Unravelling Indian migrant workers' perceptions about the effectiveness of employment assistance programmes in Auckland, New Zealand

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Abstract

Migrant settlement and integration into the New Zealand labour market has been a long-standing concern for government agencies, migrant community groups, and researchers. Numerous initiatives to enable successful settlement have been created but the effectiveness of these initiatives is questionable as migrants continue to face challenges in finding suitable employment. Non-standard work and under-employment are common experiences among new migrants in New Zealand. These experiences are not unique to New Zealand. Studies show that migrants in countries such as Canada and Australia share similar issues. There is also consensus in the literature for the need to consider the migrants' points of view regarding the effectiveness of settlement initiatives. As few New Zealand studies have taken the migrant perspective into account, this study fills a research gap by looking at the effectiveness of various employment assistance programmes through the eyes of its migrant participants.

The first aim of this study, therefore, was to understand what role an employment assistance programme (EAP) plays in facilitating migrants' settlement in employment in the host country. The second aim of the study was to determine how effective EAPs are in Auckland, New Zealand. The third aim was to critique the Auckland-based EAPs by identifying their strengths and weaknesses. These aims were addressed through the migrants' perspectives. In addressing these research aims, a qualitative descriptive interpretive approach was applied to capture the different points of views of the interviewees.

This study found that the EAPs in Auckland are only partially successful in supporting the migrants' settlement in employment. Despite attending the EAPs, migrants do not find the right employment – employment that is in line with their educational qualifications and prior work experience. Although the EAPs provide useful labour market information, their effect on reduction of barriers is negligible.

Through its findings, this study provides insights for improvement of the current EAPs and offers a starting point for future evaluative, migrant-centred research.

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Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

Shreya Jadhav

Date: 07/03/18

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Chapter 1 Introduction

1.1 Introduction

This chapter introduces the reader to the topic of this thesis while providing a rationale for its choice. It displays the thesis structure and provides a brief explanation of the contents of each chapter. It also presents operational definitions of the important terms used throughout the thesis.

1.2 Rationale

Migrants have become the personified version of globalisation. However, unlike goods and services, the notion of 'disappearing boundaries' does not apply to migrants. Migrants are restricted by boundaries both in the literal and metaphorical sense. In the literal sense, migrants go through rigorous screening procedures to prove their mettle, before they are approved by the receiving countries. In the metaphorical sense, boundaries exist in the form of negative attitudes and the resultant discriminatory acts of the native population in the host country. Additionally, migrants continue to be treated as disposable labour per skill requirements of the host country {Ongley, 1995 #238}. These boundaries along with the migrants' human capital and social capital limitations become a hindrance in their settlement within the host country {Fuller, 2012 #501;Gooder, 2017 #639}. Migrants' lack of settlement in turn affects their potential impact on the host country's economy and society {Poot, 2005 #617}.

In recent times, much has been discussed about the impact of immigration on host countries. Public debates about this impact have further fuelled the negative sentiments of the native population {Grzymala-Kazlowska, 2017 #604}. However, considerable attention has also been paid to how host countries handle large scale immigration and its associated problems {Ethnic Communities' Council of Victoria, 2009 #446}. This consideration has led host countries to create settlement and integration policies for migrants which attempt to bridge the gap between migrants' needs and host country requirements {New Zealand Immigration, 2016 #490}.

While constructing policies, host governments and researchers have predominantly focussed on the employment outcomes of migrants {New Zealand Immigration, 2016 #626}. This focus has stemmed from the view that migrants' settlement in employment enables settlement in other aspects of life such as housing, healthcare, and education {Masgoret, 2012 #483}. Being, mindful of this focus, host countries have created various

settlement services to aid migrants' employment {New Zealand Immigration, 2017 #599}. However, divergent settlement outcomes of migrants from various source-countries have pointed towards the need for culture-sensitive settlement services {Winkelmann, 1998 #237}.

Lack of cultural sensitivity has been linked to the ineffectiveness of settlement services {Sobrun-Maharaj, 2008 #564}, along with other causes such as these services' inaccessibility to all migrants, inconsistency in information, and lack of employer involvement {Bergemann, 2011 #456}. However, these are just preliminarily identified causes as there is a dearth of research that evaluates the effectiveness of settlement services. Evaluative research is particularly lacking in terms of settlement services that provide employment assistance to migrants.

Lack of research that evaluates the effectiveness of 'employment assistance programmes' has grave consequences for regions like Auckland that are densely populated with migrants {Controller and Auditor General, 2013 #582}. These consequences have the potential to affect both the migrant receiving region and the migrants themselves, therefore producing negative impact of immigration on the host country {Strategic Social Policy Group, 2008 #477}. The understanding of consequences is reflected in recent government reports that identified the need for evaluative practices to measure and improve the effectiveness of settlement services in Auckland. However, no such task has been undertaken till date {Controller and Auditor General, 2013 #582}.

Therefore, this study has tasked itself with providing a starting point for evaluative studies that aim to measure the effectiveness of settlement initiatives in Auckland. Since employment is an important part of migrants' settlement, this study had laid special focus on settlement initiatives concerning migrants' employment. Owing to the limited timeline of a Master's study and the significance of Indian migrants in the Auckland region, this study has involved Indian migrants as its study sample. However, acknowledging the importance of New Zealand's national settlement policy, this study has used the settlement indicators of the national policy as a guideline for its research design.

1.3   Thesis outline

This study began with the aim of exploring the perceptions of Indian migrants about the effectiveness of Auckland-based employment assistance programmes in aiding settlement in employment. To further clarify this aim and convert it into research questions, this

study reviewed New Zealand's immigration context as presented in Chapter 1: Background. Additionally, it reviewed the extant literature on settlement and integration of migrants with a special focus on employment assistance programmes as presented in Chapter 2: Literature Review. The review of literature helped in developing the research questions and building a sound rationale for the methodology of this study. The research questions thus developed, are as follows:

Q1. What perceived roles do employment assistance programmes (EAPs) play in facilitating migrants' settlement in employment in the host country?

Q2. From the migrants' perspectives, how effective are the EAPs offered in Auckland, New Zealand?

Q3. What are the perceived strengths and weaknesses of the EAPs in Auckland?

These questions were addressed by using a qualitative descriptive interpretive approach to explore the perceptions of migrants. Additionally, thematic analysis facilitated the analysis and presentation of findings. The methods and the research design utilised to conduct this study are presented in detail in Chapter 3: Methodology. Chapter 4: Findings presents findings from the thematic analysis by classifying the migrants' experiences of job-search and employment in three phases – pre-EAP, EAP and post-EAP. Each of these classifications includes descriptive accounts of participant explanations that allow the derivation of significant findings. These findings are presented in relation to the research questions in Chapter 5: Discussions. The chapter discusses all the relevant findings by linking them to the broader literature in the field. Finally, Chapter 6: Conclusions presents the key conclusions that were drawn from the findings in this study. The chapter also discusses briefly the implications of the findings for settlement policy in Auckland. It also acknowledges the limitations of this small-scale study and provides recommendations for future research.

1.4 Definitions

In order to eliminate the possibility of ambiguity, this section defines the terms that are widely used throughout this thesis. It starts by defining the terms migrant, migrant worker and Indian migrant, which are used throughout this thesis to refer to participants of this research.

1.4.1 Migrant

The term *migrant*, while loosely referring to people who have moved from their home country (source country) to a new country (host country), is clearly defined by UNESCO (United Nations Educational, Scientific and Cultural Organisation). While referring to the United Nations' convention on migrants' rights, that came into force in July 2003, {UNESCO, 2016 #485@@@author-year} said,

> The term 'migrant' in article 1.1 (a) should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external compelling factor (para 3).

> This definition indicates that the term 'migrant' does not refer to refugees, displaced persons or others who are forced or compelled to leave their homes (UNESCO, 2016, para 4).

In-keeping with the United Nation's definition, New Zealand Immigration categorises refugees (also called humanitarian migrants) differently from migrants {Henderson, 2004 #371}. Thus, this study utilises the above definitions to identify migrants separately from refugees.

1.4.2 Migrant worker

The United Nations' convention on migrants' rights {UNESCO, 2005 #532} defines a *migrant worker* as,

> a person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national. (p. 25)

1.4.3 Indian migrants

This study is limited to migrants specifically from an Indian ethnic background. For the purpose of this study, 'Indian migrants' are migrants who have an Indian ethnic background, were born and brought up in India, and who hold an Indian citizenship. It includes migrants who may or may not have migrated to New Zealand directly from India.

1.4.4 Employment assistance programme (EAP)

In this study, programmes considered as EAPs include those that provide help with CV making, interview skills, job-search skills, communication skills, communication with employers, and general career development advice to migrants. They can offer help either on a one-on-one basis or in a group set up. Programmes can be short structured

programmes or prolonged consultations offered by various government as well as non-government agencies. However, the EAP definition does not include online/ website information or information provided through booklets/ pamphlets or job fairs, as these do not involve direct interaction with the participants.

Th acronym – EAP used in this study should not be confused with the EAP acronym usually used to denote the employee assistance programmes provided by organisations (and also mentioned in various Human Resource studies) for employee wellbeing.

1.4.5 Suitable job

In this study, a 'suitable job' is a job that matches the migrant's qualifications and work experience and is in a full-time permanent work arrangement.

1.4.6 Skilled migrant

New Zealand Immigration defines skilled employment as employment that requires management, technical or specialist expertise {New Zealand Immigration, 2018 #653}. However, it does not define a skilled worker/ migrant.

{Chaloff, 2009 #652@@author-year} have noted that skilled migrants are generally people with tertiary qualifications, but there is no clear definition of a 'skilled migrant' {Chaloff, 2009 #652}. Hence, for the purpose of this study, migrants who have specialised, technical or management skills are considered skilled migrants.

1.5 Conclusion

This chapter presented a rationale for this study by identifying key concerns regarding immigration and migrants. This rationale provided a foundation for this study's aim. Further, this chapter explicitly listed the research questions of this study. It also provided an overview of the thesis structure making it easy for the reader to see the entire picture. Finally, it defined the key terms used in this thesis in order to reduce ambiguity in their interpretation.

The next chapter builds on the rationale provided in this chapter by presenting the New Zealand Immigration context.

Chapter 2 Background on New Zealand Immigration

2.1 Introduction

This chapter aims to give context to this study. It also aims to justify the choice of Indian migrants as a sample, and Auckland as the region of focus. This chapter begins with a brief history of immigration in New Zealand that highlights some major changes in the immigration policy and migrant communities over the years. It is followed by an outline of the current status of immigration in New Zealand, highlighting the total number of migrants, various visa categories and sources of skilled labour in New Zealand. The subsequent section presents a short discussion on immigration-related debates and the impact of immigration on New Zealand. This chapter ends with the identification of the need for settlement and integration of migrants.

2.2 Brief history of immigration

Migrants have been a part of New Zealand's history since the 14th century when the first Polynesians (of Maori ethnicity) arrived ashore. The Polynesians (Maori people) were followed by migrants from the United Kingdom and Europe in the 18th century {Bellamy, 2008 #488}. Migrants from the United Kingdom (UK) and Europe were the most significant migrant population in New Zealand until the mid-20th century, primarily because of New Zealand's assisted immigration policy and free passage for UK and European migrants. Asians (of Chinese ethnicity) became a part of the migrant population in New Zealand in the 19th century; however, their migration was restricted by laws {Bellamy, 2008 #488}. Ministerial discretion regarding the entry of migrants who were non-British ensured that certain groups, such as Asians, were excluded. This system of ministerial discretion created a culturally homogenous community of migrants in New Zealand {Ongley, 1995 #238}.

In the late 20th century, assisted immigration and free passage for British migrants was restricted. However, free passage continued for people from Australia and the Pacific islands – The Cook Islands, Niue, Tokelau and Western Samoa {Bellamy, 2008 #488} – as they provided a source of labour for secondary industries {Ongley, 1995 #238}. Post-World War II, a shortage of skilled labour led the government to change the immigration policies {Akbari, 2014 #497}. In the 1986 review of the Immigration policy {Burke, 1986 #566}, regulations were altered and emphasis shifted from migrants' nationality/ ethnic background to migrants' skills. The skilled migrants were chosen by age, qualification

and financial status {Bellamy, 2008 #488}. The skill-based Immigration Act of 1987 gave impetus to large-scale migration from all over the world {Bellamy, 2008 #488}. Restrictions on Chinese migrants were ended, marking the beginning of large-scale Chinese migration {Bellamy, 2008 #488}. Permanent and long-term migration from India also increased during the 1990s {Statistics New Zealand, 2011 #585}. Thus, by the end of the 20th century, a multicultural migrant community was visible in New Zealand {Ongley, 1995 #238}.

The focus on skills continued into the 21st century, with more specific migration categories and better management of residence approvals. Residence approvals were provided on the basis of a points system where higher points were given to younger, skilled workers with a certain amount of financial assets {Bellamy, 2008 #488}. India and China had become the leading source countries for migrants by 2002-2003 {Friesen, 2015 #491} and continue to be so today.

2.3 Current status of immigration
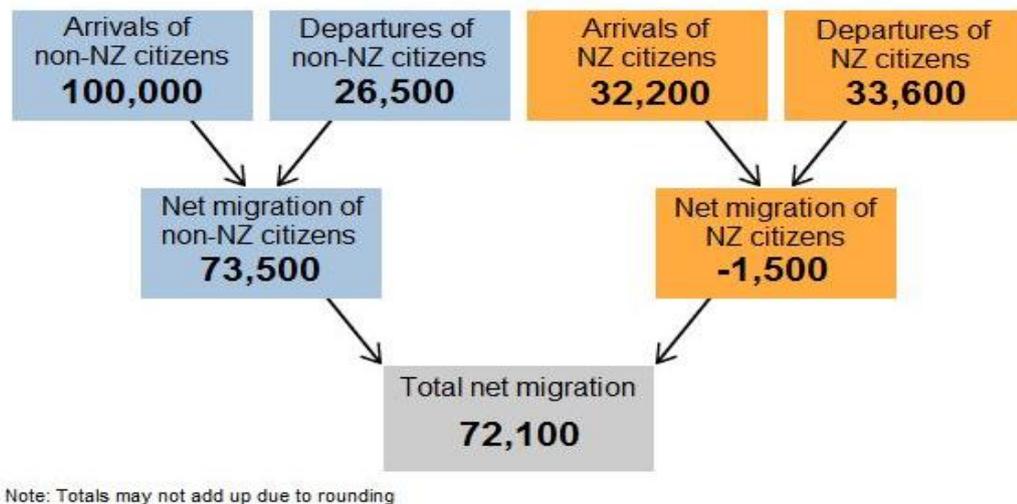
Figure 1. Net migration – year ended August 2017.
Reprinted from *Annual net migration remains high*, Retrieved from
https://www.stats.govt.nz/news/annual-net-migration-remains-high. Copyright (2017) by Statistics New Zealand.

New Zealand had a net gain of 72,100 migrants in 2017 {Statistics New Zealand, 2017 #611}. Details of migrant arrivals and departures resulting in the net gain can be seen in Figure 1. Migrant arrivals have consistently been on the rise since the policy change in 1986-87 (as seen in Figure 2). However, net migration numbers continue to fluctuate due to the changing numbers of New Zealand citizens departing the country {Ministry of Business Innovation & Employment, 2016 #553}. The latest (2016) MBIE (Ministry of

Business, Innovation, and Employment) report on migration trends stated that, compared to previous years, migration is currently at a record high. However, it is important to note that returning New Zealand citizens constitute one-fourth of the total long-term and permanent arrivals {Ministry of Business Innovation & Employment, 2016 #553}. The rest (three-fourths) of the arrivals are granted visas under one of the visa categories discussed in the following section.
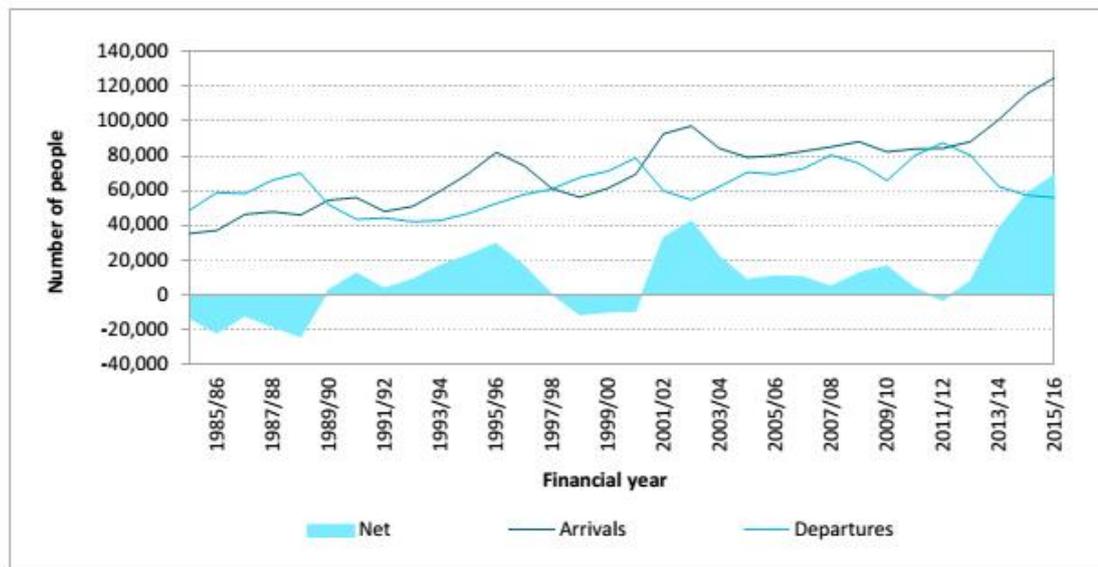
Figure 2. Net migration flow 1985 - 2016{, #553}.
Reprinted from *Migration trends 2015/16* (p.5), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.

2.3.1 Classification of visas

New Zealand has a variety of temporary and permanent visas which allow visitors, workers, students and investors to come to New Zealand. The types of New Zealand visas {New Zealand Immigration, 2016 #493;Ministry of Business Innovation & Employment, 2016 #553;Ministry of Business Innovation & Employment, 2017 #612} are listed below:

- Temporary work visa: Temporary work visas allow the visa holder to work in New Zealand for a stipulated amount of time. Work visas can be given on the basis of skill shortage, essential skills, tertiary study in New Zealand or being a partner of a visa holder. Work visas also include other specific visa arrangements such as a specific purpose or event, work to residence (this is discussed in the resident category visa) and seasonal horticulture and viticulture workers. The four main categories are discussed below:

1. Essential Skills visa: These visas are given to people whose skills (qualifications and work experience) fall under one of New Zealand's occupational skill shortage lists. This type of visa can be given for a maximum period of 5 years.

2. Working Holiday Scheme: Working holiday visas are given to people between the ages of 18 – 35, from specific source countries for a period of 12 – 23 months depending on the source country (a working holiday visa is not available to Indian citizens).

3. Partnership-based visa: These visas can be given to partners of New Zealand citizens, permanent residents, work visa holders or student visa holders, depending on the fulfilment of partnership requirements. The period of the visa varies based on the supporting partner's visa conditions.

4. Post-study work visa: International students who have completed a New Zealand tertiary qualification can apply for this visa. An open work visa for job-search is given for the initial period of 12 months, and an employer-assisted work visa can be given for the following 24 months.

- Student visa: Student visas are granted to school going and tertiary students for the duration of their study. Conditions of the visa, including work rights, vary based on the level and duration of the study.

- Resident visa: Residence visas give people the opportunity to live in New Zealand indefinitely and access all the rights and duties of New Zealanders. The visa gives access to education, work/ business and healthcare facilities that are otherwise only available to New Zealand citizens. Resident visas can be obtained through the following categories:

1. Skilled migrant: Migrants in this category are chosen on the type of skills, level of skills, qualifications and work experience that are beneficial to New Zealand.

2. Business: This includes three main types – the Investor visa, the Entrepreneur visa and the Global Impact visa, which are given to business people who invest a particular amount of money in New Zealand, generate a particular amount of revenue and/ or create a positive global impact.

3. Work to residence: This includes a temporary work visa that can be converted to residency if it is held for 24 months or more by an individual working with an accredited employer in an area of long-term skill shortage, or by a religious worker, or by an individual with exceptional talent in the field of sports, arts or culture.

4. Family: Migrants who are parents, children or partners of primary applicants under the skilled migrant or work to residence category are eligible for a family visa. The type of visa (work, visitor or student) granted to family members may vary based on individual conditions and requirements (based on the relevant family visa policy at that time).

5. International or Humanitarian visa: This category includes visas granted to refugees as well as to migrants under specific schemes such as the Samoan Quota and Pacific Access.

- Visitor visa: Visitor visas are given to people who wish to travel to New Zealand, subject to them showing the required funds to provide for themselves during their visit. This visa can be given for up to nine months.

As seen above, migrants are granted visas under various categories; however, the most important ones are those that offer skilled labour to the New Zealand market {Auckland Council, 2015 #580}. As seen in the history section, skilled labour has been the focus of immigration policy since the mid-20th century {Bellamy, 2008 #488}. Visa categories that provide skilled labour to New Zealand are discussed in detail in the following section.

2.3.2 Sources of skilled labour

Migrants such as former international students, newly arrived as well as former temporary workers and resident migrants are a source of skilled labour for New Zealand. Details on each category can be seen below:

1. Temporary migrant workers (people on work visas), especially in the Essential Skills category, are a source of labour for fulfilling skill shortages in New Zealand {Ministry of Business Innovation & Employment, 2016 #553}. In 2015/16, 192,688 people were granted temporary work visas in all categories. As seen in Figure 3, India became the largest source for temporary workers (people on work visas – skilled and otherwise), surpassing the United Kingdom. Additionally, as seen in Figure 4, it was the second largest source country for Essential Skill workers. India was also the largest source country for family work visa holders (See Figure 5).
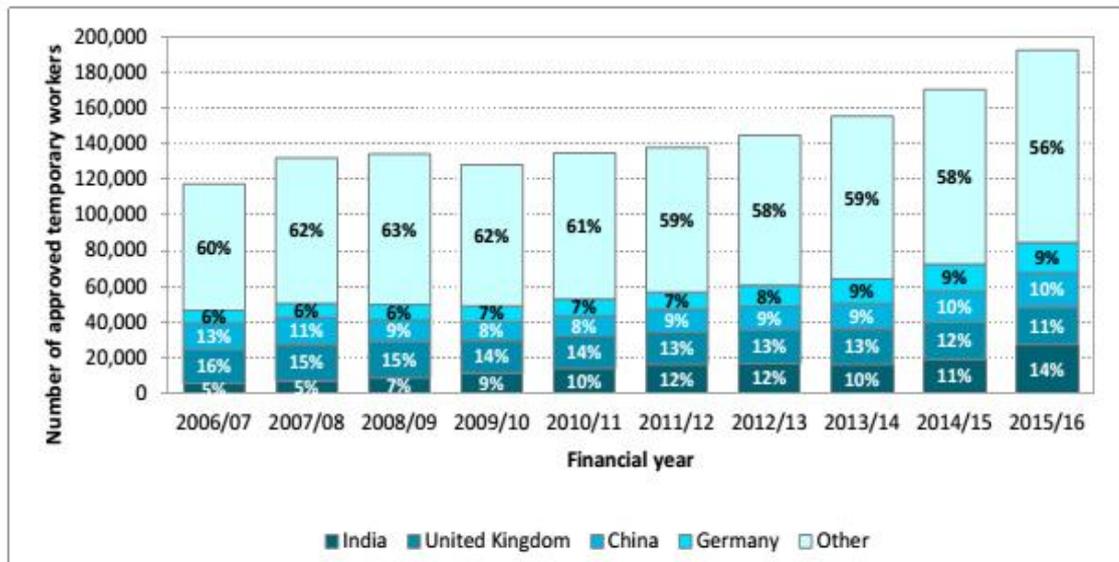
Figure 3. Percentage of temporary workers by top source countries.
Reprinted from *Migration trends 2015/16* (p.19), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.
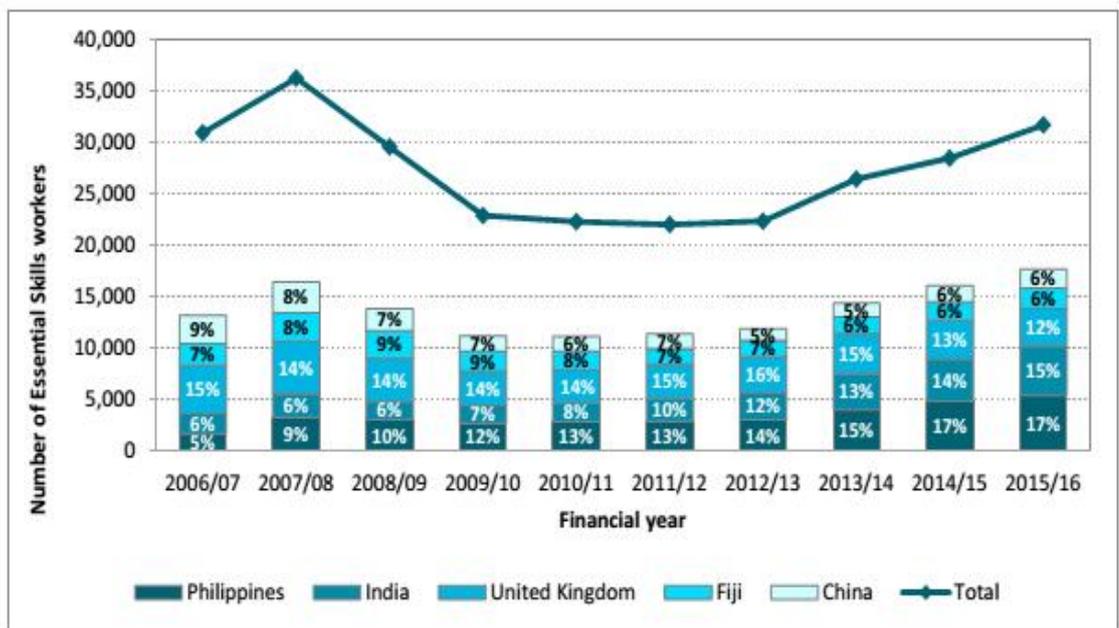
Figure 4. Percentage of Essential Skills workers by top source countries.
Reprinted from *Migration trends 2015/16* (p.21), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.
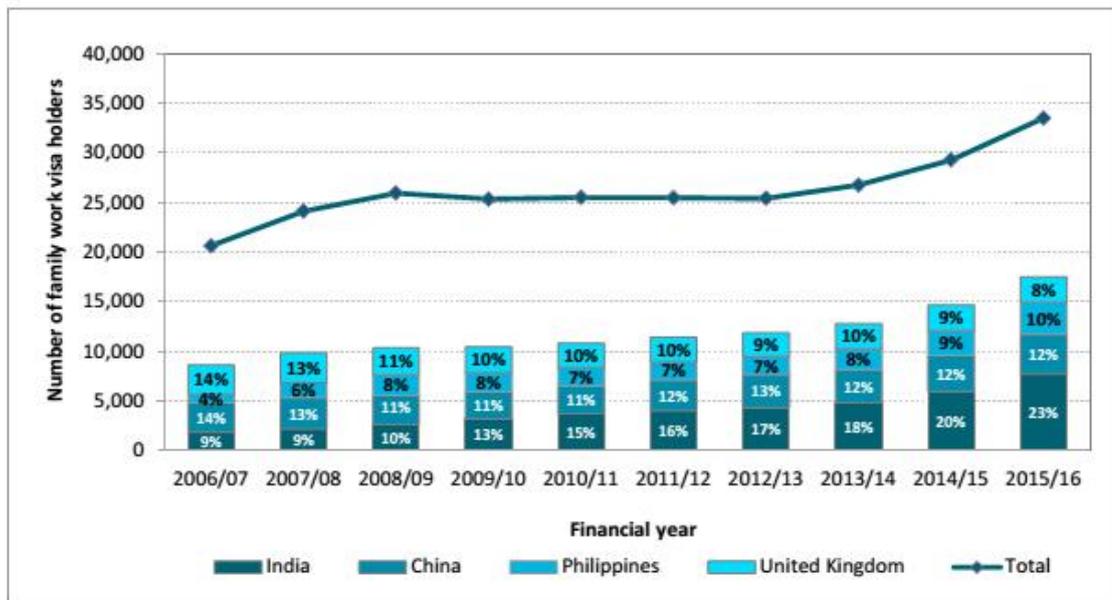
Figure 5. Percentage of Family work visa holders by top source country.
Reprinted from *Migration trends 2015/16* (p.25), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.

