued to an armchair with a book.” Instead, a personal commitment to “become involved in things,” saw her volunteer for three organisations, including English Language Partners. With Trish’s help, Islam Rabai’ah’s English has improved, and she now has a lot more confidence.
“We’re helping one another,” says Trish, who makes a weekly, two-hour round trip to teach Islam in Invercargill. “I wanted to do something to keep my brain ticking over. I’ve always loved words and found the training interesting. A lot of stuff rolled over from my nursing days too, around privacy and respecting boundaries. I have children living overseas and have travelled a lot, so I’ve an interest in other cultures.”

Zooming in... ONLINE LEARNING



Until New Zealand’s Level 4 lockdown, ELPNZ’s lessons were only delivered face-to-face. Amazingly, by 26 March, online classes were underway, with 500 hours of classes attended by learners in the first week.

Our remarkable leap to online learning saw teachers, volunteers and staff swiftly organise to meet the challenges of training, internet access and suitable technology, leading to rapid progress in our learning delivery. The level of innovation surpassed all expectations. Just two days after lockdown, one staff member saw a friend’s post on Chinese social media app WeChat, with a photo of her parents in an English Language Partners’ WeChat class. Teachers quickly trained to use Zoom, learning to adapt content to an online mode of delivery. Weekly online ‘drop in’ sessions allowed teachers to ask questions and share tips, and our national programmes team published newsletters with resources and ideas.

With online classes running, people living in remote rural communities now have the option to join a class.”

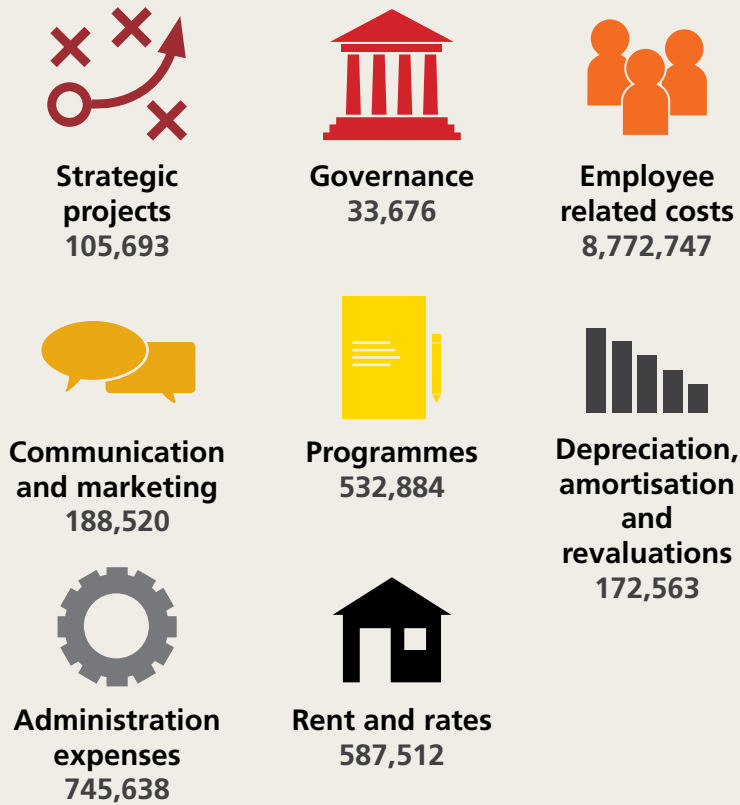
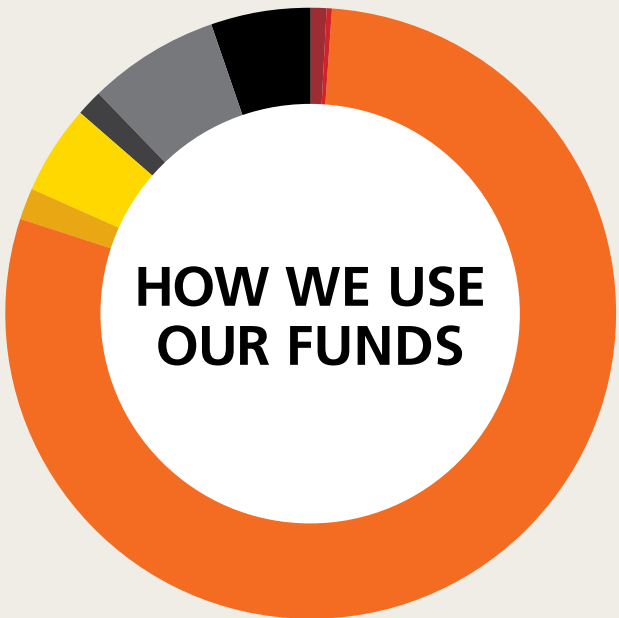
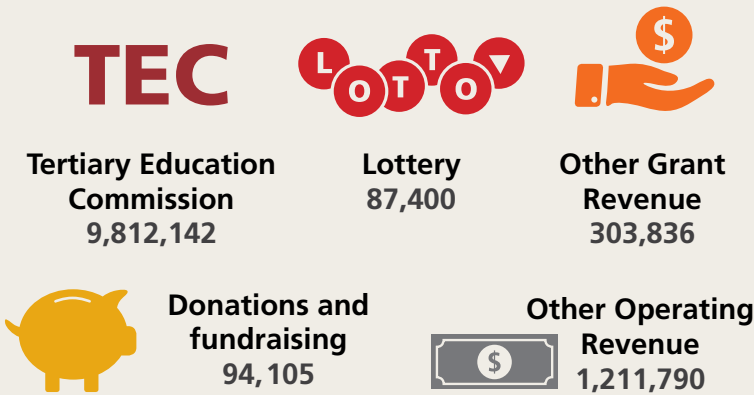
To engage learners, teachers used a wide range of platforms they were familiar with. Volunteers, who usually teach learners at home, used WhatsApp, Zoom, Skype, email and texts to stay connected and offer support. While limited English, family responsibilities, internet access and suitable technology were barriers some learners faced, surveys show our move to online learning has been extremely successful, with the majority of learners happy to continue. In finding an agile solution to Covid-19’s challenges, we are providing more flexibility and accessibility for learners, wherever they live in Aotearoa.

