



ANNUAL REPORT 2021

Tēnā koutou

Congratulations to our team on overachieving in a challenging and constantly changing pandemic context.

The year turned out to be unusually challenging, with the arrival of the Delta variant, further lockdowns and the new traffic light settings.

As the pandemic impacts us in different ways, naturally, our greatest focus has been on staff health and the wellbeing solutions we've implemented. Our 2020 preparations undoubtedly helped us to better face the ongoing challenges.

It has been tremendous to see the vast majority of staff become fully vaccinated and to hear from centres that a high percentage of learners are also fully vaccinated. This is impressive given the difficulties our learners, especially former refugees, face.

A number of areas were simplified, such as learner delivery and reporting, marketing and communications and HR policies. Progress was made with business intelligence and insights, and with our digital marketing/social media profile.

Board work focused on our strategic priorities and their related indicators and measures, and we will soon have an updated Strategic Plan following great input from management teams and our EAG.

The year ended with a higher financial surplus than budgeted. We exceeded targets in the Adult Community Education Pool and the Workplace Literacy Fund and reached 97.5% delivery in the Intensive Literacy and Numeracy Fund. An outstanding level of delivery by the team, given 2021's border closures and lockdowns.

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

Covid-19's impact on the migrant community was our main focus in 2021.

We met face to face in March then, due to pandemic restrictions, we met online in September.

The Covid-19 crisis shed some light on the new challenges and barriers learners face and what strategies should be put in place by centres to diversify our services and programmes.

Members expressed the need for diversification, to support the daily activities of our learners through focused and practical courses. The use of technologies, adapting to new circumstances and improving marketing strategies to reach potential learners were reflected on, based on the experiences and feedback from our communities.

Further discussions were around how ELP could contribute to critical issues such as the mental health of our learners and staff due to pandemic restrictions, and the particular vulnerability of women and LGBTQ+ communities.

The importance of establishing effective communication channels with our learners to hear their voices and to address their concerns was also central, as was the role and impact of the EAG's insight on the strategies implemented by ELP.

Laura Moreno, Ethnic Advisory Group

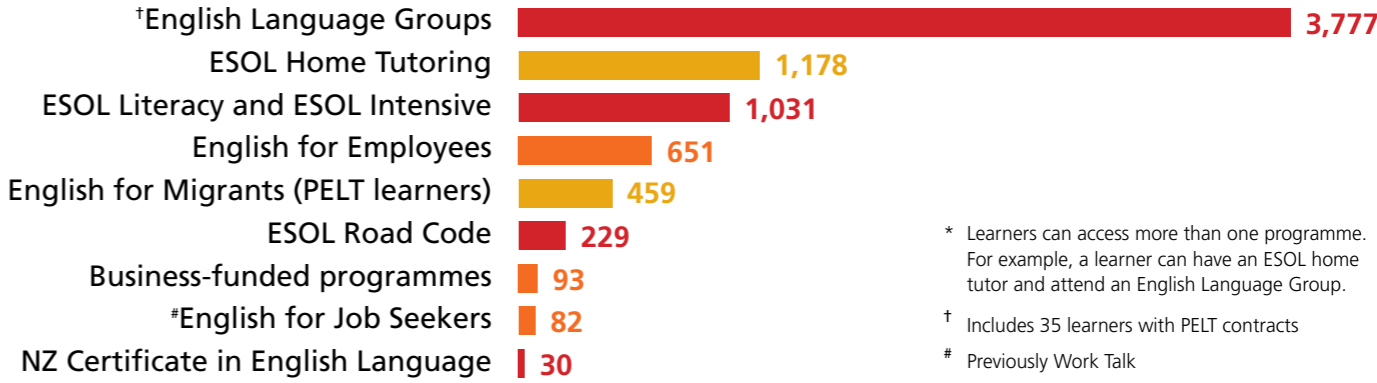


Laura Moreno

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 2021 PROGRAMMES*



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

† Includes 35 learners with PELT contracts

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.