2. Another source of skilled migrant labour is people on resident/ permanent visas, especially those approved under the Skilled Migrant category {Ministry of Business Innovation & Employment, 2017 #612}. In 2015/16, 52,052 people were given resident visas under the four streams – skilled, business, family and humanitarian {Ministry of Business Innovation & Employment, 2016 #553}. The skilled migrant category provided 49% of the total approved residents. China was the largest source country (18%) for resident visas in general, closely followed by India (16%) (refer to Figure 6). However, (refer to Figure 7) India was the largest source for resident migrants under the Skilled Migrant category (22%), followed by the Philippines at 14% and China at 11% {Ministry of Business Innovation & Employment, 2016 #553}.

3. Along with making a sizeable contribution to the New Zealand economy, international tertiary students are an important source of skilled migrants in New Zealand {Ministry of Business Innovation & Employment, 2016 #553}. In 2015/16 China was the largest source country providing 28% of international students to New Zealand, closely followed by India at 22%. In 2015/16, 76,275 students were granted student visas, half of which came from China and India {Ministry of Business Innovation & Employment, 2016 #553}. See Figure 8 for more details.
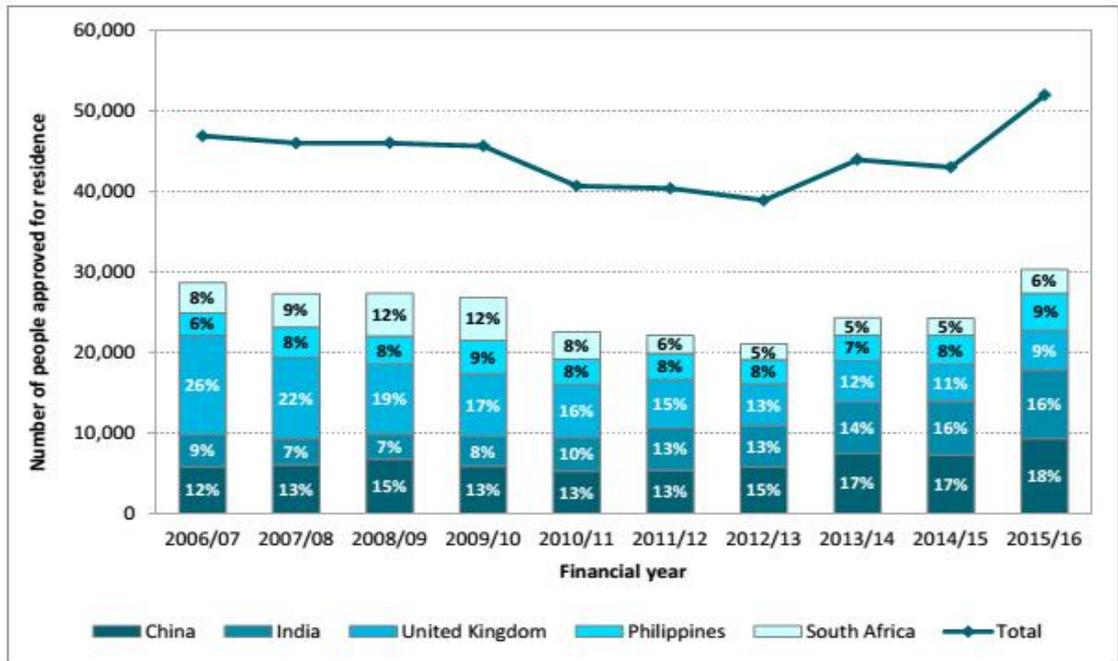
Figure 6. Residence approvals by top source countries.
Reprinted from *Migration trends 2015/16* (p.47), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.
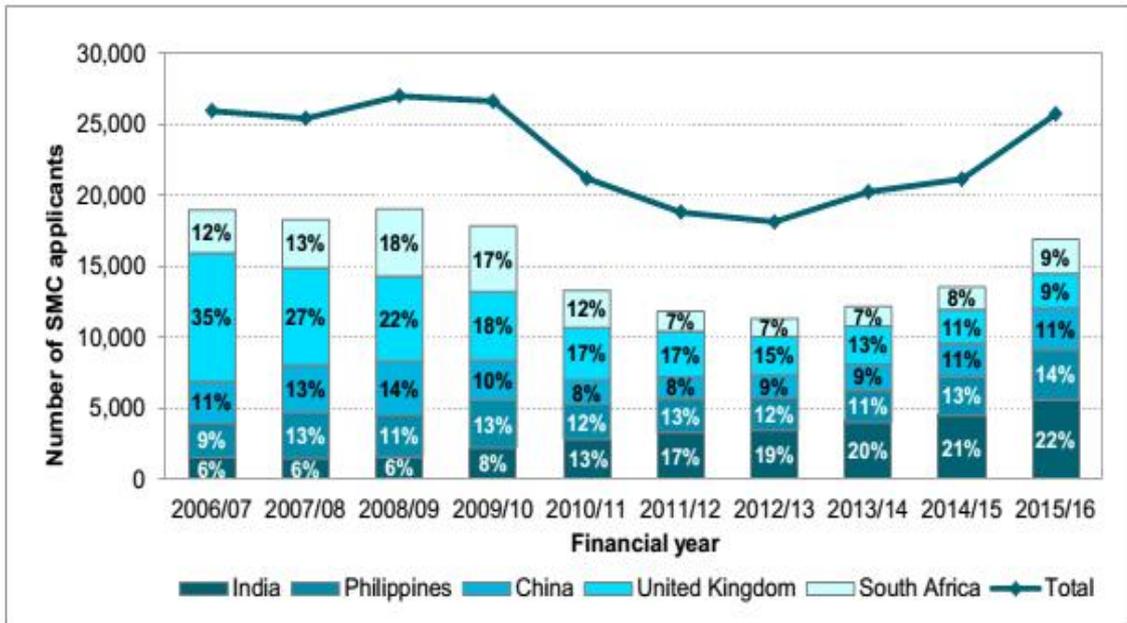
Figure 7. Skilled migrant category approvals by largest source countries.
Reprinted from *Migration trends 2015/16* (p.53), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.
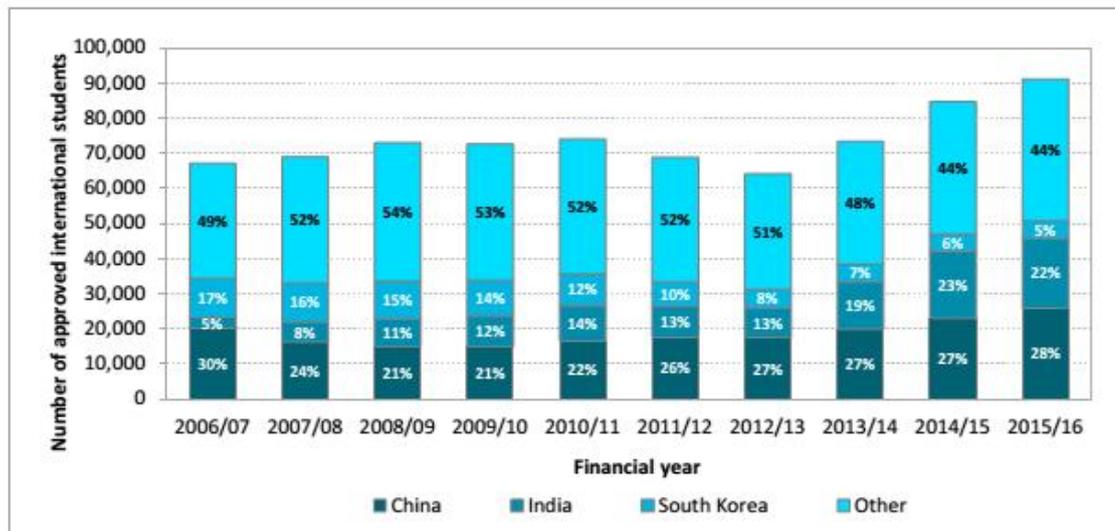
Notes: This is a count of individuals approved for a student visa rather than the number of visa applications.

The number of approved student visa holders will be lower than the number of student enrolments reported by the Ministry of Education.

Figure 8. Approved international students.
Reprinted from *Migration trends 2015/16* (p.12), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE. {Ministry of Business Innovation & Employment, 2016 #553@@hidden}

2.4 Status of Indian migrants in New Zealand

As seen in the earlier section, Indian migrants form a significant part of the skilled migrant labour available to New Zealand. Some other characteristics that make the Indian migrant population noteworthy in New Zealand were mentioned in the last (2013) census {Friesen, 2015 #491;Statistics New Zealand, 2013 #586}:

- Their median age was 30 years.
- About 90% were over the age of 15 and had a formal qualification. Indians constituted high proportions of postgraduate (11%) and tertiary (33% at level 7 or above) qualified individuals. However, 7% of males and 11% of females remained unemployed.
- In total, 89% of Indians could have a conversation in English, and 79% spoke more than two languages.
- Of the total Indian population, 77% of males and 64% of females participated in the labour market (either had jobs or were actively looking for jobs), out of which 23% were professionals, 16% managers, 16% sales workers and 8% labourers.
- Indians were the largest source of short to medium-term migrant workers with approximately 18000 added each year.
- In total, 68.5% (155178 people) Indians lived in Auckland.

The census mentioned general characteristics of the entire Indian diaspora in New Zealand. It showed that most Indian migrants were of working age, a considerable proportion could speak English, and a substantial proportion had tertiary qualifications {Statistics New Zealand, 2013 #586}. It can be concluded that along with being a significant source of skilled labour, the characteristics mentioned above make Indians an important part of the migrant community in New Zealand. Furthermore, through the statistics, it can also be understood why Indians represent the largest number of skilled migrants in the country. However, their unemployment rates raise a concern about their settlement in employment.

Therefore, Indian migrants were chosen as the participants in this study. The classification of visas discussed earlier in this chapter assisted in developing a clear understanding of the visa categories and helped in deciding the inclusion criteria for participants. This study focussed on Indian migrant workers on temporary work visas and permanent resident visas primarily because they form a part of the skilled labour in New Zealand. These categories are also a focus for Immigration New Zealand, National Settlement strategy and Auckland Regional Settlement strategy {New Zealand Immigration, 2016 #490;Department of Labour, 2010 #492;Auckland Council, 2015 #580}. However, within the two broad categories, those on working holiday schemes, business visas and humanitarian/ refugee visas were excluded from this study. Those on working holiday visas were excluded as these visas are not available to Indian citizens. Those holding business visas were excluded as they are not focused on finding employment. Indians do not come to New Zealand with refugee status, and hence refugee visas were not applicable. Some other reasons for choosing Indian migrants as the sample, were as follows:

1. Indians make up the largest number of skilled migrants in the Auckland region {Ministry of Business Innovation & Employment, 2017 #612}.
2. Despite the Auckland strategy's focus on retaining and attracting skilled migrants {Auckland Tourism Events and Economic Development, 2017 #627}, there is a lack of specific settlement initiatives for skilled Indian migrants. In addition, native people's sentiments about Indian migrants have increasingly become negative {Butcher, 2015 #552;Ministry of Business Innovation & Employment, 2016 #616}.
3. Indians face problems with settlement, especially in skilled employment {Tausi, 2015 #642}.

4. There is a need for culture-specific settlement interventions {Stewart, 2008 #234}.
5. I have a close association with the Indian culture.
6. Finally, the tight timeline attached to Master's study required narrowing the scope of the study by focussing on a specific ethnic sample.

Many of the reasons mentioned above are discussed in detail in the literature review chapter. Along with the Indian focus, this study focussed on the Auckland region. Reasons for choosing Auckland are discussed in the next section.

2.5 Significance of the Auckland region

Auckland is the largest region in New Zealand, both in terms of geography and population. Auckland houses 34% of the country's population, and 39% of this population is non-New Zealand born {Ministry of Business Innovation & Employment, 2017 #612}.

In 2015/16 New Zealand accepted 69,100 migrants, out of which 31,800 permanent migrants (refer to Figure 9) were in Auckland alone {Ministry of Business Innovation & Employment, 2016 #553}. Auckland also hosts 66% of the country's top 200 companies and contributes 37% to the New Zealand economy {Auckland Council, 2017 #610}, which makes it an economically significant region for the country.

Based on the skilled labour categories, Auckland is significant in the following way:

- Temporary workers

Most Essential Skills workers find employment in the Auckland region {Ministry of Business Innovation & Employment, 2017 #612}. As seen in Figure 10, the number has stayed more or less stable for the past five years. The most number of workers in the Essential Skills category come from India. Over the past decade, the growing number of workers from India has been inversely proportional to the number of workers from the UK (see Figure 11).

- International students

In total, 62% (49,615) of all international students in New Zealand are in the Auckland region (see Figure 12). They constitute a large proportion of all migrants in this region {Ministry of Business Innovation & Employment, 2016 #553;Ministry of Business Innovation & Employment, 2017 #612}. In total, 70% of Indian students study in Auckland {Education New Zealand, 2015 #614} and Indian students comprise 21% of Auckland's student population {Education New Zealand, 2015 #615}.

• Skilled resident migrants

In 2015/16, nearly half of all skilled migrants (refer to Figure 13) found jobs in Auckland {Ministry of Business Innovation & Employment, 2016 #553}. Migrants from India form the largest percentage (30%) of skilled migrants in Auckland in the permanent migrant category {Ministry of Business Innovation & Employment, 2017 #612}. The past decade has witnessed a significant increase in the number of skilled migrants from India, whereas a sharp decline can be seen in migrants from the UK (refer to Figure 14).
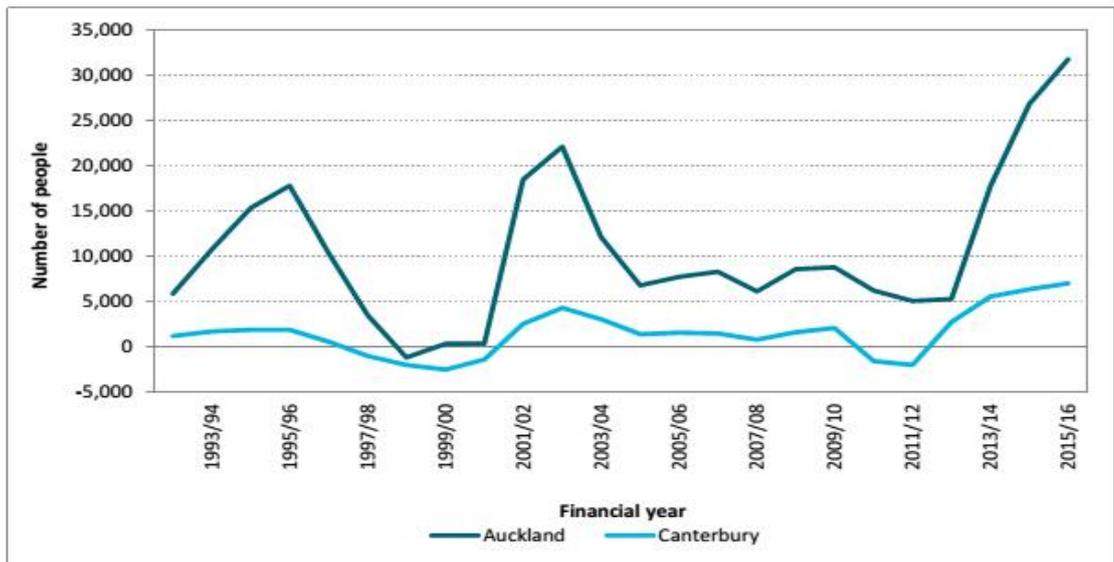
Figure 9. Annual net permanent and long-term migration – Auckland and Canterbury.
Reprinted from *Migration trends 2015/16* (p.7), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.
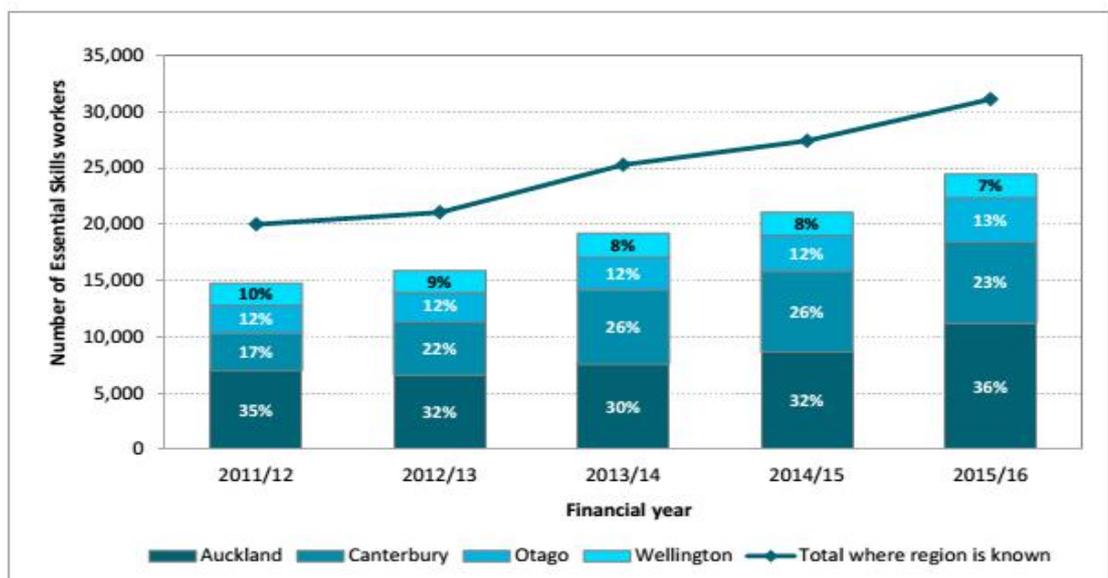
Figure 10. Percentage of Essential Skills workers by region of employment.
Reprinted from *Migration trends 2015/16* (p.22), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.
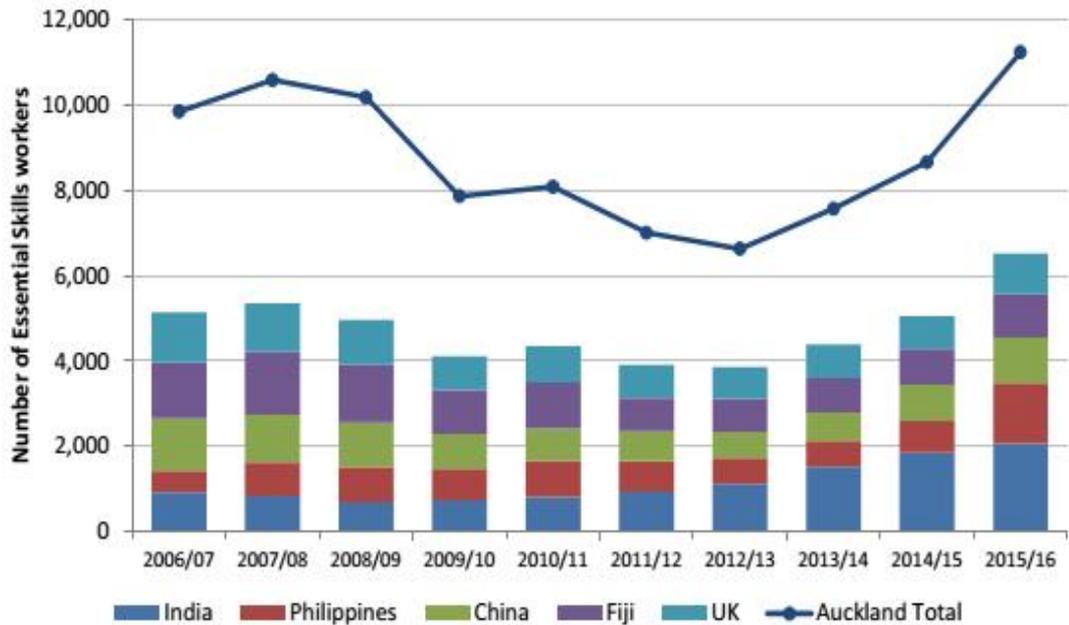
Figure 11. Proportion of Essential Skills workers by top source country.
Reprinted from *Regional migration trends: Auckland overview 2015/16* (p.11), by New Zealand Immigration, 2017, Wellington, New Zealand. Copyright 2017 by MBIE.
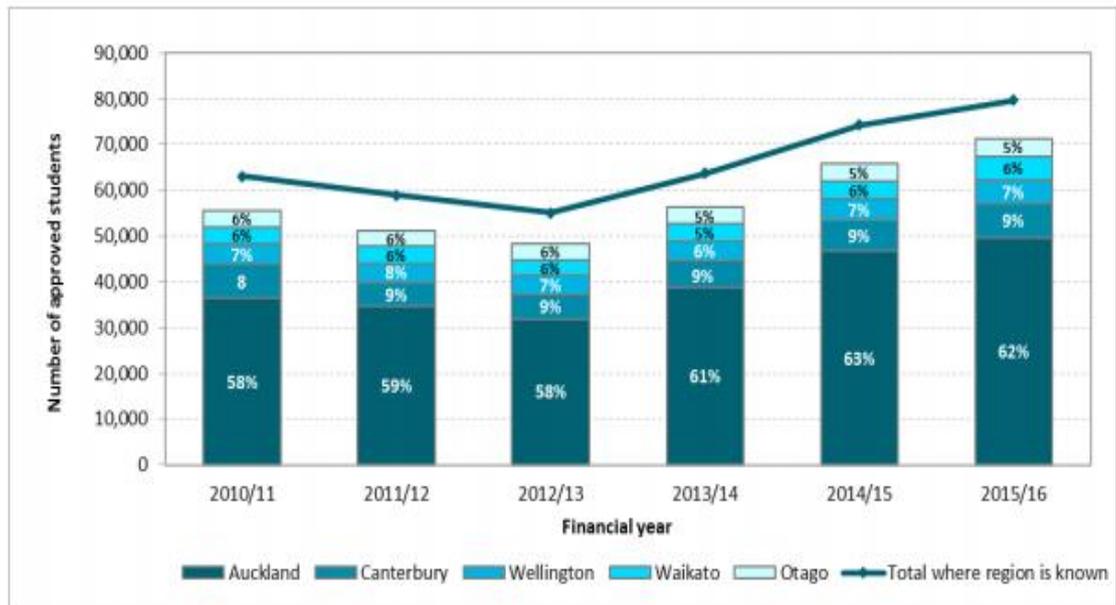
Notes: This is a count of individuals approved for a student visa rather than the number of applications.

Not all students specified their region of study. Those who did not specify a region are excluded from analysis.