Online learning is now firmly embedded throughout English Language Partners.

NINE WEEKS OF LOCKDOWN

- 60,104 hours attended by learners
- 2,038 learners learnt online
- 318 English classes delivered
- 288 staff and volunteers trained to use Zoom
- 81 Zoom licences bought
- 44 daily newsletters updated staff

Funding our work



INCOME AND EXPENDITURE

Total Income	11,509,273
Total Expenses	(11,139,233)
Total Surplus	370,040

FINANCIAL POSITION

Total Assets	8,811,818
Total Liabilities	(1,754,769)
Net Assets	7,127,049
Equity	7,127,049

Full audited financial statements are available at www.englishlanguage.org.nz/annual-report

Thanking OUR FUNDERS

We greatly value the funding support we receive from the **Tertiary Education Commission (TEC)**.

We would also like to acknowledge the following trusts, foundations, city councils and other organisations for awarding valuable funding support to our centres this financial year:

Adult and Community Education (ACE) Aotearoa

Albany House Community Board

Albert Daniel Hally Trust

Auckland City Council

Catalytic Foundation

Dunedin City Council

East & Central Community Trust

Electoral Commission

Geyser Foundation

Hawkes Bay Foundation

Helen Graham Charitable Trust

Horowhenua District Council

Hutt City Council

Hutt Mana Charitable Trust

Industry Training Federation

Invercargill Licensing Trust (ILT) Foundation

John Ilott Charitable Trust

Lion Foundation

Lottery Grants Board

Ministry of Social Development

New Plymouth District Council

Napier City Council

New Zealand Federation of Graduate Women

Nikau Foundation

Norah Howell Trust

Office of Ethnic Communities

Puketāpapa Local Board

Rātā Foundation

Rotorua Energy Charitable Trust

Sargood Bequest

SkyCity Hamilton Community Trust

TEC Hardship COVID-19 Fund

The Presbyterian Synod of Otago and Southland

The Southern Trust

The Trusts Community Foundation

Thomas George Macarthy Trust

Tindall Foundation

Trust House Foundation

Trust Waikato

Waiora Community Trust

Wellington City Council

Wellington Community Trust

Whanganui District Council

OUR PROGRAMMES

In class

English Language Groups

ESOL Literacy

ESOL Intensive

ESOL Road Code

New Zealand Certificate

in English Language

Certificate in ESOL Home Tutoring
(volunteer training)

For work

English for Employees

English for Job Seekers

Business English

Job Mentoring

At home

ESOL Home Tutoring

English for Migrants



PLEASE SUPPORT US – VOLUNTEER | DONATE

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Charities Registration number: CC51013