2021 Quick stats

- 6,401 adult learners*
- 1,065 volunteers
- 335 new volunteers trained
- 345 teaching and support staff
- 299 classes delivered online
- 22 locations in New Zealand

* 5,864 learners eligible for Tertiary Education Commission (TEC) funding; 537 learners ineligible for TEC funding

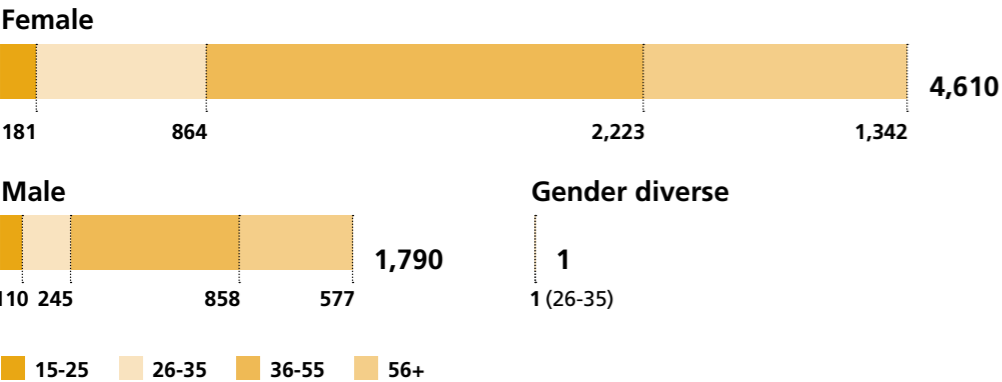
Being able to do simple tasks that confident English speakers take for granted makes a huge difference in the everyday lives of newer Kiwis.

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.

“My tutor said, ‘Would you like me to teach you to drive?’ It's the main reason I was able to get my licence.”
[ESOL home tutor learner]

AGE AND GENDER



Motivational journey into the Kiwi workplace

Maryam Ghouzivand's English study saw her progress from working casually for a school photographer to becoming our Northland centre's administrator. Maryam then applied for work more suited to the IT qualifications and expertise she'd brought with her from Iran, securing a position as a service desk technician for the Kaipara District Council. After more English study, Maryam wants to pursue her dream of a career in artificial intelligence or cybersecurity via university study.

“English Language Partners’ environment is very multi-national, supportive and a welcoming place as a stepping stone on my career.

“New Zealand is now my home.”



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.

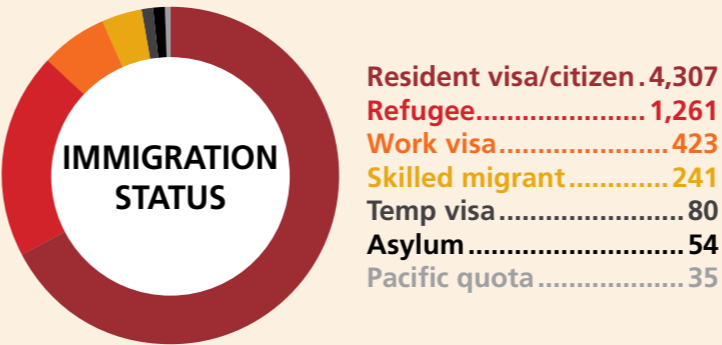
“I learned to adapt to Kiwi workplace culture and be part of the conversation in meetings and the lunchroom.”
[English for Employees learner]

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.

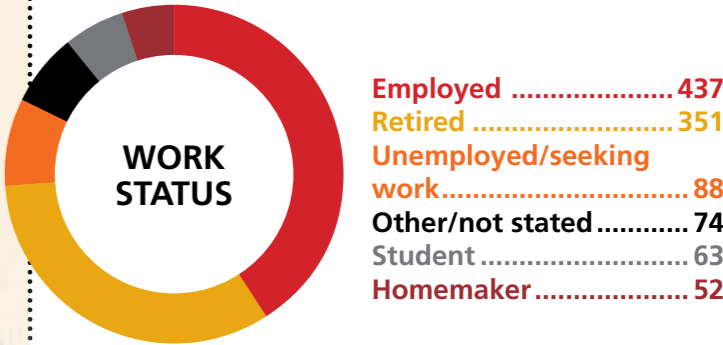
“Thank you for helping and teaching me English to reach my dream to become an electrician.”
[Trainee, electrical foundation course, ETCO]

Courage, resilience and determination

Sar Gaw, from Myanmar, has always been highly committed and motivated to become an electrician. After completing his ETCO electrical foundation course with top grades, Sar Gaw was accepted by 7 Electrical as an apprentice. He's now working at the NZ Defence site in Wellington. “I so admire how Sar Gaw has navigated his way to apprenticeship within three years of arrival from Malaysia,” says John Hobbs, his former ESOL home tutor.



“I've learned a lot. The experience is a refreshing reminder that the world is bigger than my own little world.”