Figure 12. Percentage of student visa holders by region of study.
Reprinted from *Migration trends 2015/16* (p.13), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.
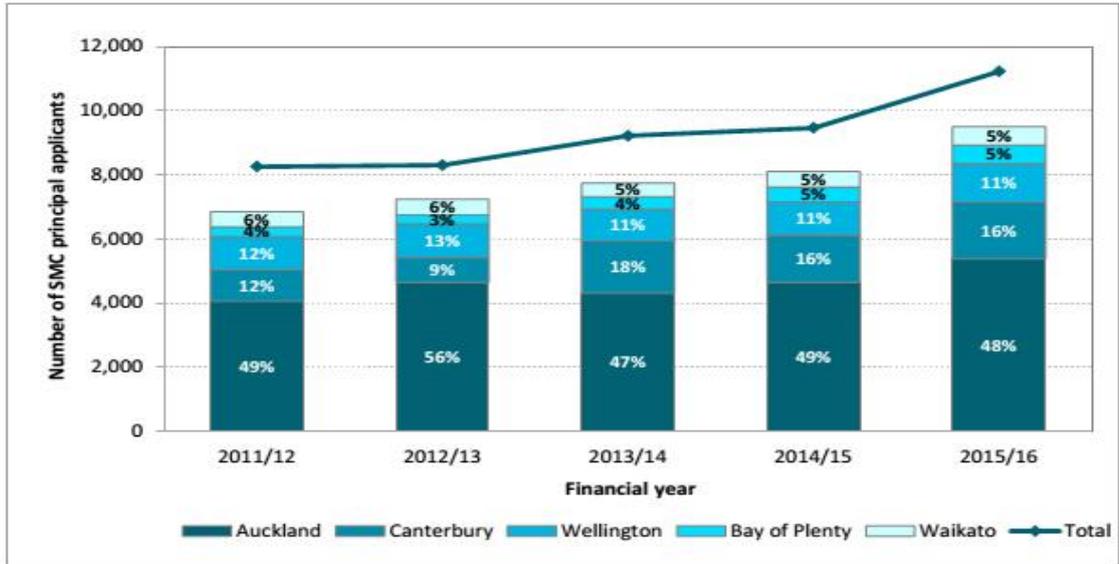
Note: These principal applicants were awarded points for a job or job offer and specified a region of employment.

Figure 13. Percentage of skilled migrants by region of employment.
Reprinted from *Migration trends 2015/16* (p.58), by Ministry of Business Innovation and Employment (MBIE), 2016, Wellington, New Zealand. Copyright 2016 by MBIE.
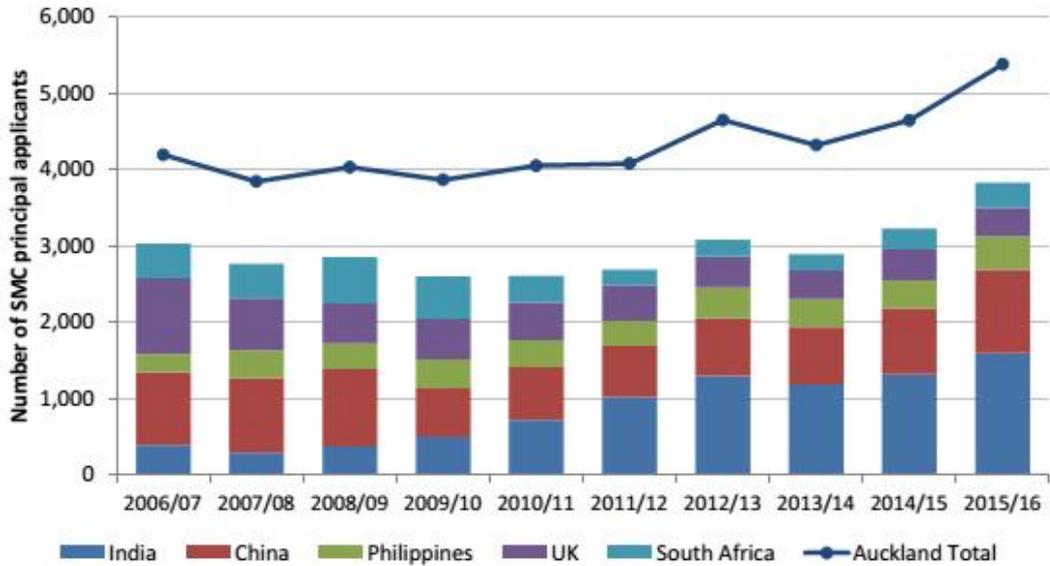
Figure 14. Proportion of skilled migrants by top source countries.
Reprinted from *Regional migration trends: Auckland overview 2015/16* (p.8), by New Zealand Immigration, 2017, Wellington, New Zealand. Copyright 2017 by MBIE. {Ministry of Business Innovation & Employment, 2017 #612@@hidden}

As discussed earlier, most skilled labour and most migrants in general, work and settle in Auckland. In total, 70% of all migrants stay in Auckland, and 800 new people are added weekly. As a result, Auckland has become incredibly diverse. It is predicted that 50% of Auckland will speak more than one language by 2040 {Auckland Council, 2017 #610}.

Like Auckland, most migrant-receiving regions in New Zealand are becoming increasingly multicultural, causing unrest among the local population, and giving rise to speculations about the impact of immigration, specifically on the native New Zealanders and generally on the country {Ministry of Business Innovation & Employment, 2016 #616}. The next section discusses the impact of immigration on New Zealand.

2.6   Immigration debates - Determining the impact of immigration

Immigration has been under scrutiny due to public and political debates about its effect on native New Zealanders and the New Zealand society at large. Debates have mainly surrounded issues such as rising house prices, unemployment and overcrowding in regions like Auckland {Auckland Council, 2017 #610;Fyers, 2017 #622;Poot, 2005 #617}. Community perceptions about the negative impact of migrants and immigration have soared. In 2016, 45% of New Zealanders voiced the need for reducing the number of permanent migrants in New Zealand, compared to 22% in the earlier year {Ministry of Business Innovation & Employment, 2016 #616}. What has caused these numbers to double in a year's time, is unknown.

It can be assumed that issues such as the recent international education fraud by private education institutes have fuelled immigration debates {Laxon, 2016 #619}. Additionally, the topic of immigration has been captured by anti-immigration advocates during elections and is feeding into the growing anxiety of the local people {Grzymala-Kazlowska, 2017 #604}. It has re-ignited public debates against the supporters of immigration, leading to discussions about the impact of migration on the New Zealand society and the country's economy. Whether this affects the making of sound immigration policies, is questionable.

During the 2017 New Zealand elections, Paul Spoonley, an eminent researcher of immigration, pointed out that a similar public sentiment during the 1996 elections led to the creation of restrictive immigration policy, which eventually had a negative impact on New Zealand {Spoonley, 2017 #621}. He warned the public of creating a similar outcome in the (then) upcoming election. He also suggested that immigration critics keep their debates balanced and evidence-based {Spoonley, 2017 #621}. Similarly, Lincoln Tan, the *New Zealand Herald*'s reporter for Diversity and Ethnic Affairs, refuted the notion that migrants have a negative impact on New Zealand {Tan, 2017 #623}. He stated that the ill-effects of immigration are overrated, and that Kiwis should stop fearing immigration. He also pointed out that migrants benefit the local economy by increasing

consumption, boosting job growth and doing jobs that local New Zealanders are reluctant to do {Tan, 2017 #623}.

However, {Fyers, 2017 #622@@author-year} argued that migrants create issues and do not bring quick economic benefits to the New Zealand economy. Hence, a sudden surge in their numbers is inessential. On the other hand, {Poot, 2005 #617@@author-year} pointed out that it is difficult to judge the exact economic impact of immigration due to a lack of sufficient data and complexity in the measurement of all the relevant variables. Similarly, {Borjas, 2003 #620@@author-year} suggested that effects should be measured based on variables such as education and the experience levels of migrants and their ability to replace equally qualified locals.

There currently seems to be no end to these debates. There is, however, a consensus amongst experts regarding the need to consider detailed evidence (such as numbers of migrants by visa type, temporary versus permanent migrants, and new migrants versus returning Kiwis) before constructing an opinion about the economic and societal impact of immigration {Tan, 2017 #624}. However, the important question remains – how can the impact of immigration be turned into a positive?

2.7   Need for settlement and integration of migrants

The impact that migrants have on the host society depends mostly on how well they integrate into the host society, particularly in the labour market {Human Rights Commission, 2008 #643}. Integration is as much the responsibility of the host as it is of the migrants {Grzymala-Kazlowska, 2017 #604}. Even though policies may change over time and local sentiments swing between the positive and negative, the needs of the migrants that are already in the country cannot be overlooked.

The immigration statistics mentioned earlier in this chapter show that a large number of migrants come to New Zealand every year {Ministry of Business Innovation & Employment, 2016 #553}. Firmly attached with this massive amount of immigration are challenges related to housing, employment, education, training, social support and health {Ministry of Business Innovation and Employment, 2015 #494;Ethnic Communities' Council of Victoria, 2009 #446}. Whether the migrants overcome these challenges and lead a good life depends on their smooth settlement and integration into the host society {Sethi, 2009 #236}.

Ignoring migrants' settlement needs will only worsen the situation by allowing them to become a burden on the society {Strategic Social Policy Group, 2008 #477}. Thus, the goal is to increase the positive impact of immigration {Akbari, 2014 #497;Meares, 2009 #571}, which can be done through proper settlement services that consider the expectations of the migrants as well as the expectations of the host society and work towards the creation of social cohesion {Poot, 2005 #617}. Thus, understanding the expectations and checking if they are in line with the current settlement services formed the basis for this research. However, the scope of this study was limited by time. Hence, the literature on host-country expectations was reviewed through secondary sources such as policy documents and government reports, while migrants' expectations were examined through primary data collection.

2.8   Conclusion

Historically, migration to New Zealand has been linked to labour market policy and the fulfilment of skill shortages in the host nation. Immigration policy changes since 1986 have reflected this view {Ongley, 1995 #238}. Along with providing the required skills to the New Zealand industry {Burke, 1986 #566}, the skill-based policy changes have greatly benefited migrants from Asian countries, especially China and India {Bellamy, 2008 #488}. China and India now lead the migrant numbers in almost all categories of immigration. Auckland has become a critical region in terms of immigration. Most Indian migrants are also settled in the Auckland region {Ministry of Business Innovation & Employment, 2016 #553;Ministry of Business Innovation & Employment, 2017 #612}.

However, these increasing numbers have been the cause of concern for two main reasons:

1. Increasing migrant numbers are sometimes seen as detrimental to the employability of local New Zealanders and the growth of the New Zealand economy {Borjas, 2003 #620}. Many public and political debates in the past decade have focussed on the impact of immigration in New Zealand {Poot, 2005 #617}.

2. Employment of migrants has been a significant concern for the host country as well as the migrants themselves {Meares, 2009 #571}. If migrants' skills are not utilised appropriately, then immigration itself becomes futile {Poot, 1993 #593}. Settlement assistance needs to be provided to the migrants to ensure that the immigration efforts by the migrant and the host society do not go in vain {Poot, 2005 #617}.

Settlement assistance has the potential to reduce the ill effects of immigration that result in negative impacts on the native population and the country's economy {Poot, 2005 #617}. However, merely providing settlement services is not enough; measuring the effectiveness of these settlement services is an integral part of the process to ensure positive outcomes for the host society as well as the migrant {Controller and Auditor General, 2016 #581}.

Much academic literature has focussed on migrant settlement in the labour market. However, not many research studies have analysed the effectiveness of the services that assist migrants to settle in the labour market. The next chapter clarifies this research gap and discusses the literature on migrants' settlement and integration with a focus on employment and settlement services aiding employment.

Chapter 3 Literature Review

3.1 Introduction

After presenting the New Zealand immigration context in the last chapter, this chapter critiques migration literature from all over the world, with a special focus on research studies conducted in New Zealand. The first section provides a broad discussion of the settlement and integration theory, focussing on the various aspects of settlement and integration. Further, it identifies the importance of settlement in employment and discusses the barriers that migrants face in finding and retaining employment. Next, it identifies the need for settlement support initiatives to assist migrant employment and also focusses on the need to measure the effectiveness of these initiatives.

The following section analyses if settlement and integration theory is reflected in the national (New Zealand) and regional (Auckland) strategies, and how the strategies translate into settlement support services. It also discusses the indicator frameworks used to assess success of the settlement initiatives, especially in terms of employment. Studies discussing fulfilment of strategy outcomes are presented in this section.

The last section presents an analysis of earlier studies on migrant experience and migrant perspectives on settlement in employment. It lays special importance on the perspectives of Indian migrants and skilled migrants regarding employment and employment support services. The chapter ends with a conceptual framework that combines the understanding gained from all the literature used in this chapter to inform the design of this study.

3.2 Settlement and integration

3.2.1 What is settlement and integration?

The concepts of settlement and integration emerged from the theories of acculturation and assimilation in the works of {Redfield, 1936 #576@@author-year}, {Gordon, 1964 #577@@author-year}, and {Graves, 1967 #578@@author-year}. They used the term *acculturation* to explain psychological, anthropological, and sociological phenomena that resulted from two or more cultures interacting with each other. In a pioneering study, {Redfield, 1936 #576@@author-year} formulated a process model for acculturation and explained the possible results of acculturation. According to {Redfield, 1936 #576@@author-year}, acculturation either results in *acceptance* (of most of the new culture and giving up the old one), or *adaptation* (when the new and old cultures are

combined to form a harmonious whole), or *reaction* (when the old culture is retained by revolting against the oppression of the dominant new culture).

In a later study, {Gordon, 1964 #577@@author-year} explained that acculturation/ cultural assimilation is a one-sided process that affects only the migrant, whereas structural assimilation requires the involvement of both the host society and the migrant. According to {Gordon, 1964 #577@@author-year}, it is only through structural assimilation that a fusion of the migrant and host cultures can be created. Additionally, {Graves, 1967 #578@@author-year} found that a certain psychological acculturation occurs in the minds of the minority groups, based on the type of interaction they have with the dominant/ majority group. This psychological acculturation either assists or limits assimilation and therefore affects integration into the larger society.

Another such study by {Berry, 1997 #575@@author-year} combined all the above discussed phenomena. {Berry, 1997 #575@@author-year} found that immigrants use one of four main strategies towards acculturation. These strategies are assimilation, separation, marginalisation, and integration. He explained *assimilation* as giving up one's own culture to acquire the other culture, *separation* as holding onto one's culture while avoiding much interaction with the other culture, *marginalisation* as forcefully giving up one's own culture as well as the inability to acquire the new one, and finally, *integration* as mutual accommodation between the individual and the society of settlement. Furthermore, {Berry, 1997 #575@@author-year} found that the adoption of a particular strategy is based on two important considerations – keeping one's identity and developing relationships with the host society. If the immigrant decides to give equal priority to both considerations, integration is possible.

Although integration was defined, the *settlement* was not specifically named by any of the theorists mentioned above. Settlement has however been used along with integration in recent migrant literature. A review of recent literature reveals the difference and the link between these two terms – settlement and integration.

{Khan, 2011 #467@@author-year} described settlement as the acclimatisation and adaptation of migrants to the host society, based on the availability of a place to live, ease of learning the local language, finding employment, and familiarisation with the new social norms. He described integration as going a step further, when the host society starts deriving benefit from the migrant's potential {Khan, 2011 #467}.

Similarly, {Shields, 2016 #573@@author-year} defined settlement as a process of adjustment, adaptation, and integration that migrants experience on arrival in the host country. As per {Shields, 2016 #573@@author-year}, adjustment is the initial phase where the migrants learn about the culture, language, and environment of the new country and adaptation is when the migrants start settling in and require a lot less help to adjust. Finally, integration takes place when the migrants settle down completely and start participating in the local community, while contributing to the country {Shields, 2016 #573}.

In line with the definitions provided above, the Ministry of Business, Innovation and Employment, New Zealand defined settlement as a multidimensional concept that involves various interrelated aspects of migrant life such as finding suitable housing, participation in study and training, finding suitable employment, family settlement opportunities, and satisfaction with life in New Zealand. It described these aspects as being further affected by a variety of socio-economic factors such as gaining settlement assistance, ease of access to support systems, and the financial stability of the migrant {Ministry of Business Innovation and Employment, 2015 #494}.

Immigration New Zealand drew a distinction between settlement and integration by considering the length of time involved in each process. It defined settlement as a short-term process that is based on the individual migrant's experience and dependent on their response to the political, social, and economic structures of the host society. It defined integration as a holistic process with a long-term outlook, that depends on the reciprocal nature of the relationship between the migrant and the host society {Henderson, 2004 #371}, just as {Berry, 1997 #575@@author-year} explained.

The definitions of settlement and integration discussed above provide several helpful insights. Firstly, they display an alignment between theory and strategy (New Zealand's settlement strategy is further explored in a separate section, later in this chapter). Secondly, they indicate that settlement is crucial in defining migrants' experiences in the host country. Thirdly, they show that successful integration affects both the migrant as well as the host society. And finally, they list the various aspects that form a part of the settlement and integration process. The next section delves deeper into these aspects that can either enable or become barriers to settlement and integration.

3.2.2 Aspects of settlement and integration

Various researchers have proposed various aspects that amount to complete settlement and eventually integration within the host society. This section discusses in detail those aspects that have commonly appeared in studies of migrant settlement and integration. The key aspects are as follows:

3.2.2.1 Housing

One of the key aspects of migrant settlement is housing {Ager, 2008 #574;Ethnic Communities' Council of Victoria, 2009 #446;Henderson, 2004 #371;Sobrun-Maharaj, 2008 #564;New Zealand Immigration, 2016 #634}. {Ager, 2008 #574@@author-year} found that housing has a positive effect on the migrant's mental and physical wellbeing as it makes the migrant "feel at home". Additionally, the researchers found that when compared with themselves, the refugee participants of their study had significantly different concerns about housing. The researchers believed that quality, size, ease of access to tenancy, and ownership would be the main concerns, while the refugees laid more importance on the social and cultural aspects of housing, such as friendly neighbours and opportunities to learn and integrate within the community {Ager, 2008 #574@@author-year}.

However, in a study on social inclusion of migrant and refugee youth, one third of the participants reported issues with acquiring decent housing {Sobrun-Maharaj, 2008 #564}. Similarly, {Ethnic Communities' Council of Victoria, 2009 #446@@author-year} argued that migrants and refugees face a huge disadvantage when finding a house and that this is a form of social exclusion. In contrast, some researchers found that migrants prefer staying in ethnic enclaves (localities where their own ethnic groups reside), which reduces their chances of interaction with the wider community {Friesen, 2015 #491;Fuller, 2012 #501}.

3.2.2.2 Healthcare

Like housing, another important enabler of settlement is the access to healthcare facilities {Ager, 2008 #574;Blakemore, 2000 #235;Ethnic Communities' Council of Victoria, 2009 #446;Henderson, 2004 #371;New Zealand Immigration, 2016 #626;New Zealand Immigration, 2016 #634}. Healthcare has been found to have an effect on migrant's active engagement with the host society {Ager, 2008 #574}, and it has been found to be particularly helpful to elderly migrants {Blakemore, 2000 #235}.

Healthcare is also an issue for vulnerable migrant workers involved in non-standard, high-risk jobs, where they are susceptible to accidents followed by high healthcare costs {Lamm, 2014 #600;Sargeant, 2009 #601}. Some other barriers to accessing healthcare include lack of knowledge about available services and inability to communicate in the local language with the healthcare providers {Henderson, 2004 #371}.

3.2.2.3 Education

Education is another aspect that is important for migrant settlement {Ager, 2008 #574;Education New Zealand, 2015 #615;Henderson, 2004 #371;Sethi, 2015 #448;Ward, 2001 #638}, although education could mean different things for different migrants. For students, it may mean schooling and tertiary education {Education New Zealand, 2015 #614}, for migrant job-seekers it may be vocational skills and employment information {Sethi, 2015 #448}, and for all types of migrants it can be language support and host-country information {Henderson, 2004 #371}.

{Ager, 2008 #574@@author-year} asserted that skills and competencies that enable migrants to become active and contributing members of the host society can be acquired through education and vocational training. They found that lack of support for learning within schools, insufficient knowledge of the local language, and inappropriate choice of study subjects that later affect the choice of employment, altogether lead to problems with integration. In contrast, {Henderson, 2004 #371@@author-year} found that English language courses and upskilling programmes for migrants have varied effects on migrant settlement outcomes within employment. Similarly, {Sethi, 2015 #448@@author-year} found that migrants face many barriers (such as transportation issues, time constraints, financial constraints, and communication problems) while accessing education and employment training courses post-migration.

3.2.2.4 Employment

The fourth and the most important aspect is employment. Numerous studies {Winkelmann, 1998 #237;Henderson, 2004 #371;Peace, 2005 #489;Lillis, 2006 #369;Sethi, 2009 #236;Jean, 2011 #500;Masgoret, 2012 #483;Tausi, 2015 #642} worldwide have listed employment as one of the major enablers of the successful settlement of migrants. It has been found that settlement and integration into the job market drives settlement and integration into the society at large {Ager, 2008 #574;Henderson, 2004 #371;Winkelmann, 1998 #237;Masgoret, 2012 #483}. That is because employment not only aids economic independence {Meares, 2009 #571}, but

also community interaction, community networks, local language, self-confidence, and future plans {Ager, 2008 #574}.

However, gaining employment that suits the migrant's skills and qualifications is not always an easy task {Fuller, 2012 #501}. Underemployment and exploitation are both common aspects of a migrant's employment experience {Yuan, 2014 #636}. A 1998 study on labour market outcomes of immigrants found that, despite being highly educated and skilled, migrants are disadvantaged with lower income and have lower chances of participation in employment than someone who was born in New Zealand {Winkelmann, 1998 #237}. Other studies in 2014 confirmed the same by identifying odd hours, non-standard work patterns, casual contracts, working for free, and underpayment (all aspects of 'precarious employment') as being a common part of a migrant worker's employment experience {Anderson, 2014 #188;Ravenswood, 2014 #87;Wilson, 2014 #189}. Nothing much seems to have changed in over 15 years.

Vulnerability of migrant workers is evidently the cause of rising precariousness and non-standard work patterns in employment {Lamm, 2014 #600}. The pressure to find and retain work is the primary reason behind migrant workers' vulnerability {Anderson, 2014 #188}. Some other possible reasons are personal financial needs, financial needs of the family back home, payment of debt, and fulfilment of visa requirements that are dependent on employment {Anderson, 2014 #188}.

These factors that increase a migrant's vulnerability are detailed in the layers of vulnerability framework provided by {Sargeant, 2009 #601@@author-year}. These layers include migration factors (such permanency of migration and information provided by agents), migrant worker factors (such as home country context and migrant's skills) and host country factors (such as socio-economic conditions and social inclusion opportunities). These layers render the migrant worker vulnerable by laying the ground for exploitation, while placing power in the hands of the employer {Anderson, 2014 #188}. Due to this vulnerability, migrants face barriers in the host society that are a deterrent to them finding employment. Some of these barriers are discussed in detail in the following section.

3.2.3 Barriers to settlement in employment

3.2.3.1 Discrimination

{Sobrun-Maharaj, 2008 #564@@author-year}, in their study of refugee and migrant youth, found that racism and prejudice lead to discrimination and non-acceptance of Non-

English speaking ethnic youth. {Skilling, 2012 #498@@author-year} attributed the existence of prejudice to the perception of migrants as *cultural others* – who pose a threat to the culturally homogenous host society. However, he questioned the need for homogeneity in the current multicultural immigrant society of New Zealand {Skilling, 2012 #498}.

Furthermore, while predicting the possible effects of discrimination on the integration of migrants in employment, {Fuller, 2012 #501@@author-year} said,

> Bias and discrimination against members of groups racialized as *non-white* likely contributes to a higher risk of following trajectories characterized by initial difficulties finding employment (delayed integration), underemployment (partial integration and exclusion, as well as redirection insofar as this reflects employment instability), and self-employment (as a response to blocked mobility). (p. 149)

Nonetheless, despite the discrimination, {Spoonley, 2007 #583@@author-year} insisted that highly skilled/ educated immigrants gain acceptance more quickly than their uneducated/ low-skilled counterparts. In contrast, {Burns, 2000 #589} spoke to recruitment consultants and HR professionals about discrimination in employment and discovered that managers and clients of the recruitment consultants were most likely to be discriminators, while some of the HR consultants themselves discriminated against migrants (Asian migrants), even when they held similar qualifications and experience as the native-born candidates. This kind of discrimination can also be attributed to another barrier, which is non-recognition of the migrant's qualification and work experience.

3.2.3.2 Non-recognition of qualification and/ or work experience

Although earlier research has found that educated migrants find acceptance easily in the host society {Spoonley, 2007 #583}, {Ager, 2008 #574@@author-year} argued that non-recognition of qualifications and prior work experience is one of the major reasons for migrants being underemployed or unemployed. The {OECD/European Union, 2015 #480@@author-year} report confirmed that higher education makes it difficult for immigrants to find jobs, unlike their native-born peers. As the percentage of inactive immigrants who are willing to work is higher than the percentage of inactive natives, the report concluded that immigrants are more likely to experience involuntary inactivity in the job market, thus, pointing towards unemployment and underemployment as significant barriers to settlement within employment {Sobrun-Maharaj, 2008 #564}.

3.2.3.3 Social connections/ networks

Along with the need for recognition of qualifications and work experience, {Ager, 2008 #574@@author-year} stressed the importance of social connections in facilitating integration that lies beyond the reach of the national integration strategy. They explained social connections as connections with family, friends, own ethnic community, and other ethnic local communities. Similarly, {Gooder, 2017 #639@@author-year} explained that social networks help in the creation of social capital – breaking barriers and building trust between the migrant and the host society.

{Phillimore, 2018 #630@@author-year} found that migrants are proactive in making social connections to ease their migratory stress and to assist financial, psychological, and social integration with the host society. Similarly, {Sobrun-Maharaj, 2008 #564@@author-year} added that lack of social connections in the new land could aggravate the problems of finding decent employment. However, {Li, 2009 #503@@author-year} questioned how one can expect to form social and professional connections without appropriate (local) language skills.

3.2.3.4 English language skills

Along with facilitation of social interaction {Ministry of Business Innovation & Employment, 2017 #646}, local language skills can also facilitate entry into the job market {Hunter, 2012 #570}. {Li, 2009 #503@@author-year} found that non-native English speakers face remarkable discrimination while finding suitable employment. As a solution, {Ager, 2008 #574@@author-year} suggested development of the migrant's local language skills and the need for the host society to provide information in the migrant's language. Moreover, {Plumridge, 2012 #640@@author-year} suggested that employer's involvement is important in the migrant's acquisition of the English language. However, they also found that certain migrant groups (North Asians) are more vulnerable to language-specific challenges compared to the larger migrant population.

For this purpose, New Zealand Immigration now provides an interactive tool named Work talk (that can be accessed by everyone) and also provides an English language training course (for employees). However, only permanent residents and citizens can take this course for free, while temporary migrants have to pay for it {New Zealand Immigration, 2017 #591}. This raises another concern – the financial stress that may affect the accessibility of the service to all migrants.

Along with the barriers mentioned above, employment of a migrant is also affected by the overall economy, social support systems, access to employers, and assistance programmes in the host country {Ministry of Business Innovation and Employment, 2015 #511}. This therefore displays the need for good settlement initiatives.

3.2.4 Need for employment support initiatives for settlement

{Adams, 2014 #211@@author-year} urged that non-standard work and precariousness in employment should not be considered the new norm of the 'Standard Employment Relationship' (SER – employment based on standard norms regarding time involvement, payment, and legal rights). They stressed the role of legal reforms in bringing equality in employment, as did {Wilson, 2014 #189@@author-year}. In an earlier study, {Ager, 2008 #574@@author-year} had a similar suggestion of creating equal rights for migrants and local people as a way of creating an integrated community. However, based on their understanding of the limitation of employment laws in dealing with migrant exploitation, {Anderson, 2014 #188@@author-year} emphasised the need for alternative strategies such as collective action/ unionisation of migrants.

{Fouché, 2014 #569@@author-year} found that the migrant workers (overseas qualified social workers) in their study needed better access to induction programmes and information services to assist them with employment challenges. Similarly, {Ager, 2008 #574@@author-year} suggested the need to provide the migrant with knowledge of the local culture and to provide knowledge of the migrant's culture to the local people. {Ward, 2001 #638@@author-year} also explained that settlement services can be helpful in preparing the migrant to deal with issues and in preparing the society to reduce the barriers that affect migrant settlement.

However, it is debateable whether Immigration New Zealand needs to create specific rules against the discrimination of migrants on the basis of their visa status, overseas qualifications, work experience, and English-speaking skills {Wilson, 2014 #189}, or if these barriers can be addressed through settlement services alone {Sarvimäki, 2016 #602}. It displays the need to identify the role of employment assistance services in settlement within employment. However, only identifying their role in the settlement process may not be enough as it is also important to know if these services are effective. To judge effectiveness, it is necessary to identify the measures/ indicators of settlement.

3.2.5 Indicators of settlement and integration

A lot of research has been done on defining/ creating the right indicator framework for settlement and integration {OECD/European Union, 2015 #480;Di Bartolomeo, 2015 #565;Fuller, 2012 #501;Jean, 2011 #500;OECD/European Union, 2015 #480;Peace, 2005 #489;Winkelmann, 1998 #237}.

For example, {Peace, 2005 #489@@@author-year} derived an indicator framework for measuring settlement outcomes of immigrants as well as natives to find out if social cohesion exists between migrants and host societies. Their framework is based on five main indicators namely,

1. A sense of **belonging** – being a part of the larger community and experiencing respect through common laws and rights
2. **Participation** in social and economic activities
3. **Inclusion** through provision of equal opportunities and outcomes
4. **Recognition** of differences and getting rid of discrimination
5. **Legitimacy** through confidence in public institutions and rights protection

However, they identified that it is difficult to measure all the criteria as there is a paucity of national data comparing the outcomes for migrants and natives {Peace, 2005 #489}.

Another example of an indicator framework was provided by {Ager, 2008 #574@@@author-year} who identified 10 core domains of integration to help in the analysis of outcomes. These 10 domains were further divided in four categories as follows:

1. **Means and markers** that included the domains of employment, housing, education and health
2. **Social connections** that included the domains of social bridges, social bonds and social links
3. **Facilitators** that included the domains of language and cultural knowledge, and safety and stability
4. **Foundation** that included the domain of rights and citizenship

The first part of the framework displays the means (aspects) and markers (indicators) that lead to integration, whereas the parts on social connections, facilitators, and foundation display the enablers of integration. However, {Ager, 2008 #574@@@author-year}

mentioned that these indicators need to be adapted based on their importance in the national setting.

Similarly, the {OECD/European Union, 2015 #480@@author-year} and {Skilling, 2012 #498@@author-year} also asserted that indicators need to be adapted based on national circumstances and policy. A nation's values and sense of identity define its integration strategy {Ager, 2008 #574;Skilling, 2012 #498}. This strategy further translates into settlement services. This strategy also affects the way settlement and integration indicators are defined and evaluated, especially in a country like New Zealand, where policies are centrally created and monitored with the help of local agencies/ councils (due to the unicameral system of government and non-availability of state government) {Akbari, 2014 #497}. However, {Rudiger, 2003 #554@@author-year} pointed out that if integration is measured only in terms of the existing social order, it displays the rigidity of the society and an assimilative approach {Berry, 1997 #575}. Nonetheless, consideration of the nation's context and its policy framework for settlement and integration of migrants remains an important part of migrant studies, especially when evaluating settlement services.

3.3 Settlement and integration – policy perspective

3.3.1 New Zealand's National Settlement Strategy

It was earlier believed that migrants did not need assistance to fit into a new society {Akbari, 2014 #497}. However, the increase in the number of settlement issues was noticed by the end of the 20th century and various programmes were designed to help migrants {Henderson, 2004 #371}. New Zealand, along with many migrant receiving countries like Australia, Canada, and the USA, initially followed what theorists like {Berry, 1997 #575@@author-year} called the assimilation strategy – which put the onus of settlement onto the migrant {Akbari, 2014 #497}. However, after changes to the Immigration Act in 1987, visible diversity emerged along with liberal ways of viewing the concept of *multiculturalism*. Although, New Zealand did not officially adopt the concept of multiculturalism, it started focussing on its role (as a host country) in facilitating migrant settlement and integration {Trlin, 2010 #245;Skilling, 2012 #498;Ongley, 1995 #238}.

The New Zealand government took an important step in the year 2003 by introducing the National Immigration Settlement Strategy for migrants and refugees {Bellamy, 2008 #488}. Its goals included assisting migrants with finding employment that aligns with

their skills and qualifications, developing language skills for non-English speakers, finding safe ways to express their identity, participating in civic life, and finding information related to housing, education, and social networks {Peace, 2005 #489}.

The New Zealand Migrant Settlement and Integration Strategy (NZMSIS) of 2016 {, 2016 #490} narrowed the earlier strategy's goals to five specific outcomes, as seen in Figure 15. Although the NZMSIS aims to provide settlement information to all migrants, it prioritises the settlement outcomes of certain groups of migrants {New Zealand Immigration, 2016 #626}. This can be attributed to the fact these groups are also the focus of the immigration policy {Ministry of Business Innovation & Employment, 2016 #553;Ministry of Business Innovation & Employment, 2017 #612}. The NZMSIS lays importance on the following groups of migrants:

- Skilled migrant category Permanent Residency holders
- Temporary work visa holders that include:

1. Essential Skills visa holders who are working in skilled employment,
2. Work to Residence visa holders under Long-Term Skill Shortage or Accredited Employer categories,
3. and former tertiary (NZQF 7 or above) international students on Post-Study Work visas
4. Partners and families of all the visa holders mentioned above

Additionally, the outcomes seem to focus on the concept of settlement and align with those provided by {Ager, 2008 #574@@author-year} and {Peace, 2005 #489@@author-year}, which are discussed in the earlier section – indicators of settlement. However, the NZMSIS has its own indicator framework for each of the outcomes mentioned above. This is in line with the understanding that examination of labour market outcomes is necessary for designing effective migrant settlement policies {Merwood, 2013 #559}.

Figure 15. NZMSIS's settlement and integration outcomes.
Reprinted from *New Zealand migrant settlement and integration strategy: New outcomes framework for migrant settlement and integration*, Retrieved from https://www.immigration.govt.nz/about-us/media-centre/newsletters/settlement-actionz/actionz1/new-zealand-migrant-settlement-and-integration-strategy.
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3.3.2 NZMSIS's indicators of settlement

While the 2003 National Settlement Strategy was in operation, an audit conducted by the Auditor General of New Zealand in 2013 found significant differences in the expected outcomes of the strategy and the actual outcomes experienced by migrants. Thus, the Auditor-General's report recommended the creation of an indicator framework for each outcome, and measurement of performance against these indicators on a timely basis {Controller and Auditor General, 2013 #582}. These recommendations were appropriated into the NZMSIS in 2016, leading to the creation of an indicator framework involving each of the settlement outcomes mentioned earlier {Controller and Auditor General, 2016 #581}. The indicator framework thus developed can be seen in Table 1.

Table 1. NZMSIS's Indicators of Settlement {New Zealand Immigration, 2016 #626@@@hidden}

Settlement Outcomes	Settlement Indicators
Employment	# Increased proportion of employed primary and secondary applicants, who have New Zealand-ready qualifications and whose occupations in New Zealand match their skills
	# Employment rates for migrants are similar to those of New Zealanders
	# Increased transition rate from study to residence for international students with Bachelor's level qualifications and above
Education and Training	# Increased proportion of migrant school leavers who achieve NCEA Level 2 or higher after five years in the New Zealand education system
	# Increased proportion of 25- to 65-year-old recent migrants who have a level 4 or above qualification on the New Zealand Qualifications Framework
English Language	# Increased uptake of pre-paid English language tuition
	# Utilisation of school-funded English language support by migrant children
	# Utilisation of Tertiary Education Commission (TEC)-funded English language support by migrants with English language needs
	# Increased proportion of recent migrants who can have a conversation about everyday things in English
Inclusion	# Increased proportion of recent migrants who belong to social networks and groups (including sports groups)
	# Increased proportion of recent migrants with residence who vote in local authority elections and in General Elections
	# Increased proportion of recent migrants who feel a sense of belonging to New Zealand
	# Reduced proportion of recent migrants who have experienced discrimination in New Zealand

Settlement Outcomes	Settlement Indicators
Health and Wellbeing	# Increased proportion of recent migrants enrolled with primary health organisations (if feasible)
	# Increased proportion of recent migrants who feel safe in New Zealand
	# Fewer recent migrants are victims of crime

Note: Adapted from *New Zealand migrant settlement and integration strategy: New outcomes framework for migrant settlement and integration*, Retrieved from https://www.immigration.govt.nz/about-us/media-centre/newsletters/settlement-actionz/actionz1/new-zealand-migrant-settlement-and-integration-strategy. Copyright (2016) by Immigration New Zealand.

Out of the five settlement outcomes, the NZMSIS lays special importance on the employment, and education and training outcomes {New Zealand Immigration, 2016 #626}. However, many of these indicators in the various outcomes may be interlinked {OECD/European Union, 2015 #480}. For example, level of education, English language fluency, social networks, and discrimination can affect settlement outcomes within employment, although they are mentioned under different outcomes areas.

Since these indicators are developed for measuring migrant settlement outcomes, it becomes necessary to consider their results too. New Zealand Immigration produced a report on the outcomes of the NZMSIS in 2016 {New Zealand Immigration, 2017 #641}; however, results lacked extant data on each parameter. In terms of the indicators under the employment outcome (as seen in Table 1) it reported:

1. In total 80% of skilled primary migrants were found to have suitable jobs. Only 50% of employed secondary migrants (partners and children of skilled primary migrants) had suitable jobs {New Zealand Immigration, 2017 #641}. However, it only considered primary migrants who had applied for permanent residency and secondary migrants who were employed, thus showing an incomplete picture. As discussed in the previous section the NZMSIS focusses on permanent skilled migrants, temporary skilled migrants, and their partners – all of whom are not represented in the findings of this report.

2. Recent migrants had higher (72.2%) labour force participation rate (employed or unemployed but looking for jobs) than the native New-Zealanders {New Zealand Immigration, 2017 #641}. However, this result could have been affected by the reduction in number of native New Zealanders actively searching jobs.

3. An increase (from 20% to 24%) was noted in the number of all international students (Bachelor's degree or higher) transitioning into residence visas within three years of study completion. However, it also noted that 68% of all international students left New Zealand within three years of study completion {New Zealand Immigration, 2017 #641}. Hence, although it noted an increase in the transition rates, it is questionable why so many international students decided to leave

Additionally, the Controller and Auditor General's report reviewing settlement outcomes {, 2016 #581} argued that it was too early to judge the effectiveness of the NZMSIS and that there needed to be regular reporting of outcomes. However, the Settlement Summit of service providers in 2016 noted some areas that need improvement in the employment, and education and training outcomes (that are the priority of the NZMSIS). These were employment issues of skilled migrants' partners, residency and employment issues of international students, migrants lacking cultural skills, lack of connections between migrants and settlement service providers, lack of English language skills, settlement services only prioritising permanent migrants, and migrants' upskilling needs {New Zealand Immigration, 2016 #634}.

Currently the NZMSIS continues to operate on the strategy framework discussed above. It also translates into regional strategies that are customised based on regional migration flows and settlement requirements. Since Auckland is the region that receives the most migrants in New Zealand {Ministry of Business Innovation & Employment, 2016 #553;Ministry of Business Innovation & Employment, 2017 #612}, it is an important part of the settlement strategy and it is important to focus on the settlement outcomes of migrants in the Auckland region {Department of Labour, 2010 #492}. Hence, the next section discusses the Auckland Regional Settlement Strategy.

3.3.3 Auckland's settlement strategy

The aims of the Auckland Regional Settlement Strategy (ARSS) 2009-2014 corresponded with those of the National Settlement Strategy. The 2009 ARSS aimed to create a city that is great to work and live in {Department of Labour, 2010 #492}. It accepted the responsibility of ensuring constant adaptation to the needs of the migrant newcomers and laid emphasis on the benefits that these newcomers brought to the Auckland region. It identified the need for reciprocal efforts on the part of the migrants and host societies to ensure 'good settlement' {Department of Labour, 2010 #492}. These reciprocal efforts

were expected to be in the form of adaptability from the migrants and practical settlement support from the host society {Department of Labour, 2010 #492}. In short, it focussed on the concept of integration.

The ARSS was led by Immigration New Zealand {Controller and Auditor General, 2013 #582} and over 50 partners were involved in providing support to the newly arrived migrants in Auckland. They provided support through various initiatives such as cultural awareness training for local bodies, cultural diversity projects for schools, a primary health telephone interpretation service for non-English speaking migrants, child disability services for disabled migrant and refugee children, refugee support services, and employment assistance programmes for migrant workers {Department of Labour, 2010 #492}.

The support initiatives fulfilled the four action goals of the strategy. These goal were as follows {Department of Labour, 2010 #492}:

- Providing right information and right frontline services at the right time
- Enhancing labour market productivity through the skill development of migrant workers, supporting migrant entrepreneurs and recruiting and retaining skilled migrants
- Building social cohesion through host flexibility and newcomer participation
- Ensuring strategy effectiveness through an evaluation framework, communication activities, and collaboration tools

Like the current NZMSIS, the 2009 ARSS also prioritised employment outcomes. However, unlike the NZMSIS, the ARSS did not specify any indicator framework to measure the success of its goals/ outcomes. Although the initial ARSS document talked about creation of an evaluation framework – Auckland Strategy Monitoring and Evaluation Framework (AMSEF) {Department of Labour, 2010 #492}, the Controller and Auditor General's report {, 2013 #582} found that such a framework was not created and therefore the ARSS's success could not be monitored. This report also found issues with management and coordination of settlement services in Auckland. However, interviews with stakeholders revealed that the strategy had been successful in raising awareness and creating collaboration between service providers. The {Controller and Auditor General, 2013 #582@@author-year} report identified constant reviews, lack of resources, and lack of implementation as the causes for poor management of the ARSS.

In 2015, the ARSS was succeeded by the Auckland Regional Partnership Agreement (ARPA) – a collaborative initiative by the Auckland Council, Auckland Tourism Events and Economic Development (ATEED), and Immigration New Zealand (INZ). The ARPA is currently in operation. One of ARPA's primary aims is to retain and attract skilled migrants to Auckland (similar to that of the earlier ARSS) {Auckland Council, 2015 #580}.

The Auckland Council's annual report and/ or their performance and transparency report (also called progress report) {Auckland Council, 2016 #579} lacked any detail on fulfilment of the settlement strategy's outcomes. However, in 2016, the Auckland Settlement Summit of service providers {New Zealand Immigration, 2016 #634} identified some areas for improvement of the settlement services. Summarising settlement needs in the Auckland region, the service providers said,

> Top of the list of challenges were affordable housing and accommodation shortages as well as international student graduates not being able to find meaningful employment. Other challenges included migrant exploitation in the workplace, and exploitation of international students; increase in health issues linked to housing issues; and pressures on the social services sector. {New Zealand Immigration, 2016 #634@55}

Furthermore, the Auckland Council's performance plan for 2017-2019 has acknowledged the growing diversity of its population {Auckland Council, 2017 #610}. It now aims to create a diverse workforce and an inclusive and equitable culture in Auckland. To this end, it has introduced a diversity index to measure its performance on the inclusiveness parameter. However, specific details on how the diversity index is/ will be calculated, and how inclusiveness and equity will be ensured in Auckland, are unavailable at this point {Auckland Council, 2017 #610}.

Nonetheless, employment has remained one of the main concerns of the national and regional settlement strategies as well as of the researchers. Hence, the government of New Zealand, along with many non-government agencies, provides several services (including EAPs) to support migrant employment {New Zealand Immigration, 2017 #599;Woodley, 2012 #231}. Work and Income New Zealand provides funding for Migrant Employment Assistance (MEA) projects that help migrants acquire job skills {Work and Income, 2017 #592}.

Auckland Council's research report on Funded Services to Migrants and Refugees in Auckland {Woodley, 2012 #231} and Immigration New Zealand's Services we Support {New Zealand Immigration, 2017 #599} lists the following programmes and websites that are provided or funded by the government for settlement assistance regarding employment. Similar services are also provided in the Canterbury and Wellington region but since this study focusses on Auckland, only those operating in Auckland have been listed in Table 2 below.

Table 2. Settlement Services in Auckland

Service	Support provided
New Zealand Now website by Immigration New Zealand	This website provides information about living and working in New Zealand and provides information about support services available to migrants
The New Kiwi Career Success' course provided by Auckland Chamber of Commerce	This course gives information to migrants via the newkiwis.co.nz website and a group workshop. The website can be accessed by migrants prior to arriving and after arriving in New Zealand. It links businesses throughout the country to candidates through an employment portal. A migrant who is on a work/ permanent residence visa is eligible to attend a 3-day long New Kiwi Career Success course that gives information about job-search in New Zealand. The Auckland Chamber of Commerce also runs a separate skilled migrant programme providing work experience placements for 8 weeks in the industry. They also work in collaboration with ARMS for offering certain job-search workshops.
Migrant employment assistance provided by Auckland Regional Migrant Services (ARMS)	ARMS settlement support involves support with employment, English language skills, legal advice, business support for entrepreneurs, and refugee support. Specifically, for employment, they provide generic job-search workshops, specialist workshops (engineering-specific), and other upskilling workshops. They also provide a volunteer scheme preparing the migrants for the New Zealand workplace. ARMS collaborate with various service providers in Auckland to create awareness and improve responsiveness towards migrant newcomers.
One-on-one career advice provided by Careers New Zealand	Careers New Zealand provides a website with information on job-seeking and career planning. They also maintain a jobs database on the website. Their advisors in the Auckland office offer one-on-one and over the phone career advice to permanent residents and skilled migrants.
Work Connect provided by Tertiary Education Commission (TEC)	Work Connect offers group workshops and one-on-one coaching for effective job-search. This programme is only offered to international students, skilled resident migrants, and their partners.

Service	Support provided
The migrant information service provided by Auckland Libraries	Libraries all around Auckland aid the public including migrants in learning basic skills such as opening an e-mail account, searching recruitment websites, creating CVs, and basic computer skills. They also collaborate with the Citizen Advice Bureau (CAB) and other service providers to give settlement information to migrants.
Information & advice provided by Citizen Advice Bureau (CAB)	CAB provides information, advice, and referral services to everyone. Depending on the volunteer-base available, they assist migrants and refugees with specialised support through the Migrant Connect initiative. Volunteers may help migrants informally with CV writing, but they do not provide any specific workshops for migrants. They also provide Language Connect service in over 20 languages, helping with queries over the phone.
Migrants supporting Migrants programme by Migrant Action Trust (MAT)	MAT provides help with life skills, job-search, CV making, job interviews, voluntary work, e-job-search, advocacy, and micro-enterprise development. They also run other programmes and community development services for migrants' wellbeing.
Special ethnic services	These include the Chinese New Settlers' Services Trust, Bangladesh Association New Zealand, New Zealand African Welfare Service Trust, NZ Somali Women's Association (now called the New Zealand Ethnic Women's Trust), Auckland Latin American community Inc. and Shakti Education Training and Advisory Company. Along with general community development services, they also provide job-search help and skill development courses to respective ethnic groups.

The 2016 Controller and Auditor General's report mentioned some new services that would be provided from 2016 onwards. These included a one-on-one mentoring service for new migrants, an online referral tool to help migrants find English language programmes, and a social media initiative aimed at reducing racism and discrimination against migrants.

Along with the services mentioned above, the 2015/ 16 report by {Auckland Tourism Events and Economic Development, 2017 #627@@author-year} mentioned some steps taken towards attraction and retention of skilled migrants in Auckland. These were as follows:

- A job expo in Australia for the construction and engineering sector, conducted in collaboration with Auckland Chamber of Commerce

- A recruitment campaign to attract talent, especially in the information technology sector, conducted in collaboration with Immigration New Zealand
- A project to enhance international students' experience and attract new international students, conducted in collaboration with Education New Zealand and Immigration New Zealand
- Expat hiring support for two technology-driven companies resulted in the hiring of four expats (two from Europe, one from the UK and one from the USA)

However, the initiatives mentioned in the ATEED report seemed to focus more on attracting skilled migrants than retaining those already in Auckland. It did not address settlement and integration needs in the employment of the skilled migrants currently residing in Auckland. It also did not mention how employers are/ will be encouraged to hire skilled migrants. Therefore, the reach and effectiveness of these initiatives remains questionable.

3.3.4 Evaluation of settlement service delivery

There has been considerable debate worldwide on the effectiveness of settlement service delivery. While many studies are from the Canadian context, a few have been found in New Zealand (during this research). Hence, along with the few New Zealand based studies, this study relies greatly on the insights generated from the Canadian studies as Canada has an immigrant population similar to New Zealand {Akbari, 2014 #497}.

In a recent study, {Negi, 2018 #662@@author-year} interviewed service providers who were working with Latino immigrants in Canada's cities where new immigrants settled. They found that the settlement service providers were under-resourced – both in terms of finances and labour. Additionally, they were unable to match the needs of the immigrant population. Due to time constraints and limited resources, service providers found it difficult to keep up with their everyday tasks while doubling up as translators, interpreters and cultural brokers {Negi, 2018 #662}. Similarly, {Ashton, 2016 #666@@author-year} studied service providers in western and northern Canada and found that they lacked resources to invest in governance and strategic planning. This was especially true of the services in smaller communities which required more support from the government.

{George, 2002 #663@@author-year} studied settlement service providers, funders of settlement services and African immigrant participants in Canada. It was found that basic level of services (such as general understanding of Canadian life, community

connections, housing, employment, language and information about available services) were required by all immigrants regardless of their country of origin. However, the priority assigned to each of these services depended on individual migrants and their cultural and linguistic needs. Thus, {George, 2002 #663@@author-year} suggested a service delivery model based on three core features – needs (cultural and linguistic requirements of migrants), specialisation (the type of service being offered) and case-management (follow-ups with each migrant). Additionally, {Wang, 2003 #657@@author-year} studied two major settlement services in Ontario and found that the changing composition of immigrants' from various source-countries and their changing settlement patterns within various immigrant-receiving provinces necessitate regular evaluation of settlement service locations.

Another issue with settlement service delivery was found to be the disconnectedness of government and private community-based organisations. {Neudorf, 2016 #667@@author-year} studied Immigration, Refugees and Citizenship Canada's (IRCC) modern approach to settlement, which involved the creation of a single consolidated settlement programme and required involvement of community-based organisations in the governance of this programme. It was found that collaboration between government bodies and voluntary community-based organisations can be beneficial in creating positive results for the settlement of migrants.