“I love helping other migrants build confidence while improving my own English and cultural skills.”



Feels good to help

Growing up, uni student Helen Knott was ‘dragged’ around Europe on her parents’ sabbaticals, learning a number of languages. “It can be debilitating if you don't know the language. So it's fantastic to help people that really need it.”

Helen teaches Bawi, from Myanmar. “Bawi is great! We got to know each other quickly. It's lovely to see her improve. She's really thrown herself into English. I sometimes call her out of the blue to build confidence on the phone. We've also done Zoom and WhatsApp classes. It's important to focus on online learning as we move through the pandemic. I help with daily challenges like enrolling Bawi's kid in pre-school and doctors' appointments. We have discussions around things Kiwis say, and a little bit of Te Reo.

“English opens up the ability to socialise with people, it's so important for integration.”



UNITING AGAINST COVID-19

ELPNZ needs to be adaptable and flexible to world events.

Supporting the nationwide vaccination effort has meant discussing complicated issues with our newer Kiwis.

The vaccination drive presented unique challenges. Conscious of learners' low literacy levels, limited understanding of our healthcare system and misinformation circulating within communities, our teachers were careful to relay only the facts. Aware of our effectiveness in getting messages to 'hard to reach' groups, the Ministry of Health provided access to multilingual resources and supported our own resource development, including our guide to 'Getting your Covid-19 vaccination'.

With centres in-depth knowledge of their communities, we adopted a flexible, centre-led approach to disseminating Covid-19 information. Centres have worked hard since the pandemic's beginning to ensure learners have the language tools to engage in the conversation, while making sure the correct information is getting out.

One centre organised for the Immunisation Advisory Centre (IMAC) to visit, with the centre's Cultural Language Assistant helping out by interpreting.

Many learners have become strong advocates for vaccination, sharing experiences to encourage others. With the re-emergence of Covid in the community, our move back to online teaching

was swift, and logistically easier than in 2020. To ensure no learner is left behind, online classes are now ongoing and available to anyone unable or unwilling to be vaccinated.

Despite the issues of working through a pandemic, our organisation saw excellent results in learner numbers and their language progress, a remarkable achievement with very few migrants entering the country.

At the heart of our approach has been the health, safety and wellbeing of our learners, volunteers, staff, contractors and the communities we serve.

“When we created our last strategy, who knew we'd be helping people get vaccinated in a pandemic? Covid is a global story, so we're talking about it in classrooms.”

[James McCulloch, Chief Executive]

“I told the class: ‘Take the vaccine. It's important. You don't need to pay, and all the professionals say it is safe.’”



Funding our work

TEC

Tertiary Education Commission
9,941,824

LOTTO

Lottery
361,354



Other Grant Revenue
425,489



Donations and fundraising
4,431



Other Operating Revenue
1,042,371

WHERE
OUR FUNDS
COME FROM

HOW WE USE
OUR FUNDS



Strategic projects
64,301



Governance
23,807



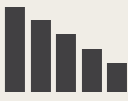
Employee related costs
9,237,587



Communication and marketing
141,500



Programmes
500,561



Depreciation, amortisation and revaluations
202,141



Administration expenses
714,408



Rent and rates
583,421

INCOME AND EXPENDITURE

Total Income	11,775,469
Total Expenses	(11,467,726)
Total Surplus	307,743

FINANCIAL POSITION

Total Assets	9,321,748
Total Liabilities	(1,886,956)
Net Assets	7,434,792
Equity	7,434,792

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

Auckland City Council

Catalytic Foundation

Christchurch City Council

Department of Internal Affairs

Dunedin City Council

Eastern & Central Community Trust

Four Winds Foundation

Hawke's Bay Foundation

Helen Graham Charitable Trust

Horowhenua District Council

Hutt City Council

Hutt Mana Charitable Trust

Kapiti Coast District Council

Lion Foundation

Lions Club

Lottery Grants Board

Ministry for Ethnic Communities

Napier City Council

New Plymouth District Council

New Zealand Federation of Graduate Women

Nikau Foundation

Norah Howell Trust

Pelorus Trust

Pub Charity

Rātā Foundation

Rotorua Trust

TEC Hardship COVID-19 Fund

The Presbyterian Synod of Otago and Southland

The Southern Trust

Thomas George Macarthy Trust

Trust House Foundation

Trust Waikato

Upper Hutt City Council

Waiora Community Trust

Wellington City Council

Wellington Community Trust

Whangarei 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