Similar results were found by a recent study in the New Zealand context. A study conducted by {Diver, 2017 #665@@author-year} in New Zealand found that the central government leads the settlement policy but the local governments find it difficult putting it into action. Settlement service delivery lacks intention and efficient use of resources at the local level. Hence, {Diver, 2017 #665@@author-year} suggested that a collaborative approach is required between the central government, local government and not-for-profit institutes to successfully deliver relevant settlement programmes to migrants. As the central government focusses on the economic policy, it is necessary for the local governments and private institutions to focus on the social wellbeing policy for settlement of migrants.

Additionally, as discussed earlier in this section, there are gaps in the measurement of the effectiveness of settlement strategies, which furthers the need to measure the effectiveness of settlement services and initiatives in Auckland, New Zealand. As both (national and regional) strategies prioritise the employment outcomes of migrants,

measuring the effectiveness of the employment settlement services becomes a key concern. Hence, considering the migrant participant's perspective on the effectiveness of the settlement services seems inevitable for the improvement of these services.

3.4   Settlement & integration - migrant perspective

3.4.1   Why is the migrant perspective important?

For many years, initiatives were designed and provided on the basis of what the government deemed necessary, without taking migrant expectations into account {Ongley, 1995 #238}. {Sethi, 2009 #236@@author-year;Sethi, 2009 #236} compared new Canadian migrant's perceptions with those of the service providers and found major discrepancies in them. It was also found that the provision of settlement services was not in line with the needs of the migrants. This highlighted the need for consulting the migrants on policy matters that affect them {Sethi, 2009 #236}. Similarly, an audit report on settlement policies conducted by the Controller and Auditor General of New Zealand in 2013 recommended regular contact with migrants to check the effectiveness of the settlement initiatives provided by various agencies {Controller and Auditor General, 2013 #582}.

Furthermore, researchers have stressed two important considerations when considering migrants' perspectives about settlement outcomes. These are discussed below:

3.4.1.1   Involving migrants from all visa categories

Many researchers {Fuller, 2012 #501;Merwood, 2013 #559;Richardson, 2004 #562;Sobrun-Maharaj, 2008 #564;Controller and Auditor General, 2013 #582} have stressed the need to capture perspectives of migrants from various visa categories, instead of just focussing on permanent residents. {Richardson, 2004 #562@@author-year} found that migrants seek help mainly in the first six months and there is a sharp decline in the help sought after one year. Hence, by the time they attain permanent residency, they may not need as much help as before. The common migrant pathway to residency in New Zealand supports this finding. On average, 80% of all resident visa holders approved in 2015/16 were previously temporary visa holders – student, work, or visitor {Ministry of Business Innovation & Employment, 2016 #553}.

Thus, {Sobrun-Maharaj, 2008 #564@@author-year} recommended that policy makers and settlement service providers should consult with all groups of migrants and refugees (including youth) for appropriation of settlement services. Similarly, in 2013 the New

Zealand Controller and Auditor General's report recommended an increase in the number of government-led services, consultation with migrants on a regular basis while targeting not just permanent but also temporary migrants, and focussing on fast settlement outcomes {Controller and Auditor General, 2013 #582}.

3.4.1.2   Focussing on culture-specific needs

Many researchers {Lillis, 2006 #369;Sobrun-Maharaj, 2008 #564;Stewart, 2008 #234;Adelowo, 2016 #644;Blakemore, 2000 #235;Kim, 2013 #481} have commented on the need for customisation of settlement services based on culture-specific migrant needs, by involving migrants in the process of creation and review of these services.

{Sobrun-Maharaj, 2008 #564@@@author-year} asserted that services and programmes that do not consult migrants, do not consider diverse cultural contexts, and aim only at making money instead of prioritising migrant welfare, are destined to fail. A study on Canadian immigrants addressed the multiplicity of meanings attached to 'social support' by different immigrant groups {Stewart, 2008 #234}. They found that cultural backgrounds affected the way people perceived support systems. For example, people belonging to the Chinese culture preferred formal support systems (such as government agencies), while those belonging to the Somali culture preferred informal support from families. It displays that the way services are planned and delivered affects their usage by immigrants {Blakemore, 2000 #235}.

Hence, the following sections discuss migrant perspectives about settlement in employment, with special focus on perspectives about EAPs, as well as Indian migrants' (culture-specific) perspectives.

3.4.2   Settlement in employment

Longitudinal surveys have commonly been used to assess the labour market settlement outcomes of migrants, the effectiveness of settlement services and the need for immigration policy revisions {Citizenship, 2010 #555}. Two such longitudinal surveys were conducted with newly approved (in 2004) permanent residency holders in New Zealand at 6 months, 18 months, 36 months, and 72 months after they gained permanent residency {Masgoret, 2012 #483;Tausi, 2015 #642}. These surveys found three primary factors that affected migrants' labour market integration – immigration approval category, region of origin, and prior New Zealand work experience. Along with these three, other factors such as age, sex, English language abilities, qualification, region of settlement, and household composition also influenced labour market participation and

earnings. Migrants who had a job offer or skilled employment during residency approval, migrants with tertiary qualifications, migrants with good English language skills, and migrants living outside the Auckland region earned higher wages than other migrants. Migrants with New Zealand work experience, migrants between the ages of 25 and 54, male migrants, and those who had migrated from the UK and Europe had better labour market participation than other migrants. Asian migrants, secondary migrants, and migrants approved through the student pathway were less settled (lower participation rates and lower earnings) compared to other migrants {Masgoret, 2012 #483;Tausi, 2015 #642}. However, these studies were conducted with migrants after they gained residency and did not include those on temporary work visas. Not capturing settlement outcomes of migrants prior to gaining residency may have affected the results of this study in undesirable ways.

Nevertheless, annual surveys captured perceptions of both temporary and permanent resident migrants (from 2012 to 2015) concerning their settlement experiences in New Zealand {Ministry of Business Innovation & Employment, 2017 #646}. The surveys found that most (eight out of ten) migrants had found jobs that aligned with their previous qualifications and skills and 94% felt their employers treated them fairly. In total, 73% percent of all migrants in New Zealand and 71% of migrants in Auckland were satisfied with their jobs. In total, 60% of all migrants and 67% of Indian migrants faced discrimination of some form. However, the survey results did not mention the time that all these migrants had spent in New Zealand before they took the survey and if there were repeated participants from the earlier year. These factors could have affected the highly positive outcomes.

A longitudinal study conducted with newly arrived migrants in Australia found that migrants needed maximum help in the first six months of their arrival {Richardson, 2004 #562}. It showed that 12 months post arrival migrants had better jobs, less unemployment, and were quite satisfied with the support they received. Migrants sought help from friends, family, and employment agencies to find jobs and preferred contacting government agencies for support instead of not-for-profit, private, or community services. However, one third of the participants said they were unable to use their qualifications fully as their jobs were not relevant to their earlier qualifications. However, the study did not consider the cultural contexts of the newly arrived migrants to find out their effects on settlement outcomes in the labour market.

However, a longitudinal survey of migrants during their first four years after arrival in Canada found that, although cultural contexts and gender affected employment outcomes, all migrants were disadvantaged in terms of employment, when compared with their Canadian counterparts. Migrants had lower wages, insecure jobs, difficulty finding employment, faced racial discrimination, and were unlikely to find managerial jobs, all of which led to delayed integration in the labour market. However, settlement trajectories differed on the basis of 'human capital' attributes (English language proficiency, qualification, and work experience) and the migrants' household contexts (size of the family, financial resources, family earnings, and dependent members) {Fuller, 2012 #501}. Similarly, {Thompson, 2016 #563@@author-year} and {Sobrun-Maharaj, 2008 #564@@author-year} also noted the importance of human capital factors in gaining suitable employment.

{Thompson, 2016 #563@@author-year} studied permanent resident Kiribati families in New Zealand and found that human capital (especially English language skills) affected the migrants' ability to get well-paying jobs. {Sobrun-Maharaj, 2008 #564@@author-year} surveyed service providers and stakeholders from minority as well as majority groups in New Zealand and found that underemployment, unemployment, and non-recognition of qualifications were the major barriers to settlement in the labour market. However, migrants' lack of English language proficiency, lack of professional skills, and educational inadequacy were also notable factors. {Syed, 2008 #664@@author-year} pointed out the need to consider national, organisational and individual level factors that create multi-level challenges for a skilled migrant in the host country. Hence, comparing skilled migrants to unskilled migrants, while showing the skilled migrants' human capital strengths is not enough.

Along with human capital attributes, migrants' labour market outcomes are affected by the lack of cultural sensitivity of the native population. {Trlin, 2012 #558@@author-year} interviewed South African migrants in Auckland, New Zealand and found that the migrants experienced difficulties in settlement primarily because of their difference in social, cultural, and economic status compared to the native population. The migrants also found differences in the information given to them pre-arrival and the reality experienced post-arrival (especially in terms of availability of skilled jobs). They found that jobs did not match their earlier work experience and qualification, they were offered lower level jobs, and recruitment agencies were not helpful.

Similarly, {Khan, 2011 #467@@author-year} interviewed Fiji Indian migrants in New Zealand and found that employers displayed insensitivity to the cultural needs of their migrant employees. Additionally, the migrants had fewer career progression opportunities compared to their native peers. The migrants also found settlement support services from Indian groups and Church communities more helpful than government provided services. {Chang, 2006 #647@@author-year} interviewed Korean migrant families in Christchurch, New Zealand and found that they were unable to find employment that matched their earlier professions and were compelled to take up low-skilled or unskilled jobs. The participants attributed their unemployment to the anti-Asian sentiment that resulted in them being discriminated from their local counterparts.

Hence, {Khan, 2011 #467@@author-year} recommended government interventions in dealing with racism and prejudice affecting migrant employment outcomes. {Trlin, 2012 #558@@author-year} recommended that recruitment agencies and employers need to utilise the culturally diverse workforce by learning new skills to deal with them. Similarly, {Sobrun-Maharaj, 2008 #564@@author-year} recommended better resourced services and culture-sensitive support systems as a solution to improve settlement outcomes. They also recommended increased government involvement in provision of free language improvement services, educating native communities about migrants, consulting with migrants for need-identification, as well as evaluation of settlement programmes.

Along with recommendations, these studies also noted common migrant strategies to deal with negative employment outcomes. {Fuller, 2012 #501@@author-year} found that some younger immigrants take up higher studies to better their human capital attributes. {Trlin, 2012 #558@@author-year} found that some migrants take contract jobs to gain work experience, to generate local contacts, to gain employment references, and to take advantage of internal job opportunities, while some upgrade their skills through education. Additionally, {Thompson, 2016 #563@@author-year} found that migrants' new acquaintances and chance encounters generate unexpected employment opportunities.

As seen in this section, cultural insensitivity of the host-country (government, employers, and the native population) and lack of human capital attributes (English language proficiency, qualification, and work experience) of the migrants affect migrants' labour market settlement negatively. Some cultures are more prone to negative outcomes, depending on how different they are from the native population (as seen in this section

and the earlier section on 'barriers to settlement in employment'). Cultural sensitivity and better management of settlement services is recommended as a solution to generate positive settlement outcomes in migrant employment. Hence, the following sections discuss Indian migrants' (the culture-specific study sample in this study) employment experiences and migrants' experiences of EAPs (settlement services supporting employment). However, this study does not only focus on the cultural aspects but also on the individual aspects that shape migrants' employment outcomes as well as their perceptions of the EAPs. Additionally, it focusses more on the perceived effectiveness of EAPs than the aspects that shape those perceptions.

3.4.3 Indian migrants' perceptions of settlement in employment

Indian migrants form the largest number of skilled migrants in the Auckland region as well as the entirety of New Zealand (some other aspects that make them a notable migrant population can be found in the 'Background' chapter) {Ministry of Business Innovation & Employment, 2016 #553;Ministry of Business Innovation & Employment, 2017 #612}. The Auckland settlement strategy (ARSS and ARPA) {Auckland Council, 2015 #580;Department of Labour, 2010 #492} as well as the national settlement strategy (NZMSIS) both focus on retention and attraction of skilled migrants {New Zealand Immigration, 2016 #490}. Researchers {Stewart, 2008 #234;New Zealand Immigration, 2016 #634} have repeatedly identified the need for culture-specific settlement services to support the distinct needs of migrants. Indian migrants (Asian migrants in general) are among the most vulnerable groups to face difficulties in finding employment despite their high qualifications and work experience {Girling, 2010 #557;Wilson, 2005 #590}. Yet, there are no settlement services (found during this research) that cater to the specific needs of Indian migrants, specifically in Auckland and in general in New Zealand. Hence, it is crucial to capture the perceptions and experiences of Indian migrants. This section focusses on the few studies that have captured Indian migrants' experiences of settlement in employment in New Zealand.

{Pio, 2005 #355@@author-year} interviewed Indian women migrants in New Zealand and found that they faced difficulties in finding and retaining work. Pio also found that work was a major factor in integration and developing one's own identity in the host society. However, the expectations that the tertiary qualified, English-speaking Indian migrant women had from work prior to migration (that they would find work easily), differed significantly from the reality that they experienced in the New Zealand job market. They took about 18 − 30 months to get settled in employment. However, Pio's

study included women who were in the age group of 40 – 50 years, were married with children, and had moved to New Zealand with their husbands. Thus, their family responsibilities (as the study itself pointed out) also affected their ability to find work.

{Lewin, 2011 #587@@author-year} studied employees and employers belonging to the migrant Indian community in New Zealand. Like Pio's {, 2005 #355} study, they found that the employment and settlement experience of women was affected by their household responsibilities and previous (Indian) work experience (if they had any). However, they also found the same factors affecting the experiences of Indian male migrants. Additionally, many migrants experienced downward occupational mobility, unsuitable work, and discrimination in the workplace. They also found that the Indian migrant employers took up self-employment due to problems in their previously held employment. Their inference was based on the proactive nature of Indian migrants who used various strategies to find suitable employment. The Indian migrants were also found to be resilient in nature as they displayed patience, a positive attitude, and flexibility in their expectations from employment {Lewin, 2011 #587}.

Both the studies mentioned above are supported by the Human Rights Commission in New Zealand's discussion paper on discrimination towards Asian people {Girling, 2010 #557} which indicates that Asians are the ethnic group to face the most discrimination. Asians feel most discriminated at work and while applying for a job. South-Asian migrants (which includes Indians) who have been in New Zealand for less than two years have the highest unemployment rates. They are believed to be an economic asset but a cultural liability. Hence, they face the maximum difficulty in finding employment {Girling, 2010 #557}. Similarly, in a study conducted by {Wilson, 2005 #590@@author-year}, Indian job applications were rated less suitable by human resource managers compared to 'Pakeha' applicants, even when they both had similar overqualified CVs created by the researchers. They were even more unlikely to be shortlisted if they had ethnic names. This can be attributed to the finding that migrants from India are one of the least positively perceived (by New Zealanders) groups in New Zealand {Ministry of Business Innovation & Employment, 2016 #616}.

However, because Asians have better coping strategies and they choose to ignore bad experiences {Girling, 2010 #557}, they report higher satisfaction with life in New Zealand. This could be one reason why the latest survey of migrants' settlement

experience found most Indian migrants (90%) to be satisfied with their life in New Zealand {Ministry of Business Innovation & Employment, 2017 #646}.

However, the findings above lead to two important questions: Firstly, do coping strategies help Indian migrants gain better settlement outcomes in employment or do they just help in maintaining a positive attitude? Secondly, do settlement services help in reducing the barriers faced by Indian migrants by arming them with strategies to find suitable employment and eventually settle in employment? As there are no studies in New Zealand that deal with Indian migrants' perceptions of EAPs and few that deal with other migrants' perceptions of settlement services in employment/ EAPs (that were found during this study), the next section presents worldwide research on migrants' perceptions of EAPs with a special focus on skilled migrants' experiences and perceptions (because Indian migrants form the largest skilled migrant population in Auckland).

3.4.4 Migrants' perceptions of EAPs

Once a migrant participates in an EAP, it is important to find out if they have benefited from it and if they are satisfied with it. {Kogan, 2016 #648@@@author-year} studied labour market training and counselling programmes in four countries (Italy, the Netherlands, Ireland and the United Kingdom) to check if these programmes affected the labour market outcomes of migrants. They found that, firstly, labour market training did not comply with integration policies, and secondly, except in Italy, labour market training did not have any significant effect on migrants' employability or job status. A study by {Bergemann, 2011 #456@@@author-year} compared migrants and natives in Germany to check the factors that affected participation in Active Labour Market Policy programmes. They found that the major factors affecting migrant participation were, the participation experience, expectations and perceptions about the helpfulness of this service, awareness about the existence of such programmes and the effects that the program actually has in terms of finding jobs.

Some other studies {Bergemann, 2011 #456;Lillis, 2006 #369;Mason, 2007 #645;Sethi, 2015 #448;Stewart, 2008 #234} have discovered reasons for the ineffectiveness of labour market training programmes/ EAPs. One such study was conducted by {Lillis, 2006 #369@@@author-year} with 10 overseas-qualified doctors in New Zealand. Their study focussed on the doctors' satisfaction with the help provided towards successful integration into their job roles in the medical workforce. They found that participants were dissatisfied with the discrepancy in the information provided and their actual job

roles. The participants who had attended a bridging programme found it helpful in passing the medical qualifying exam and developing soft skills. Despite that, finding employment and integrating into the workforce was a challenge. Hence, they recommended providing information about real scenarios instead of a generalised understanding, centralised job allocation agencies instead of private recruitment agencies, and information to enable cultural fit in the workplace. However, their study only captured perceptions of migrants from a particular profession, limiting the application of their findings.

Unlike Lillis et al., {Mason, 2007 #645@@author-year} surveyed 78 migrants from various backgrounds (source country, visa type, length of time spent in New Zealand) in New Zealand to check the effect of government and non-government information sources on their acculturation process. They found that 17% of migrants sought employment information and 26% sought settlement information pre-arrival. However, most migrants found it difficult to locate the right employment and settlement information post-arrival. Less than half (40%) found official information regarding employment useful and an almost equal number (44%) did not find it accurate. Many migrants (55%) found the need for updated official information as they were misinformed about the employment scenario and the required skills. A third of the participants found informal sources like friends and family as important sources of information before and after arrival in New Zealand. However, a drawback of this study was that it did not find out what information the migrants needed, but only analysed the information that was available.

{Stewart, 2008 #234@@author-year} interviewed migrants, service providers, and policy makers in Canada's three largest immigrant receiving provinces. They found that their Chinese migrant and Somali refugee participants needed support with language, retraining, finding the right settlement services, generating social networks, and managing family responsibilities. Instead of support, they encountered challenges while navigating the system to find the necessary settlement support due to lack of culturally-appropriate services. They also found a difference in the information received pre-arrival and the job market reality in Canada (a finding that is echoed by most studies discussed in this section). Lack of child-care facilities and the inability to devote time were additional barriers to attending English language and employment training programmes. To survive in the new country the migrants and refugees had to settle with unsuitable jobs. Service providers and policymakers displayed awareness of these issues.

Hence, {Stewart, 2008 #234@@author-year} recommended that information about available services be provided to migrants on-arrival and in their native language. They also suggested provision of employment centres or internship/ apprenticeship opportunities to enable smooth transition into employment. They specifically focussed on supporting groups that were most vulnerable to facing barriers. Nevertheless, they also noted that none of their suggestions would be possible unless service providers received adequate funding, collaborated with each other, and had enough support staff. Although this study focussed on culture-specific needs of migrants, it did not contrast the needs of Chinese migrants with any other migrant communities in Canada. Instead, the researchers compared Chinese migrants to Somali refugees. However, refugees commonly experience different problems than migrants due to the difference in their migration contexts {UNESCO, 2016 #485@@author-year}.

Like Stewart et al.'s findings, {Sethi, 2015 #448@@author-year} found that difficulties in accessing employment training are a significant barrier to settlement in employment. Sethi surveyed 212 migrants and 237 service providers in the middle-sized urban/rural regions of Canada. Difficulty in finding courses, financial restraints, time involvement, communication issues, and transportation problems were identified as significant barriers to accessing employment training and educational training courses. Some other barriers included lack of access to childcare facilities, long waiting lists for attending programmes, the discriminatory nature of service providers, inability to use the internet, insufficient knowledge/ skills of service providers in dealing with migrants' needs, and the region's climatic conditions. These barriers were found to affect the minority women migrants more than the men. Nonetheless, 30% (average) of all interviewed migrants attended either English language training, employment training, or educational courses. Out of those, 29% (average) found that the training helped them in finding employment. Thus, Sethi suggested the creation of assistance programmes that consider migrants' constraints as well as needs. However, unlike {Stewart, 2008 #234@@author-year}, this study did not look at the cultural aspects affecting migrants' expectations and constraints.

3.4.5 Skilled migrants' perceptions of EAPs

Contrary to common belief and Spoonley and Gendall's {, 2007 #583} insistence that skilled migrants find it easy to integrate into the labour market and host society at large, many studies {Benson-Rea, 2003 #651;Fossland, 2013 #596;O'Dwyer, 2016 #598;Ressia, 2010 #228} have found that despite employment assistance, skilled migrants face issues with labour market integration.

{Benson-Rea, 2003 #651@@author-year} studied highly skilled migrants from China to understand the effect of information processes on their decision to migrate, and on their post-migration settlement outcomes in New Zealand. They found that although the migrants trusted official sources of information, they were not aware of most official information that was available to them pre-arrival. For example, 80% of the migrants were not aware of the Auckland Chamber of Commerce and the settlement programmes that they provided. Hence, they relied on informal sources such as friends, family, publications, and the internet; however, this did not help them to understand the actual status of their professions in New Zealand. Understandably, their post-migration experiences differed from their pre-migration expectations. Since New Zealand focusses on retaining and attracting skilled migrants, {Benson-Rea, 2003 #651@@author-year} suggested that information providers should undertake promotional measures to ensure that skilled migrants make informed decisions pre-migration and do not end up becoming a burden on the New Zealand economy. However, their study was limited to pre-migration information sources and it did not consider if post-migration settlement services made any difference to the migrants' settlement outcomes.

{O'Dwyer, 2016 #598@@author-year} studied the post-programme employment outcomes of skilled professional migrants from non-English speaking backgrounds, with a gendered lens. They surveyed 337 migrants in Australia who had completed the Skilled Professional Migrants programme in the past and found that the migrants had positive short-term employment outcomes and experienced improvements in their employment situation after completion of the programme. Although all migrants found the programme useful, women were unlikely to have found employment matching their qualifications and work experience. Women were also found more vulnerable to being in non-standard work roles, being paid less, and experiencing downward occupational mobility. {O'Dwyer, 2016 #598@@author-year} attributed their findings to the women's secondary migrant status and family responsibilities. However, these findings can also be attributed to the difficulty experienced in prioritising careers, when migrants are skilled dual-career couples {Ressia, 2010 #228}.

Along with gendered expectations, {Fossland, 2013 #596@@author-year} also noted the existence of other inequality regimes that affect migrant employment. {Fossland, 2013 #596@@author-year} interviewed recruitment agents and highly skilled migrants who had attended the Global Future programme for career development of highly skilled migrants in Norway. They found that the recruitment of migrants was a complex process

affected by the inequality regimes existing in the host country's labour market. They suggested that the migrants needed 'social capital' (networks) and 'cultural capital' (knowledge and skills) to deal with the local inequality regimes. In addition migrants needed to fulfil gendered expectations and possess language skills, local labour market knowledge, and personal connections with employers to be employed in highly skilled/ leadership positions {Fossland, 2013 #596}. However, this study did not specify if the migrants' cultural (source country) backgrounds affected the level of inequality that they experienced during career development.

Therefore, it can be inferred that skilled migrants are not free of challenges in the labour market, just like other migrants. This and the earlier section also display the need for culture-specific support systems as well as support systems for migrants that are most vulnerable.

3.5 Conclusion

The literature review identified researchers' and policy-makers' key considerations regarding settlement and integration of migrants (as seen in Figure 16). Figure 16 provides a graphical representation of these considerations by translating them into a conceptual framework. The key considerations are as follows:

1. Successful settlement and integration of migrants is a concern. This concern has translated into strategies and strategies have translated into settlement services.
2. Various aspects of settlement are identified (such as employment, housing, healthcare, and education). Policies name these aspects as outcomes.
3. Policy outcomes focus on specific groups of migrants that bring the required skills into the host country.
4. Employment is a key aspect/ outcome that affects all other aspects/ outcomes of settlement. Therefore, providing settlement services that support migrant employment is an important part of the NZMSIS.
5. Merely providing services is not enough. Hence, indicators are created to measure the success of the settlement strategy's outcomes.
6. Despite all efforts, migrants continue to face barriers to settlement in the host country, especially while finding and retaining employment. Skilled migrants and international students are as affected by the barriers as temporary migrants. Certain groups of migrants (such as Asian – Indian migrants, secondary migrants and women migrants) are more vulnerable to these barriers.

7. The migrant perspective is important in understanding their specific settlement needs and support gaps in settlement services. As skilled migrants are the focus of the national immigration policy and the national settlement strategy, their perspectives are crucial in the improvement of settlement services.

8. Migrants' experiences of settlement in employment and their use of EAPs, have shown that EAPs are largely ineffective in bettering migrants' employment outcomes due to operational and contextual ineptness. New Zealand's settlement policy review has also acknowledged ineffectiveness of settlement services.

9. The host country's perspective (values and sense of identity) shapes its integration strategy. Hence considering the country's integration strategy is also important, when conducting studies with migrants.

However, what is missing from the literature is a unique New Zealand perspective. The literature review also identified the following gaps in research and policy initiatives:

1. The Auckland settlement strategy does not have an indicator framework to measure the success of its settlement outcomes. Hence, the effectiveness of its settlement strategy and settlement services remains questionable.

2. It is unclear if EAPs in New Zealand address the employment barriers faced by migrants, and if they assist the migrants in finding suitable employment. Despite employment being the focus of the settlement strategy (national and regional settlement strategy), there are very few studies on EAPs in New Zealand and none that focus on EAPs in the Auckland region.

3. Despite Indian migrants being the highest number of skilled migrants in Auckland and New Zealand, there are no EAPs designed to address the specific settlement needs of Indian migrants. Additionally, there are no studies (neither in Auckland nor in New Zealand) that focus on Indian migrants' perceptions about EAPs.

The identified gaps helped in clarifying the primary aim of this study (to explore the perceptions of Indian migrants about the effectiveness of EAPs in Auckland, New Zealand) and translating it into three specific research questions. The research questions were formulated as follows:

Q1. What perceived roles do employment assistance programmes (EAPs) play in facilitating migrants' settlement in employment in the host country?

Q2. From the migrants' perspectives, how effective are the EAPs offered in Auckland, New Zealand?

Q3. What are the perceived strengths and weaknesses of the EAPs in Auckland?
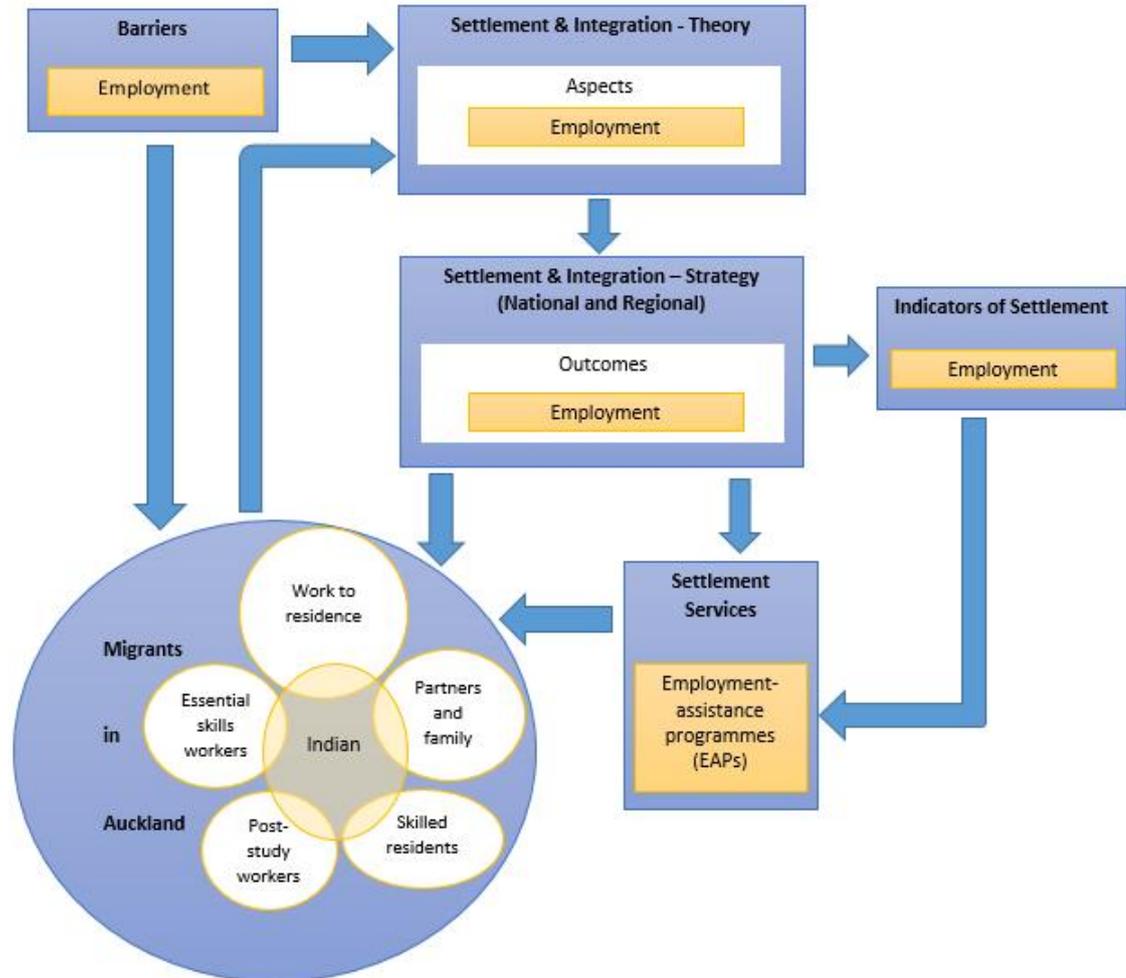
Figure 16. Conceptual framework for this research study

To address the research questions, this study used specific migrant groups - that are the focus of the NZMSIS (refer Figure 16), as its study sample (from within the larger Indian migrant community). It also considered the indicator framework provided by the NZMSIS while formulating interview questions, analysing data and presenting findings. These considerations along with the methodology of this study are discussed in the next chapter.

Chapter 4 Methodology

4.1 Introduction

Moving on from the review of literature in the earlier chapter, this chapter discusses the research design of this study. The chapter gives a detailed explanation of the paradigm that underpins the research design and its significance in the ontological and epistemological approach of this study.

The chapter also discusses the coherence of the research methodology and the methods of data selection, collection, management, and analysis as part of the research paradigm. Each of the explanations include a justification for the choice of a particular approach and a description of how it applies to this study. While giving details about the research process, this chapter also includes a discussion on ethical considerations and reflections from my learnings.

4.2 Research questions

Some researchers suggest that it is imperative to commence with the right research question to construct a coherent study design {Smythe, 2007 #521;Marshall, 2011 #542}. Others {Crotty, 1998 #176;Elliott, 2005 #73} suggest that the question should be formulated based on awareness of previous work on the topic. Nonetheless, whether the research question is mentioned at the beginning or finalised at the end, it points towards a specific research design {Myers, 2013 #221}.

My study took the latter approach and began with a review of the available migrant literature. {Strauss, 1998 #544@@author-year} call this process theoretical sensitivity. This theoretical sensitivity is known to help researchers in the development of informed expectations of the phenomenon in question while making them aware of their own biases towards that phenomenon. The literature review (or theoretical sensitivity) in this study helped to develop a deeper understanding of the topic of interest and assisted in finding gaps in the research. These identified gaps translated into the research aim and subsequently the research questions in this study (as seen in the conclusion section of the literature review chapter). These questions were translated into interview questions for the data collection phase. The research questions of this study were as follows:

Q1. What perceived roles do employment assistance programmes (EAPs) play in facilitating migrants' settlement in employment in the host country?

Q2. From the migrants' perspectives, how effective are the EAPs offered in Auckland, New Zealand?

Q3. What are the perceived strengths and weaknesses of the EAPs in Auckland?

The research questions further shaped the overall research design and pointed towards specific philosophical assumptions {Smythe, 2007 #521}, which can be seen in the following sections of this chapter. Additionally, the conceptual framework developed in the literature review chapter helped in taking critical decisions while constructing the research design of this study.

4.3 Epistemology

Epistemology is the justification for knowledge that explains how we know what we know {Carter, 2007 #202}. Epistemology relies on the nature of the relation between the world to be known and the one trying to know it {Guba, 1994 #83}. The epistemological belief that underpinned this study and complemented its research questions, was that of social constructivism – where knowledge is co-constructed by the researcher and participants.

The constructivist epistemology influenced the research design in three main areas, {Carter, 2007 #202} namely:

1. The researcher - participant relation: The constructivist epistemology necessitated an intersubjective relation {Grant, 2002 #76}, where the researcher and the researched interact and influence one another to come up with meaningful explanations of the phenomena under study {Thorne, 2004 #534}.

2. Quality of methods: To dig deeper into participants' explanations and to allow co-construction of knowledge, a semi-structured interview method was used for data collection {Whiting, 2008 #105}.

3. Form, voice, and representation: Subjectivity within my interpretation helped in accepting my presence within the constructivist epistemological stance. Hence, I used a first-person active voice to discuss the research process and present findings {Carter, 2007 #202}. However, each participant's voice was captured and represented, without going overboard with my interpretations.

The cultural context of the participants also influenced the epistemology {Carter, 2007 #202}. {Smythe, 2007 #521@@author-year} explain that despite having our own truths,

we share certain common truths in our social communities. In this study, being from the same cultural background as the participants was an advantage for me. The existence of some common truths facilitated the interpretation of participants' realities. At the same time, it helped acknowledge common cultural biases. This study only focussed on one ethnic community as the research sample which helped highlight the importance of the cultural context.

Moreover, this study on the perceptions of migrant participants made knowledge inherently subjective, which led to the acknowledgement of the multiple realities of the participants. Belief in the existence of multiple realities enabled me to delve deeper into my participants' accounts of reality, while acknowledging that knowledge is socially created helped me to understand the how's and why's of their perceptions {Holstein, 2011 #529}. Here, ontology and epistemology went hand-in-hand {Merriam, 2002 #522}.

4.4   Ontology

Ontology is an understanding of the nature of reality – whether one believes in the existence of one truth or multiple truths {Bryman, 2016 #540;Grant, 2002 #76}. Belief in the existence of one truth requires the knower to look at the world objectively, while an ontology based on multiple realities requires the knower to look at the world with a subjective/ constructivist view {Grant, 2002 #76}. This study is based on my ontological belief that multiple realities co-exist and every individual constructs their own understanding of the world {Norum, 2008 #78}. As this research aimed to explore the perceptions of Indian migrant job seekers about the role of EAPs in their job-search experience, it was imperative to accept the multiplicity of realities associated with varying expectations and beliefs, without making judgements of right and wrong.

Moreover, even though the study participants belonged to the Indian community, each participant was different regarding their background in education and work experience. India is a very diverse country, and my participants also had varied social, economic, regional and religious backgrounds. Hence, each participant's reality gave rise to subjective experiences and perceptions {Crotty, 1998 #176;Norum, 2008 #78}. These subjective experiences aligned well with the constructivist epistemology and an interpretivist paradigm.

4.5   Research paradigm

A paradigm is the underlying belief system or worldview that the researcher holds {Guba, 1994 #83}. A paradigm guides the researcher in identifying the critical issues and the people that are most affected by these issues. It also assists in identifying the researcher's position (whether unbiased or biased by culture), history and personal beliefs concerning the identified issues. Finally, it dictates the way findings are presented – either through the representation of the participant voice, or interpretation by the researcher or collaboration with participants {Creswell, 2007 #528}.

Every research study has a research design that reflects the researcher's understanding of worldviews and the nature of reality {Creswell, 2013 #535;Crotty, 1998 #176;Grant, 2002 #76;Guba, 1994 #83;Merriam, 2002 #522}. This understanding is built upon the personal values of the researcher and their understanding of what is known of the world {Grant, 2002 #76}. If the researcher believes that every phenomenon is based on objective reality, they will be more inclined towards a positivist research paradigm. On the other hand, if a researcher believes that every phenomenon can be studied and interpreted in its context with its multiple realities, they will be more inclined towards an interpretivist or constructivist paradigm {Crotty, 1998 #176}.

An interpretivist paradigm has formed the basis of this study. Interpretivism assists the researcher in understanding individual experiences along with the meanings attached to them {Grant, 2002 #76}. According to {Gubrium, 2005 #533@@author-year},

> Interpretive practice engages both the how's and the what's of social reality; it is centred in both how people methodologically construct their experience and their worlds, and in the configurations of meaning and institutional life that inform and shape their reality – constituting activity (p. 484).

In this study, an ontology based on the existence of multiple realities and an epistemological understanding that those multiple realities are socially constructed aligned well with an interpretivist stance. The in-depth exploration of migrants' varied perceptions also made interpretation inevitable in this study. Additionally, a belief that the researcher's perceptions affect the study further strengthened the need for an interpretive paradigm. Finally, the need to capture, analyse and present each migrant's explanations in detail led towards the adaptation of a qualitative approach.

4.6   Qualitative research

Qualitative research moves away from the hypotheticodeductive logic {Avis, 2003 #526} of positivist research. Qualitative research studies focus on data first and then inductively derive the results {Grant, 2002 #76}. The benefit of a qualitative research approach, as argued by {Elliott, 2005 #73@@author-year}, {Sandelowski, 2000 #519@@author-year}, {Smythe, 2007 #521@@author-year} and {Gray, 2013 #222@@author-year}, lies in its ability to dig deeper into participants' explanations to gain a better understanding of the phenomenon under consideration. {Avis, 2003 #526@@author-year} supports this point by saying that qualitative researchers acknowledge the pattern of beliefs underlying participants' spoken words. Additionally, a qualitative approach helps the researcher in deciphering socially constructed realities to which participants attach meaning while describing a particular experience or phenomenon {Denzin, 2011 #524}. In other words, qualitative research studies assist in understanding a particular phenomenon from the participant's perspective {Merriam, 2002 #522}. The aspects of qualitative research mentioned above aligned well with the aim of my research study – to decipher migrant participants' perceptions about the effectiveness of EAPs in shaping the phenomenon of settlement within employment and hence it utilised a qualitative research design.

While designing a qualitative research study, {Marshall, 2011 #542@@author-year} suggest that the study should either derive an understanding of a process, clarify a phenomenon that was earlier poorly understood, identify differences between statement and implementation of policies and theories, or discover undiscovered contextual variables. My research study incorporated the aims mentioned above, in the following way:

- It was seeking to understand how (process) EAPs assist migrants in successful settlement within employment.
- It was investigating the usefulness of the EAPs in migrant job-search.
- It was examining if there is congruence between settlement theory, national settlement policy, settlement services and migrants' expectations.
- It was exploring the issues and barriers faced by migrants in the host society that affect their settlement within employment as well as examining if the EAPs addresses these issues and barriers.

Furthermore, there are four main characteristics of qualitative research {Merriam, 2002 #522} that were linked to the design of this research study in the following way:

Table 3. Characteristics of Qualitative Research Linked to Research Design

Characteristics of qualitative research	Application to this study
Qualitative research strives for a deeper understanding of the phenomenon.	An ontological view of the existence of multiple realities, based on a constructivist epistemological relation between the researcher and the known world, formed the basis of this study. It helped in looking at the participants' perceptions about the phenomenon in question. The descriptive-interpretive methodology helped derive deeper meaning.
In a qualitative study, the researcher is the primary instrument for data collection and analysis. This could be an advantage as well as a disadvantage.	This study was based on the interpretivist paradigm, and my presence in this research was acknowledged. There was an existence of bias as I was the primary instrument for data collection and analysis. This led to the usage of the interpretive overtone in a descriptive methodology
Qualitative research is inductive. Findings manifest as theories, themes, categories, or a tentative hypothesis.	An inductive approach assisted in the exploration of participants' perceptions by utilising thematic analysis to analyse the data and derive insights.
The outcome of a qualitative study is a richly descriptive piece of writing that is a blend of researcher's interpretations and actual excerpts from participants' explanations.	An interpretive mindset combined with a descriptive-interpretive approach utilising thematic analysis led to the creation of a richly descriptive piece of work that included both the participants' explanations and researcher's (my) interpretations.

Finally, an awareness that methodological congruence builds trustworthiness in qualitative research {Smythe, 2007 #521} guided the research design of this study, starting with the choice of a descriptive-interpretive methodology.

4.7 Descriptive-Interpretive approach

Qualitative or otherwise, research studies should include a methodological justification that provides a rationale for the techniques used to generate empirical evidence within a particular research tradition {Creswell, 2007 #528}.While some researchers like {Avis, 2003 #526@@@author-year} question the need for using different methodologies in qualitative research, others like {Carter, 2007 #202@@@author-year} argue that a one-size-fits-all approach affects the quality of the research findings. Whatever the approach,

methodology shapes the aims of the research study and its design, while these, in turn, shape the methodology {Carter, 2007 #202}. In this study, the research questions and theoretical paradigm directed the choice of methodology.

The interpretivist underpinnings of my study followed the same line of thought as {Sandelowski, 2000 #519@@author-year}, who asserts that every qualitative inquiry requires description and all description is affected by interpretation. The view that participants' explanations are an important part of the research study but understanding them is equally important, supported interpretation in this study {Burnard, 2008 #109}.

This study involved an in-depth exploration of participants' perceptions about the effectiveness of EAPs, thus making way for thick description, which is a common characteristic of qualitative research {Denzin, 2011 #524}. Another reason for using qualitative description was its simplicity {Sandelowski, 2000 #519;Smythe, 2012 #396}. Considering the time available for a Master's level study, I wanted to do justice to the approach that was used to capture each participant's accounts of reality.

A basic qualitative descriptive approach goes by many names. {Merriam, 2002 #522@@author-year} calls it a *Basic Interpretive Qualitative* study, {Smythe, 2012 #396@@author-year} calls it a *Descriptive Interpretive* approach, {Sandelowski, 2000 #519@@author-year} calls it *Qualitative Description* and {Thorne, 2016 #525@@author-year} calls it *Interpretive Description*. However, all of these suggest that a basic qualitative approach does not have any specific theoretical underpinnings. While some suggest that it is flexible in its level of analysis based on the research question {Smythe, 2012 #396}, others suggest that a basic qualitative descriptive approach on its own does not need a lot of interpretation {Burnard, 2008 #109;Sandelowski, 2000 #519}.

Moreover, methodologies, in general, are flexible and can be altered by the researcher if a coherent epistemological justification is given {Carter, 2007 #202}. In this study, I did not want to reduce the amount of description of participants' explanations but wanted to move beyond the description to delve deeper into the reasons behind participants' explanations. Therefore, a higher level of interpretation was utilised in accordance with the interpretive descriptive methodology suggested by {Thorne, 2016 #525@@author-year}. The decision to use interpretation as a part of a descriptive methodology also aligned well with my constructivist epistemology and interpretivist paradigm.

{Smythe, 2007 #521@@author-year} note that it is difficult to keep the researcher's interpretation out of the study. While capturing meaning involves interpretation, this interpretation may sometimes be distanced from the actual views of the participants. This is where the dilemma arises concerning how much of the participant's voice should be taken into account {Grant, 2002 #76}. Therefore, considering the need for a fair account of participants' subjective experiences while accepting my influences on the research, I decided to take a flexible approach. This approach would have the qualities of a qualitative descriptive approach {Sandelowski, 2000 #519} and overtones of interpretive description {Thorne, 2016 #525}. A hybrid methodological approach enabled the emergence of themes from participant explanations and at the same time allowed contextual sense-making through researcher (my) interpretations.

An interpretive descriptive approach was not used as the principal or complete methodology as it is relatively new {Thorne, 2004 #534}. There were few studies such as {Kimber, 2015 #517@@author-year} and {Atkinson, 2016 #513@@author-year} available to provide points of reference for correct usage of the methodology. Another reason was the approach's closeness to the grounded theory methodology (which is not the methodology of choice in this study) {Hunt, 2009 #514}.

However, use of interpretive description as an additional approach enhanced the scope of interpretation in this descriptive study. Although researchers like {Smythe, 2012 #396@@author-year} have described a descriptive interpretive approach as not requiring any specific theoretical underpinnings, I placed my work within the interpretivist paradigm to acknowledge the role of interpretation in this study (a study based on perceptions).

4.8   Research design

The way in which the descriptive interpretive methodology translated into the research design is explained in the following sections. The design of the research process was inspired by the data processing framework provided by {Carter, 2007 #202@@author-year}. The research process was divided into four main parts namely,

1.   Data selection
2.   Data collection
3.   Data management
4.   Data analysis

4.8.1 Data selection

A qualitative descriptive interpretive approach necessitated gathering data that addressed the research problem in depth while staying flexible to explore participants' sense-making of the phenomena under review {Elliott, 2005 #73;Sandelowski, 2000 #519;Thorne, 2016 #525}. Therefore, specific inclusion criteria were set for recruitment of participants at the beginning of data collection.

Since the inclusion criteria were specific, purposeful sampling was used. Because purposeful sampling did not generate as many participants as anticipated, a snowballing approach was adopted. The interested participants were invited to take part in a face-to-face interview with me.

The following sub-sections explain this process in further detail.

4.8.1.1 Inclusion criteria

In a qualitative study that does not aim at generalisability of results, it is essential to specify the characteristics of the sample so that the readers can imply similar cases where findings will be applicable {Elliott, 2005 #73}. Thus, the following inclusion criteria were set for recruitment of participants:

- They should belong to the Indian community and they should be citizens of India who may or may not have migrated to New Zealand directly from India.
- They should have migrated to and must be now living in Auckland, New Zealand with a work visa, post-study work visa, resident visa or partnership-based work visa, all of which offer full-time work rights.
- They should have been seeking jobs after arrival in Auckland, New Zealand.
- They should have completed at least one job-seeker, employability assistance, employability skill development or career guidance programme offered by any government or non-government agency within the Auckland region.
- They should have attended the programme not more than a year and not less than two months ago (calculated from the time they were interviewed).

The following considerations assisted in carving the inclusion criteria:

- A detailed explanation of why Indian migrants, living in Auckland, were chosen as study participants can be found in the background chapter

- Migrants on specific visas were chosen in alignment with the National Settlement Strategy's focus on particular migrant groups (refer to Figure 16 in the literature review chapter). At the same time, student visa holders were excluded from the study as their primary reason for coming to New Zealand would be to obtain an education. Additionally, under the conditions of the student visa, students would have limited rights to work.

- Chosen participants were seeking jobs after arrival in Auckland as it would be unlikely that people with pre-arrival job offers seek help from the EAP post-arrival.

- Those recruited had completed at least one entire EAP to ensure the validity of their views.

- The time criterion was set to allow enough time for participants to have applied the learnings from the EAP, but not enough time for them to have forgotten what they learned.

- The ability to converse in English was not included in the inclusion criteria as English language skills were not considered a barrier to participation. This was decided based on the fact that migrants need to meet specific levels of English language proficiency as part of the migration process {New Zealand Immigration, 2016 #493}.

4.8.1.2   Sampling technique

A qualitative descriptive interpretive methodology recommends the use of purposeful sampling for the selection of study participants {Sandelowski, 2000 #519;Thorne, 2016 #525}. However, {Miles, 1994 #545@@author-year} recommend that sampling in qualitative research should be flexible to suit the specific needs of the research problem at hand. This research study used a combination of purposeful {Creswell, 2013 #179} and snowball sampling {Noy, 2008 #205} techniques.

Purposeful sampling was used because the inclusion criteria for the research were precise. Purposeful sampling is believed to work better in research studies where a particular group of people must be interviewed. Purposeful sampling is also known as criterion-based sampling {Ritchie, 2003 #536} and judgement sampling {Marshall, 1996 #219}. It can either be based on maximum variation sampling or time and place-based sampling. Whichever sub-sampling method is utilised, it should take into account diversity (of experience, behaviour, demographics or social status) and symbolic representation (of

particular groups or characteristics) {Ritchie, 2003 #536}. As this study had very specific inclusion criteria, it was important to select a diverse sample (within those that fit the inclusion criteria) that could add a substantial amount to knowledge creation {Merriam, 2002 #522}. Another reason to use a diverse sample was to deal with selection bias {Robinson, 2014 #669}. Although, more commonly discussed as a pitfall in quantitative studies, selection bias is also known to affect qualitative studies utilising a small sample {Martínez-Mesa, 2016 #668;Collier, 2011 #660}. Thus, maximum variation purposeful sampling was utilised.

Initial participants who met the criteria were recruited by utilising personal contacts and by placing an advertisement on various Kiwi-Indian groups on Facebook. Facebook was not found to be a useful resource because despite refreshing the advertisement several times and making the advert short and straightforward to understand, very few people responded. When these few respondents contacted me, either they did not fit the criteria, or they were sceptical about attending an interview without any monetary benefit.

Four participants were recruited from personal contacts, and the other six were snowballed using the participants' contacts. Researchers say that snowball sampling assists in generating a social network of individuals who share similar experiences {Bagnasco, 2014 #220;Marshall, 1996 #219;Noy, 2008 #205}. Since my study involved Indian migrants who had attended some EAP, delving into social networks through the current participants suited this research design. It was also easier to find people with the snowballing method when a dispersed migrant population had to be tapped into with particular criteria.

Once potential participants were found, a 'participant information sheet' – a brief of the proposed study – was sent to the potential participants to enable them to consider participation. All who agreed to take part were invited for an interview on a mutually suitable date and time. After the interview, they were asked to further disseminate information to their networks by sending the participant information sheet to other potential participants. The six snowballed participants were recruited through this method. Interested participants self-selected themselves and contacted me. This method was used until saturation was met. As a result, 10 participants were recruited for the study. The demographic details of the participants have been provided in section 5.2 of the Findings chapter.

During the recruitment process, it was found that many people that I came across were unaware of the existence of the EAPs. Out of those who were aware, three people refused to take part and six did not meet the criteria. I also found that participants interacted a lot with me, before and after the interview. When they felt listened-to, it gave them confidence in the research process, and this is when they went out and talked to people in their network and motivated them to participate too. {Smythe, 2007 #521@@author-year} explain that participants become more positive as they see the researcher's interest in the study and notice the respect for their (participants') views.

4.8.2 Data collection

Semi-structured interviews were used as the method for data collection. Semi-structured interviews have aspects of both structured and unstructured interviews {Whiting, 2008 #105}. Questions that are designed to gain specific information from participants form the structured section of the interview, questions that are used as guiding ideas to explore participants' experiences form the unstructured part of the interview {Merriam, 2002 #522}.

4.8.2.1 Interview questions

The structured questions helped in creating a brief participant profile and ensuring their fit within the inclusion criteria. These questions also provided contextual information (qualification, work experience, reason for moving to New Zealand, family responsibilities, expectations and much more) that helped in analysing data. These questions were mainly descriptive, for example,

- Tell me a bit about your background – Where have you come from? What have you studied? What sort of jobs have you done previously? What was your reason for migration?
- What is your current status in New Zealand – What visa do you hold? Has it changed recently? Did you have a job offer before migration? Do you have a job?

The unstructured questions were exploratory, descriptive, as well as interpretive in nature and were therefore used as guiding ideas. {Elliott, 2005 #73@@author-year} emphasise the need for a flexibile inquiry and an open-ended strategy to allow the participants to share their experiences during qualitative interviewing. In a qualitative research study, it is necessary to allow the participant to guide the interview if enough data is to be obtained {Smythe, 2007 #521}. Hence the unstructured questions/ guiding ideas were not necessarily discussed in a specific order or the same manner with each participant.

Some of the unstructured questions also included information that confirmed the participant's fit within inclusion criteria. However, all the unstructured questions were explicitly based on research questions and broadly based on the findings from the literature review. The questions included,

- What was your plan of action for job-search when you decided to move to Auckland? Did everything work as per plan or not? Why?

- Did you try applying for jobs before the EAP? How was your job-search experience?

- Why did you seek help from an EAP? What were your expectations from the EAP?

- Which EAP did you attend? How did you get to know about it? How long ago was that? How many of such programmes have you attended?

- Were your expectations fulfilled? What was the content of the EAP? Did the EAP cover any topics (such as English communication skills or networking) other than job-search techniques?

- What information from the EAP was most useful and what was not useful while finding employment in the real world?

- After you completed the EAP, did you experience any difference in your job-search experience? Would it have been any different if you did not attend the EAP? Why?

- Have you found any work? Is the work in line with your earlier qualifications and work experience?

- What other factors may have affected your ability to find employment/ played a role in your job-search? Does the EAP address these factors? If yes, how?

- Can you suggest any improvements for the EAP that you attended? Who according to you should make these improvements?

- Would you recommend this or any other similar programme to a new migrant?

- Do you wish to add anything else to our discussion?

4.8.2.2 Interview process

At the beginning of the interview, participants were given a chance to ask questions. They were asked to sign a 'consent form' to display informed consent. They were also reminded of the following expectations:

- The interview would be conducted in English;

- The interview would be approximately an hour long;
- They would be able to stop the interview at any point during the process; and
- The interview would be audio-recorded.

Once consent was received and expectations set, the interview began and lasted between 30 - 45 minutes. After the interview, participants were asked if they would like to receive the findings of the research.

4.8.2.3   Key learnings from the interview process

- Rapport building was needed before the interview, and in some cases, discussions continued after the interview too. I also had to make sure that they felt comfortable talking to me as a person, so some small talk on general migrant life helped in breaking the ice.
- Flexibility was key when dealing with different participants. This involved giving the talkative participants more time to share what they wanted to share while asking more questions of the quieter participants. However, allowing this flexibility while making sure that they answered all aspects of the research questions, was challenging.
- Strategies, such as echoing (where the researcher confirms the participant's point and encourages them to elaborate on it) and verbal agreement (where the researcher expresses interest in the participant's explanations by using expressions like "hmm", "yes" and "right") were used to enable deeper probing {Whiting, 2008 #105}. Some earlier experience with interviewing in the Human Resources field (my primary field of work and study) and a coursework paper – qualitative research – helped develop these strategies.
- Many researchers {Elliott, 2005 #73;Walsham, 2006 #204;Whiting, 2008 #105;Woods, 2011 #115} have recommended that the novice researcher keep an interview guide/ diary. Maintaining a research diary during my study helped in developing and improving every following interview. This diary held guidelines, semi-structured questions, my biases and an account of participant conversations that took place off-record. Further details on the use of the research diary are provided in the pre-analysis phase of the data analysis process.

After data collection came the data management phase, where interview data was collected and converted into written transcripts for ease of analysis.

4.8.3   Data management

Data management is the process of recording, transcribing and reviewing data {Carter, 2007 #202}. In this study, data was managed in the following manner:

4.8.3.1   Recording data

Maintaining confidentiality was of prime importance during this stage. Video recording would have enabled a deeper understanding of a participant's explanations by capturing non-verbal expressions {Ratcliff, 2003 #543}. However, it was not considered a possibility as it could not only compromise the privacy of the participants but also make the participants uncomfortable, eventually affecting the amount and quality of information shared. Therefore, discussions were recorded in the form of audio interviews in this study {MacLean, 2004 #108}.

A recording application on my phone was used as the recording device. Since I had already used this application for a class assignment earlier, there was no need to test it again. This application eased transfer and storage of recordings on the computer, thus reducing the chance of losing the recordings. The stored recordings were then sent for transcription.

4.8.3.2   Transcribing data

The audio recorded interviews were converted into written transcripts with the help of a professional transcriber. In this phase, audio files were sent to a transcriber along with a single paged sample transcription document displaying the required level of detail {MacLean, 2004 #108}. The transcriber also signed a confidentiality agreement with me.

Although it would have been preferable for me as a qualitative researcher to transcribe the interviews myself, adhering to the tight timelines of the Master's thesis, the decision to involve a professional transcriber was taken. It enabled faster turn-around of transcripts and concentration on analysis and thesis writing.

4.8.3.3   Reviewing transcripts

I ensured that each transcript was reviewed thoroughly by comparing it with the audio recordings. Errors were corrected and formatting (especially punctuation) was changed wherever deemed necessary. Reviewing also helped acquaint me with the interview data {MacLean, 2004 #108}, as another person did the transcribing.

The interviews were initially sent to a non-Indian transcriber, who had great difficulty in capturing accents and correct punctuation. The two transcripts created by this transcriber

needed much revision. Hence, an Indian transcriber was later recruited to complete the transcription. Despite interviews being wholly recorded in English, it was found that accent made a lot of difference to the way they were transcribed. Cultural understanding of how things were said was also crucial during transcription. This experience added to my understanding of how cultural factors can affect interpretation. This understanding was useful in the data analysis phase.

4.8.4 Data Analysis

Data analysis took place in the following phases of this study:

Phase 1 – Pre-analysis: This was the pre-analysis phase that facilitated reflexivity during the data collection process.

Phase 2 – Analysis: The analysis of individual transcripts began in this phase using thematic analysis. It involved four steps:

Step 1: Drawing out participant profiles

Step 2: Coding individual transcripts

Step 3: Sorting the codes thematically within each transcript

Step 4: Comparing and re-organising themes across the 10 transcripts to derive findings

Phase 3 – Post-analysis: In this phase, the analysis was reviewed by peers to ensure validation of the research process.

Each phase is explained in further detail below.

Phase 1: Pre-analysis

Data analysis started simultaneously with data collection {Merriam, 2002 #522;Burnard, 1991 #107} in this qualitative research study. The use of a research diary enabled insights to be recorded and facilitated reflexivity during the research process {Elliott, 2005 #73}.

The research diary held the following information:

- Important norms to keep in mind while dealing with participants
- Record of essential things that participants mentioned off-record
- Analysis of earlier interview questions followed by changes to be made in the following interview {Roulston, 2010 #104}

- Insights that could help while writing the research outcomes
- Insights on researcher's bias

Accepting the impact of researcher's bias was crucial to this research study. As {Guba, 1994 #83@@author-year} suggest, research reports can become more trustworthy if the researcher identifies their own bias during the process. Interpretations of research findings can be affected by the researcher's cultural background, their current life situation during the study and existence of any significant problem {Guba, 1994 #83;Smythe, 2007 #521}. Although many researchers label this as bias, {Smythe, 2007 #521@@author-year} describe this as adding colour and vibrancy to the qualitative research process, which makes it more alive than quantitative research.

I was mindful of the situations and assumptions that affected this study in the following ways:

- Although it would seem *counterintuitive,* it was in fact beneficial that I had not attended any of the EAPs. That is, as I did not have any previous experience of the programmes, I had no preconceived notions/ biases about the programmes, which allowed me to look at the participants' experiences with an open mind.
- As a new migrant who is struggling to settle down, I assumed that most migrants have a very negative experience with employment. To combat that, I had to make the wording of my interview questions very neutral. For example, I did not use the words 'issues' or 'barriers' in finding employment, as they had a negative connotation. Instead, I asked about 'other factors' that affected the migrants' ability to find employment. I regarded these words (other factors) as being neutral.
- Before beginning the study, I believed that most migrants received help from the EAPs and yet found it difficult to find jobs. This belief made me question the effectiveness of the EAPs and motivated me to begin this study. However, while recruiting participants for my study, I found that many people that I contacted were unaware of the existence of such assistance programmes.

Being mindful of the assumptions and situations also assisted in an open-minded, less-biased analysis.

Phase 2: Analysis

{Sandelowski, 2000 #519@@author-year} regards content analysis as the method of choice for qualitative descriptive studies. Content analysis entails representation of

essential aspects of the data based on its prevalence in the entire data set {Vaismoradi, 2013 #113}. However, this research study required an understanding of participant perspectives in their context, which moved beyond just capturing how often an idea was discussed. Thus, thematic analysis was used to draw findings, while attempting to understand the multiple realities of participants {Braun, 2006 #520}.

Thematic analysis was seen as an appropriate analytical tool for the descriptive interpretive methodology utilised in this study. The descriptive nature of the methodology required capturing each participant's reality in detail, whereas the interpretive aspect of the methodology necessitated moving beyond what was asked in the interviews {Braun, 2006 #520}. A latent level of thematic analysis had to be achieved, that moved beyond the semantic/ surface meanings of data and allowed scope for interpretation {Braun, 2006 #520;Vaismoradi, 2013 #113}.

The analytical process was designed after reviewing the qualitative data analysis and thematic analysis processes suggested by {Roulston, 2014 #110@@author-year}, {Braun, 2006 #520@@author-year}, {Burnard, 1991 #107@@author-year}, {Guest, 2012 #112@@author-year}, {Vaismoradi, 2013 #113@@author-year} and {Seidel, 1998 #547@@author-year}. The analysis of data utilised four steps. Steps 1 to 3 involved analysing at an individual level while step 4 involved analysing across the data set (10 transcripts). A sample of each step of the analysis is provided in the appendices. Each step is discussed in detail in the following sections.

Step 1: Drawing out participant profiles

This step involved drawing out descriptive information about each participant's background and their current employment status in New Zealand to form short participant profiles. Although information was extracted related to a participant's background, care was taken to maintain confidentiality and avoid making the participant identifiable. This involved extracting just enough information to paint a picture of the participant's reality while excluding the participant's name and the names of any employers (if mentioned). Participant profile information was regarded as being useful in enabling interpretation in the later stages of the analysis. This information is presented in the 'participant demographics' section in Chapter 5: Findings.

Step 2: Coding individual transcripts

This step involved breaking down individual transcripts into smaller parts to derive significant findings for the research. Researchers call these parts *codes* – which are the

basic elements of data that display a specific meaning with regards to the phenomenon being studied {Boyatzis, 1998 #551;Braun, 2006 #520}. Thus, they are also referred to as *meaning units* that help in identifying what a participant is talking about {Elliott, 2005 #73}. This phase of data analysis is also called *noticing* {Seidel, 1998 #547} or *data reduction* {Roulston, 2014 #110}.

The size of the code or meaning unit is a crucial point to consider at this stage. The size must be big enough to capture meanings from participants' expressions without losing the context {Braun, 2006 #520;Elliott, 2005 #73}. With the understanding that coding involves capturing right-sized parts of the raw data that highlight significant meaning, I coded every important explanation from the individual participant's responses in this step of the analysis. In this stage, codes showed discussions based on the research questions along with discussions that were distanced from them {Braun, 2006 #520;Roulston, 2014 #110}.

Step 3: Sorting the codes thematically within each transcript

This step involved reviewing the codes from step 2 to elicit themes. {Vaismoradi, 2013 #113@@author-year} define a *theme* as "a coherent integration of the disparate pieces of data that constitute the findings" (p. 402).

Similarly, {Braun, 2006 #520@@author-year} explain a theme as capturing a vital aspect or a patterned response within the data that is closely related to the research question. Vitality is what determines the importance of the theme.

In this study, too, themes were drawn from within the codes to represent responses to the research questions. As named codes moved beyond the research questions, so did the themes. Research questions formed overarching themes that displayed the theoretical aspects of thematic analysis in capturing information relevant to the research objective {Braun, 2006 #520;Roulston, 2014 #110}. On the other hand, inductive aspects of thematic analysis {Braun, 2006 #520;Burnard, 2008 #109;Roulston, 2014 #110;Patton, 1990 #548} assisted in identifying sub-themes under the research questions, along with the creation of new themes that did not precisely fit the research questions. {Roulston, 2014 #110@@author-year} refers to this stage as *data reorganisation*.

Step 4: Comparing and re-organising themes across the 10 transcripts to derive findings

This stage involved rearranging data to elicit common and uncommon themes across the participant group, by comparing all the transcripts. This stage can be referred to as *data*

representation {Roulston, 2014 #110} and the process as *coming across wholes and holes* {Seidel, 1998 #547}. The common and uncommon themes that directly linked to the research questions were identified. The common and uncommon themes that did not directly link to the research questions were also noted. All the themes were grouped under three phases – pre-EAP, EAP and post-EAP. They are presented in Chapter 5: Findings.

The theoretical and inductive thematic analysis utilised here further facilitated interpretation and more in-depth analysis {Braun, 2006 #520;Patton, 1990 #548}. As my study involved an under-researched area, I found it necessary to capture as many details as possible, while making sure that I was providing findings that linked to my research objective. Hence, the two sets of themes (ones that were directly linked to the research objective and ones that were not) were compared to find deeper meaning.

An interpretive approach was also used to compare the participant profiles extracted in step 1 to the findings in step 4. Similarly, findings were also equated with the literature review to identify similarities and differences between migrants' perceptions and goals of the national and regional settlement strategy. These comparisons are presented in Chapter 6: Discussions.

Phase 3: Post-analysis phase

This phase involved validation of data analyses and findings through the peer review process {Burnard, 1991 #107}. I was aware that findings might be validated by various means such as presenting the findings to the research participants to get their feedback, comparing different methods through triangulation or checking the ability of the findings to resonate with the readers {Elliott, 2005 #73}.

Involving participants was not suitable for this type of descriptive interpretive study since it involved individual perceptions. The subjectivity attached to each participant's reality can affect their feedback on the overall findings, thus making their feedback not-too-relevant for the overall study {Thorne, 2004 #534}. Triangulation was not possible in this case due to the time constraints {Elliott, 2005 #73}. Resonating with the readers was only possible after the thesis was made available to the public.

Given the above constraints, the supervision process as part of undertaking a Master's thesis become the peer review. That is, the findings were shared with my supervisor on this project. She provided her views about the relevance of the analyses and findings to the research objective and the methodology.

4.8.5 Design validity and reliability

Qualitative research has been subjected to criticism due to long-standing debates about the nature and scope of its application {Denzin, 2011 #524}. Discussions have mainly surrounded the ability of qualitative research to generate valid, reliable and generalisable/ transferable findings {Merriam, 2016 #607}. Researchers like {Kirk, 1986 #608@@author-year} and {Bryman, 2011 #452} stress the importance of building validity and reliability into qualitative social science research designs. However, there has been much debate among qualitative researchers {Denzin, 2011 #524;Patton, 1985 #541;Merriam, 2016 #607} about naming the concepts of validity and reliability in qualitative research studies.

The strategies provided by {Merriam, 2016 #607@@author-year} guided the considerations regarding reliability and validity in my study. These were as follows:

- To increase internal validity {Bryman, 2011 #452}, multiple sources of data were used. Even though my study was based on the perceptions of the migrant participants, these perceptions were compared with data from the New Zealand's national and Auckland's regional settlement strategy to derive meaningful explanations.
- Similarly, adequate time was spent in achieving maximum variation purposeful sampling to gather different perspectives {Ritchie, 2003 #536}. Additionally, adequate engagement with the data required the recruitment of participants until saturation {Mason, 2010 #539}.
- Like all graduate students, peer review was an inevitable part of the research process {Merriam, 2016 #607}. Findings were discussed at various stages with my supervisor.
- Researcher reflexivity was carried out throughout the research process, which helped identify biases and assumptions {Elliott, 2005 #73}. Maintenance of the research diary since the pre-analysis stage helped build reflexivity.
- Rigorous thinking {Elliott, 2005 #73} was used to link the themes emerging in the background and literature review to the research questions and interview questions in the methodology. The same line of thought was also followed in the findings and discussions chapter. The rigorous thinking ensured that results were reliable.

- A detailed discussion of the research process was provided (in this chapter) as an audit trail of the study. This trail addressed concerns regarding external validity. Thick description in the presentation of findings was provided to facilitate transferability {Denzin, 2011 #524}.

- Ethical considerations formed an essential part of the whole research process. The following section discusses these in detail.

4.9 Ethical considerations

This research study met the requirements of the AUTEC (Auckland University of Technology Ethics Committee) before data collection and all prescribed ethical norms were followed (see appendices for the Ethics approval form). This research study appropriated the ethical standards in the following manner:

4.9.1 Partnership, participation, and voluntary consent

Potential participants were given an information sheet (see appendices) detailing the research process. Voluntary consent was recorded on a consent form (see appendices) before the research interviews, confirming the participant's willingness to take part in the research. Participation was voluntary and participants had the right to withdraw from the study without being disadvantaged.

During the interview process, the partnership was set up through collaboration. The semi-structured nature of the research interview allowed the participant to guide the discussion as much as I did and thus displayed collaboration. Participants were also given a choice to receive a copy of the research findings.

4.9.2 Cultural sensitivity

The social proximity of the researcher and the participant can significantly benefit qualitative studies focussing on migrant populations {Ganga, 2006 #549}. Being from the same cultural background as the participants helped in following traditions related to meet and greet, food and gifting. Reflexivity during the entire research process also enabled adherence to cultural norms.

4.9.3 Respect for vulnerability, minimisation of risk and truthfulness

Being a migrant, I was aware of the aspects of migrant life that can make people vulnerable {Anderson, 2014 #85}, especially the sensitivity attached to the job-search experience. Hence, participants were given a choice not to answer any questions that they

were uncomfortable with and to withdraw at any stage up to the completion of the data collection.

Although this research study gave participants a chance to voice their opinions, it was not aiming to be an advocate for their views. The participant information sheet made this clear.

Both aspects mentioned above (including the possibility to withdraw from the study and provision of the information sheet), along with protection of participant identity, helped in minimising the risks associated with participation.

4.9.4 Protection, privacy, confidentiality, and respect for property

Ethical issues associated with the sharing of opinions and individual experiences needed the maintenance of complete confidentiality in the process {Gray, 2014 #200}. Names of the individuals and any employer names (if mentioned) were changed to keep privacy. Pseudo names were used to talk about participants in the research findings.

No one else (not even the supervisors) knew the actual participants, except me. I did not address the participants by names during the research interviews, thus ensuring maintenance of anonymity even when the audio interviews were sent to a transcriber. Moreover, the information shared by participants was respected by viewing each person's perceptions in their context and by accepting the subjectivity attached to their realities.

4.9.5 Avoiding conflict of interest

As a migrant, I was aware of potential conflict between my roles as a researcher and as a migrant, but I often maintained an awareness of being a researcher. Moreover, I had not received help from any EAPs in Auckland, nor was I connected to any organisations that offered these programmes. Hence, the context of the Indian migrant participants was different from my situation, and this helped me keep an open mind.

To further reduce conflict, I framed interview questions using neutral words to avoid guiding the participant to express negative things (see pre-analysis section for more details on the use of words). Moreover, as I knew some of the participants personally, I ensured that participation was entirely voluntary and withdrawal from the study was possible without any obligation.

Conflict was also possible between a participant's role as a student in the EAP and their role as a research participant who is expected to speak their mind. However, during the

research interview, the participants talked about EAPs that they had already completed, thus reducing the chance of conflicting interests.

4.10 Reflections

At the beginning of this research journey, I assumed that there would be a set, uncomplicated process to completing a thesis, but this assumption was challenged early in the process. However, as the study progressed I began to feel better equipped to deal with the expectations and challenges encountered during the research process. I have mentioned below three of my main learnings from this study.

4.10.1 Research entails continuous learning

For a novice researcher, the vast amount of data on methodologies and methods can be overwhelming. I learnt that designing a coherent research study requires significant understanding of various available research methodologies and approaches. Every aspect of the study needs to be well thought through, as it can affect the authenticity and validity of the research process and can change the kind of findings derived.

At the same time, the research process also involves a process of self-discovery and personal growth. Working on my study needed self-reflection to understand my world-view and how it affects the way I interact with my environment. Self-reflection led to an understanding of how I know things, which was a wholly new and exciting process.

Moreover, dealing with human subjects (participants) had its advantages and disadvantages. I have discussed these in the next two learnings.

4.10.2 Cultural norms are important

Almost all the things that worked and a few that did not were related to cultural norms and traditions {Ganga, 2006 #549;Smythe, 2007 #521}

One of the things that I found particularly challenging was to find people who wanted to participate. I assumed on the one hand that people who were struggling to find jobs would be more negative about the situation and would readily accept the chance to engage in this kind of research. On the other hand, I assumed that people who may have found jobs would be more positive about the situation and reluctant to participate in my study as they had already moved on from employment struggles. However, neither of these scenarios made any difference. In both cases, it took much time, relation building, talking on the

phone, family dinners, answering lots of questions and building trust to get potential participants to see the need and feel comfortable to participate.

Just sending out the participant information sheet was not enough. We (Indians) belong to a collectivist culture where people prefer personal contact instead of impersonal virtual contact. I learnt that the reasons to participate were as much personal and cultural as situational.

Another learning was related to the sharing of food and gifts. Food and gifts are an essential part of the Indian culture and sharing food and gifts shows respect. However, when offered food and beverages during the interview, participants refused to take anything. They stressed that they were not participating for any benefit and I should not feel obligated to provide them anything in return. However, considering this as a thoughtful gesture, I decided to give them gift vouchers as Diwali gifts to honour their participation in my research. Most participants were happy to receive them. Another aspect of the Indian culture was very evident here. Although gifting is an integral part of our culture, accepting gifts in the first instance is a sign of disrespect. Hence, we refuse them at first and humbly receive them later.

4.10.3 The researcher is vulnerable

The research process can be stressful for the researcher {Smythe, 2007 #521}. I learned that the entire research process involves a lot of time commitment. Being a migrant and having migrated with a family, I have always felt the need to juggle work, study and home life. Giving up work involved financial implications that were not compatible with a new migrant's life, thus affecting the ability to stay motivated and confident about the research.

I also realised the need to maintain a balance between connecting with the migrant participants and not being influenced by their experiences. Being a migrant helped me understand the experiences of my migrant participants but the fact that I am soon going to be in their shoes (i.e., I will finish my studies and start looking for a job) made me vulnerable to influence. Therefore, after every interview that included a lot of negative comments, I had to avoid becoming cynical about my own migrant life.

4.11 Conclusion

The worldview that every phenomenon can be studied in its context through multiple realities informed the qualitative approach taken in this research study. This approach

then translated into a coherent research design that was created by carefully weaving together the epistemology of socially created knowledge, the ontology of the existence of multiple realities, an interpretive theoretical paradigm, a descriptive interpretive methodology, a semi-structured interview method of data collection and thematic analysis as the instrument of the data analysis.

As my study deals with migrant participants and their various perceptions, an understanding of culture was equally crucial while designing the research process. My cultural similarity with the participants facilitated initial understanding while constant reflexivity in the process built knowledge. Additionally, considerations about ethical norms and the validity of findings helped in adding rigour to the study.

Chapter 5 Findings

5.1 Introduction

In the thematic analysis phase of this study, the interview data was analysed and interpreted to form broad themes that provide a descriptive account of the Indian migrant participants' employment experience from the pre-EAP phase to the post-EAP phase (refer to Figure 19 presented at the end of this chapter). These broad themes were further divided into sub-themes based on the interview questions used during data collection. The interview questions were based on the research questions and broadly based on the findings from the literature review.

This chapter presents findings from the thematic data analysis of this study (explained in Chapter 4: Methodology) and the next chapter (Chapter 6: Discussions) discusses these findings in the context of the larger body of migration literature (presented in Chapter 3: Literature Review). This chapter begins with a representation of participant demographics and details of the EAP taken by each participant respectively. It is followed by three main sections that discuss participants' experience of job-search and the employment assistance programme (EAP). First is the Pre-EAP section that presents participants' job-search experience before attending the EAP. The second section presents participants' experience of the EAP. The third section presents the participants' Post-EAP job-search experience.

The pre-EAP and post-EAP sections presented in this chapter help in discussing (in Chapter 6) if and how the EAP made a difference to each migrant participant's settlement in employment. It also helps in discussing if the EAP addressed the barriers that the participants met during pre-EAP job-search (by providing new strategies). Overall, this assists in determining the role of EAPs within labour market settlement, and identifying if they play that role effectively.

The EAP section presented in this chapter helps in discussing (in Chapter 6) the strengths and weaknesses of EAPs that either make them effective or not. It also helps in discussing the possible changes that may make the EAPs more effective.

5.2 Participant demographics

All participants were between the age range of 25 and 45 years. Although all participants were Indian citizens, they were a diverse group of people. They came from different

regions of India as well as other parts of the world. Three participants migrated from South India, four from West India, and one from North India. One participant came from an East-Asian country and one from Europe.

The diversity of the participant group is also visible in other aspects. The gender distribution of participants was five females and five males. Their qualifications ranged from high school to PhD and their work experience from 1 year to 20 years. Details of each participant's qualification, work experience, visa and EAP attended are given in Table 4.

Table 4. Participant Details

Name	Qualification	Work exp. (in years)	Current visa held	No. of EAPs attended	Name of EAPs attended	Other information sources/ service providers approached
Karan	Bachelor in Telecom Engineering (India)	12	Permanent resident	2	- Job search workshop - New Kiwis course	None
Kedar	Bachelor in Commerce (India)	19	Permanent resident	1	New Kiwis course	Work and Income
Prasad	Pursuing Diploma in Graphic Design (NZ) High school (India)	20	Permanent resident	1	New Kiwis course	- Work and Income
Pran	Masters in Biotech (India)	6	Work visa	1	New Kiwis course	- Careers NZ - Volunteer NZ - CAB
Suri	Diploma in Logistics (NZ)	3	Work visa	1	New Kiwis course	- Careers NZ

Name	Qualification	Work exp. (in years)	Current visa held	No. of EAPs attended	Name of EAPs attended	Other information sources/ service providers approached
Simi	Bachelor in Management Studies (India) Diploma in IT (NZ)	2	Permanent resident	1	Private agency	None
Rita	Bachelor in Information Technology Engineering (India) Bachelor in Chemical Engineering	3	Permanent resident	2	- New Kiwis course - SIGIE	None
Vaani	Masters in Business Administration	1	Permanent resident	1	Job search workshop	CAB
Jane	Pursuing PhD in Engineering (NZ) Masters in Telecom Engineering (India)	3	Work visa	1	Job search workshop	Careers NZ
Divya	Doctorate in Mathematics	2	Permanent resident	1	- Job search workshop - Job Club - One-on-one consultation	- CAB - Work and Income -Volunteer NZ

Note. CAB- Citizen Advisory Bureau; Job search workshop- The EAP provided by Auckland Regional Migrant Services (ARMS); New Kiwis course- The EAP (New Kiwis Career Success course) provided by the Auckland Chamber of Commerce; SIGIE- The Special Interest Group for Immigrant Engineers (EAP provided by ARMS)

Participants also had diverse types of visas. Three out of ten participants were primary

migrants (primary migrants are those who are principal applicants for their visa), two of

whom had permanent residency and one who had a post-study work visa. Seven out of ten participants had partnership based visas, where their spouses were the primary migrants. Five of these seven had permanent residency and two had work visas. However, while some (four) participants migrated after their spouses got settled in New Zealand, others (three) migrated along with their spouses. Hence, there was a difference in the pressure that was laid on their job-search in New Zealand. The visas that their spouses held also affected their need for a job, along with other factors such as how much their spouses earned and whether they had children. Three male participants (one primary migrant and two secondary migrants) and two female participants (both secondary migrants) had one child each.

Eight out of ten participants had attended one EAP, while the other two had attended two EAPs. The New Kiwis Career Success programme offered by the Auckland Chamber of Commerce seemed to be a popular choice, as six out of ten participants had attended it and the other four were also aware that it was offered. The second most popular EAP was the ARMS (Auckland Regional Migrant Services) Job Search workshop, which was attended by four participants (two of these four had also attended other workshops). One out of the four who attended ARMS's Job Search workshop, also attended a Job Club and a One-On-One Consultation provided by ARMS, while another participant attended the New Kiwis programme. Another participant from the six who attended the New Kiwis programme had also attended an Engineering-specific EAP (SIGIE - Special Interest Group for Immigrant Engineers) provided by ARMS. One of the ten participants had attended a programme provided by a private agency and she did not provide any specific details about the agency. Most of the EAPs did not have any charges except SIGIE (Cost - $20) and the private agency programme (Cost - $2000).

Further details on the EAPs are provided in the EAP section of this chapter. The next section presents the Indian migrant participants' pre-EAP job-search and employment experience.

5.3 Pre-EAP employment experience

5.3.1 Expectations from employment

The migrants came to New Zealand with a lot of expectations about the entire migration experience. Four of the ten participants in this study specifically mentioned their initial employment expectations. The two main things that the migrant participants mentioned about their employment and job-search expectations were:

1. They expected to find a job in their own field of work. This is how they defined a 'a suitable job'.

My whole intention was to get a job in the same industry so as to continue my career aspirations (Karan)

I was looking into something related to what I had studied and something in which I have got experience (Jane)

2. The migrants with extensive work experience expected to find jobs soon after arrival in Auckland.

When I came here, I thought I will get a job immediately, because I have a 20-year experience (Prasad)

When I came here, I don't know that this is a very tough market to find a job, I thought that as in time being, I will get a job (Kedar)

Along with these expectations, all the migrants also had specific plans for their job-search. These plans were implemented before attending any EAP. The following section talks about migrants' job-search plans pre-EAP.

5.3.2 Initial plan of action

For some (four out of ten), the plan of action began before arrival and for some (six out of ten), it began afterwards. The ones who began their plan of action before arrival had researched about the New Zealand job market by reading details on the Immigration NZ website, various expat forums, and job-search portals. Some who began their plan of action post-arrival, took some time to experience and understand the local environment (culture and norms) instead of looking for a job straight away. Some also had study and family commitments to sort out before looking for a job.

The participants who researched the job market before arriving in Auckland said,

When I originally planned for my migration, I read a lot of articles (Karan)

Before coming to New Zealand, I went through, all the websites which were promoted by the Immigration website. It was a random search. I tried to see what kind of jobs were available there (Pran)

The participants who talked about starting their job-search after arrival in Auckland said,

I just took some time to get settled here first (Vaani)

I had a move to New Zealand. Since it's a big move for us from Europe [country name removed] to here with a child, and everybody was not quite settled, so I took a little, I just want to take a little break from my career.

So, I decided to be quiet for a year. Then, when I started looking for a job it became a problem (Divya)

All participants spoke of initial difficulties encountered while finding jobs. Some of these difficulties were related to lack of knowledge about the local labour market and job application norms, while some were related to non-recognition of previous work experience. These difficulties/ barriers are presented in the next section.

5.3.3 Barriers encountered during job-search

Whether they searched for jobs before or after arrival, all the Indian migrant participants experienced issues early on in their job-search. However, the issues differed from person to person. One of the common issues that all the participants faced while applying for jobs in Auckland was with the employers' response. Either employers did not respond to job applications or there was a constant negative response. Participants displayed concern about not knowing why they were not receiving responses. They said,

I have been applying for almost one year. I have been sitting like that. I am not quite sure about. Means they just reject my application. I have all my qualifications and even I tailor my CV and cover letter as per the job specifications. Nobody was calling me. So, that was the situation (Kedar)

I did internet search and it didn't work. I was keep applying for jobs, sort of related to my field of study. Everywhere I didn't get a positive response, not even a interview call, just because it's very few openings they have, and quite a lot of applications they receive from the new graduates. Since I don't have a commercial experience with my qualification, they still consider me as a graduate. For a graduate, I am overqualified (Divya)

Divya attributed the employers' negative responses to her lack of industry experience. She had a completely academic career up until her last Post-Doctoral project (that she completed in Europe before migrating to Auckland). Additionally, she found overqualification to be a hurdle in her job-search. Being a PhD graduate, she was overqualified for graduate roles and even if she wanted to apply for them, she did not fit in the 'fresh graduate' criteria.

Furthermore, it was found that lack of local work experience was also an issue for the participants who, unlike Divya, had many years of work experience in the industry. For example, Kedar who came to New Zealand with five years of work experience from an East-Asian developed country (like New Zealand) and 10 years of work experience from India, faced problems with recognition of that experience.

I thought that I have experience, the same experience in East Asia [country name removed] I thought that in time I will get a job but still I was keep on applying jobs on websites. But nothing worked out (Kedar)

Prasad had a similar problem with 20 years of experience from India. However, Simi and Suri had time in hand to gain local work experience by working part-time during their studies. Simi used this opportunity to work for a supermarket, although she was studying Information Technology. Suri on the other hand wanted to work in his field of study – Logistics – and was disappointed to find out that there were few part-time jobs available in his field. He said,

You can get a full-time opportunity, but it's very difficult to get a part-time opportunity. If you are doing a professional course, you can't get a part-time job as what we see back in our country on websites. So, that is what I've experienced (Suri)

Similar to Suri's issue was Rita and Divya's issue with finding a job in their field of work, as they found their fields were under-developed or non-existent in New Zealand. They both explained,

I looked for a job in my field of study. I tried many consultancies, engineering consultancies, because it is where my direct research applies. It is not much happening in the companies because they have one or two people maximum in a big consultancy, in a big concern, so they come by experience. It's not like a department, rather is a theme, they work for that particular topic. I tried university as well. I contacted quite a few professors. Even though they don't have my straight common field of work but still a few professors who does that. The problem is they all have to go by the norms of the university, they can't consider the volunteer staff or a temporary staff, they need a project to put me on. They don't have the right project to put me on. Yet, I was keep applying for jobs that was sort of related to my work (Divya)

I just found few other like water treatment companies, dairy farmer....I found out that it's not there. It's there but it's not like relevant to what I did. I did in power sector. It was like gas turbine engines. And in New Zealand it's different I think they go on geothermal or something like that. Because I contacted one of the candidates. Like, she has been here for three to four years. And she also was same background. She, I met her through Linkedin. And she told me about this. That there was not there. You can just look for other field or something. I planned like I'll look for doing study or something, but then I thought I'll just wait and see. Look if I could find a job (Rita)

Pran also found it difficult to break into the labour market and get a job that was suitable to his qualification. Moreover, he explained how lack of networks made new migrants more vulnerable to experiencing hurdles:

We didn't have anyone which would be very helpful to us. But we knew this one thing that when we land in the country, I will have to do it myself and there will be no help from anybody else. There were no networks actually (Pran)

Nonetheless, the pre-arrival information acquired through internet research and personal contacts had prepared some participants to deal with the employment hurdles. Karan and Rita said,

It was mentioned (in the articles) that it's very hard for you to get a job in the same field and the same industry and the same position that you held in the previous job in your parent country. So, you have to be prepared for all the circumstances that can lead to a job. That not only you will get in a different industry but it may be as lower role also. So, I was prepared for all these challenges (Karan)

Just did some research before coming here if I could apply for jobs from there. But I came to know, like my husband also informed me that you can't because of your visa. Because if they are hiring someone, they needed you to have the right to work here (Rita)

Unlike Karan and Rita, Suri had started his research even before he took up study in New Zealand. He searched for skills that were in shortage and those that interested him. He found one in which he was interested and took up studies in the same field. However, by the time he finished his studies, that skill was no longer in shortage (on Immigration New Zealand's Skill Shortage List), which made it difficult for him to find a job. He said,

Whatever you see, in that way you plan, and you select the course. But what if you come here and the designation changes in which you are not already interested? So that is the problem (Suri)

Suri and Pran pointed out the information gaps between information given by Immigration NZ and the job market reality in Auckland. Pran spoke of gaps in communication by Immigration NZ, education agents, and various promotional websites of the New Zealand government. However, he felt it was also the individual migrant's responsibility to find out the complete truth before migration:

Its first his [individual's] responsibility. And the second responsibility will be from the person who is giving the visa. So, it's their most responsibility to inform the new person that this is the situation, this is the scenario. And if you think you can go through all those things then you are welcome. So, I think it is from both the sides. One very specific thing is uh, New Zealand, when they promote outside throughout the world, they promote saying that New Zealand has lots of jobs; New Zealand has the best job satisfaction. Uhm, they promote New Zealand in a very rosy picture, which is sometime, not sometime, most of the times is not practical, which you understand once, once you come here. So, if they

> *are actually being more practical, or at least, the other partner in the marketing, during the process if they tell the person coming here that this is the actual thing, it will really help both like even the New Zealand and the new person (Pran)*

Nevertheless, all participants, whether prepared at the beginning or not, whether well informed or not, eventually developed their own strategies to deal with the employment barriers.

5.3.4 Strategies used to address barriers

To deal with job-search woes, Divya, Jane, and Vaani took up volunteering to gain local work experience, while Rita, Pran, and Prasad approached recruitment agencies. Suri and Kedar approached companies directly and Karan and Simi relied on personal networks. Some of them even used multiple strategies. Divya and Pran approached both recruitment and volunteering agencies. These strategies were explained in the following manner:

> *I had gone for volunteering in order to understand New Zealand work experience and work culture. I had been volunteering in Auckland Regional Migrant Services. I was working for them in the customer service, like reception and client booking, and to manage the conference and everything (Jane)*

> *It's really benefit if we do have contact with good people, like who is doing good jobs or stuff. Because whatever I have gotten a job in a company. So that is just because of my contacts. Because one of my friends gave just his reference, that's why I have got the job (Simi)*

However, the strategies did not seem to work for all. Prasad and Rita, who approached recruitment agencies, expressed their dissatisfaction in the following way:

> *I approached many recruitment agencies. In one case, I signed a contract with the recruitment agency. He told me you will get a job, you will get a freelancing job immediately after signing the contract. But I couldn't get any single job from them (Prasad)*

> *I just applied one. And I got a reply from the agent, he was a recruiter. He just asked me which visa you are. I said work visa. Later on, there was no reply from him. And then he called, then he sent me that I am not selected because they needed a criterion for working in, I think in their industry or something. So I didn't have that one. I approached another agency. Actually, this recruiter helped me to know that the CV is a bit short. You need to expand it and then you need to add in more details. And then he told once you are prepared, just send me back. But when I sent him back with updated CV, I didn't get any response from him further (Rita)*

Since the participants had already found their own ways of dealing with employment barriers, it led me to question – why did they decide to take up the EAPs? It was found that (as Prasad and Rita mentioned above), a lot of the participants had reached a dead end in their job-search and wanted to know how to move forward. Their reasons for attending the EAPs and their overall EAP experience is discussed in the following section.

5.4   The EAP experience

5.4.1   Reasons for considering an EAP

All participants had similar reasons for attending the EAP. These reasons stemmed from their inability to enter the labour market. There were three main reasons that the participants mentioned:

1. Not knowing why they were unable to find a job

Despite having the required qualifications and previous work experience, and applying various job-search strategies, many failed to receive any response from the employers. Pran was one of them. He said,

So, again, the main [reason], since there was nobody else to ask like how I should be actually going ahead. It was just internet and then again I was reading a lot of laws; I was reading a lot of FAQ's; reading a lot of experiences. And, especially trying to change, modify my CV according to all the tips which is given there. And, I tried all those things but still the result was continuously the same (Pran)

2. Frustration with the job-search process

Employers did not respond to applications, constant rejections were received, volunteer organisations did not respond, Work and Income and Careers NZ were not helpful, and internet search did not work. This lowered the morale of some participants, who then started seeking an EAP to assist with their job-search.

Because this thing is finally little bit frustrating emotionally. I was little frustrated and a little emotional (Divya)

International student! At that time everyone is like frustrate to get a job (Simi)

3. Expectation that the EAP will help to find a suitable job

Not knowing why strategies were failing, frustration with the process and reviews from friends and internet searches made the migrants look for an EAP and believe that EAPs will help them in finding suitable jobs. Explaining the expectation, Prasad said,

What happened is, one of my friend told me, you can attend that Auckland
Chambers of Commerce course. They are helping to getting a job for
migrant people, so you attend that course. It is a three-days course. So,
I attended that course (Prasad)

The three reasons were clearly linked to each other – not knowing how to move forward in the job-search created frustration that drove the need to look for help (by finding a settlement assistance service). Additionally, the EAPs being free also strengthened the decision to attend. But deciding to attend was not enough. They had to find the right EAP.

5.4.2 Finding the right EAP

For some, finding an EAP was easy, while others had to approach many different agencies before they could find the right EAP. Karan and Vaani said,

When I went to ARMS, they told me about New Kiwis. That's how I got to know
about New Kiwis Career Search workshop (Karan)

When I approached ARMS, they said that there (Vaani)

While Karan and Vaani got to know of the EAP by approaching the organisation itself or approaching another similar organisation, Kedar found it via the internet. Divya approached Work and Income, where they asked her if she needed financial support. But she refused and instead asked for employment assistance. However, she did not receive any EAP information from them. She shared her disappointment by saying,

So, I went to the Work and Income. I said No! I am not here for income support
or something, but I need someone to tell me how to find, at least to gain
a initial experience. I am ready to do a volunteer, but I need someone
to tell me how to, because, wherever I send the CV or email, asking for
a volunteer position, they don't even reply to that. I find at least in
Europe [country name removed] when I send a email, they send me a
response saying sorry, at this point of time we don't have a position or
vacancy. But here I don't even get a response to my emails, I don't get
a response to the voicemail I leave. So, I find it hard. But they said like
no you keep trying, you will get it. But it is a one-line sentence they
provided (Divya)

Just like Divya, Pran approached many agencies only to be disappointed. He shared his experience by saying,

Yeah! I got to know about this one specific workshop, which is going on. But
before that I tried to call Careers New Zealand. And, I also tried to call,
there were a few of the groups which helped in the central library. So
one was CABS, it was Citizens Advise Bureau. But, the people were not
there, and it was told me that its closed down in the city. Then after that
I also tried to get help from the volunteering one. So, they had their

*office somewhere in Grafton-Greenlane. I also went there because on
their website they said that they do give lot of job opportunities. It starts
with volunteering, but has lot of thing, but, I went there, but they were
also not very helpful (Pran)*

Nevertheless, whether the participants found the EAP straight away, through the internet,
other information sources, or after various unsuccessful attempts, they all ended up with
some EAP. Most of them (seven out of ten) had specific expectations from the EAP.

5.4.3   Initial expectations from the EAP

Some participants had prior information about the content of the EAP as they had read
the information booklets and website information of EAP providers. They knew what to
expect beforehand. The others had created expectations based on their own assumptions.
The following is what the seven participants said about their expectations:

*I was expecting them to be more focused on how the agencies, the consultancies,
the market people [help with employment]. I thought, they'll have a
connection between the market, the agencies (Divya)*

*Then had given the information, what it includes, like about CV preparation and
all. Like how you will contact the employers. There were some
highlighted points. They had forwarded us the brochure (Rita)*

*They have given us the guidelines, what are they, what are they going to cover
there (Kedar)*

*I checked with their website, and it was very nice. It promised lot of things. So
what I was expecting to understand why I was not getting a job; why I
was not getting a call, here. Even though I had a qualification. Even
though I had all those things which the employers need, here, as per
what I understood (Pran)*

A job! <laughs> (Suri)

*I didn't have any idea, they, like what they are doing because they actually didn't
explain me everything. They just told me that they are going to help me
to find a job. I expected that they are giving a job like in their company
(Simi)*

*After I set up my mind with the – going for a job and all, I thought I should attend
the job-search workshop and know what do they expect – what New
Zealand exactly expect from a migrant, to get the job here. So, I
attended (Vaani)*

A lot of the expectations mentioned above, especially the ones that talked about
understanding how to get a job, corresponded with the participants' reasons for attending
these EAPs. I have refrained from commenting on how many of their expectations were
fair, as it was their individual opinion. However, if their expectations were fulfilled or

not, is discussed in the later parts of this chapter. The next section discusses in detail every EAP that the participants attended.

5.4.4 EAP details

Table 5 below provides details such as name of the EAP, its parent organisation, its duration, and its content. These were all the programmes that the Indian migrant participants attended. However, they also contacted, visited, and sought help from many other information sources such as Careers NZ, Work and Income, CAB, and Volunteering NZ (refer to Table 4 for details).

Participants also mentioned that along with the EAP, organisations like ARMS conduct various other workshops to cater to the diverse needs of migrants. ARMS offers Linkedin training, English language improvement programmes, migrant children support, refugee support, visa advice, and legal advice. Furthermore, these organisations assist each other in conducting some of the workshops. For example, the Auckland Chamber of Commerce sends a representative to conduct a session in the ARMS job-search workshop. That could be a way of ensuring that they are all covering comparable topics in their programmes.

Within the broader topics mentioned in Table 5, the EAP trainers recommended to the participants some specific strategies for job-search. Some of these strategies were similar to what the migrants had devised for themselves pre-EAP, but some were different. Kedar explained this by specifying,

[They told] how to change your strategy, and what other strategies you need to apply here (Kedar)

Table 5. EAP Details

Name of the EAP & its organisers	Duration	Job-search related content	Other relevant content
New Kiwis Career Success course organised by the Auckland Chamber of Commerce	Three days 6 - 8 hours per day Free of charge	- CV (Curriculum Vitae) preparation and customisation - Interview process and preparing for interviews - Behavioural interviews - Interview practice group sessions - Online job-search	- Dressing up for interviews - Communication skills

Name of the EAP & its organisers	Duration	Job-search related content	Other relevant content
		- Recruitment software used in New Zealand - Recruitment agencies - Jobs database - New Zealand work environment	
Job search workshop organised by Auckland Regional Migrant Services (ARMS)	One day 6 hours per day Free of charge	- New Zealand work environment - Legal rights and obligations of employers and employees - CV Preparation - CV customisation - Employer expectations from CVs	- Building professional networks - Communication skills - New Zealanders' expectations from migrants - Presentation by Auckland Council
Special Interest Group for Immigrant Engineers (SIGIE) organised by ARMS	One day $20 charge (Conducted two to three times a year)	- Sessions with recruitment consultants and company representatives - Job-search portal	None
Private agency	One month 2 days a week 2 hours a day	- CV writing - Cover letter writing - Interview preparation - One-on-one interview practice sessions - Internet job search	- Basics in Information Technology - Software and hardware basic training - New Zealand specific software programmes
Job club	One day (small group session - max 10 members per session)	-What employers look for in CVs and cover letters - Looks at examples of well-written CVs and cover letters	None

Name of the EAP & its organisers	Duration	Job-search related content	Other relevant content
One-on-one consultation	As per appointment	Answers migrants' queries related to job-search	

Note: All the details in this table have been compiled solely based on participant discussions. The content may display some inconsistencies when compared with individual programme websites. To maintain the authenticity of participant explanation, I have not referred to any individual programme websites in order to compare them with what the participants said.

5.4.5 Strategies taught by the EAP

The strategies provided by the EAPs included:

5.4.5.1 Start somewhere

To deal with the problem of lack of industry experience, Divya was told to start at the bottom with administrative jobs. How that would help with her problem of overqualification was not specified. Like Divya, Jane was also asked to start in whatever industry she could get a job (whether it was related to her qualification or not). She said,

In that [job-search] workshop, they're telling like many job seekers come, and everybody tried to apply through the websites. But it doesn't work much....You might have done some studies back in your country, but sometimes it's very difficult to get something in that area only. Because, they prefer people more from New Zealand so that's one reason. They were telling, when you're not getting something related to what you have, so try to get through some other way like, try to work in some other industry, try to understand the work culture, and try to find, find your own way, rather than just looking into your area....So, they're kind of motivating you to start somewhere (Jane)

5.4.5.2 Contact employers directly

To get employers'/ recruiters' attention, Rita was told to contact them directly. She was provided with tips like contacting the employer on Linkedin. About that she said,

They told us that if you apply, approach a company or employer, they definitely have to reply you back. Even it's a negative answer, they will definitely reply you. So, they gave us tricks on how you can approach them, how you can join some of the associations of your groups and then how you can like look in for Linkedin....about the email IDs and all. How usually the email IDs are of the employers. Like it's a common way. If you know who the person is, and they don't have their contact details or anything, they also told about, was it yellow pages, or white pages something? About this recruitment agency also, they told like you need to visit them. You need to talk with them because it's like when you talk on phone, and the personal experience, with that the person should feel like he or she is a suitable candidate for this job, and I should definitely put efforts on getting [a job] (Rita)

5.4.5.3   Pay attention to your soft skills

To be able to create a good first impression in the interview, the participants were asked to hone their soft skills. They took part in a practice interview session during the EAP to prepare them for the interviews.

We had like one-to-one sessions. Each were given different questions, and we were rotated to go through every question, and [had to] just answer. And there was a result like who was the best with their answer, who was confident, who gave like relevant to what was asked. So, it was quite helpful, and they gave us the questions to go through, these [questions] are the common ones. Because the technical part is ours, but the soft skills, it's like basically what people concentrate on (Rita)

5.4.5.4   Upgrade your professional skills

To help the participants stand out against their peers, they were suggested to take up skill-specific certifications or short courses.

They advise us if you have some qualifications like fire and safety, first aid certificate, health and safety certificate, to add up to boost up your CV (Kedar)

5.4.5.5   Networking is necessary to get references

The EAPs explained the importance of networking and referral systems in organisations. Suri said that the EAP reinforced the need for networking, something he was already doing. Along with that, they also told him about the hidden job market which he found very surprising. He argued that internal hiring is deceptive to a job-seeker who applies for the job online and does not have networks to provide an internal organisational reference. While displaying his disbelief Suri said,

And then I came to [know] many strange things, I heard [in the New Kiwis course] that only 70 % of the jobs are posted on Seek and rest of them are internal vacancies in the companies. What happens is if there is an internal vacancy in the company they just post it. I mean, there is vacancy but, they don't hire (Suri)

However, the workshops themselves catered to the open job market – where the jobs are advertised and everyone can apply for them, therefore, increasing competition amongst applicants. Hence, references become important for finding employment. To generate good references, participants were asked to join various professional groups and network with people in their areas of interest. About this Kedar said,

They suggested to approach the employers directly here and do networking to increase your local connections. Because most of the jobs here in New Zealand are only through reference (Kedar)

5.4.5.6 Volunteering

Another suggestion linked to networking was volunteering. Pran discussed how the EAPs stressed the importance of volunteering to develop contacts with potential employers. He said,

They were focusing more on volunteering. I will say that out of every five suggestion, every second or third suggestion was go for volunteering. Because all, most of the Kiwis, they like to do free work, and the big people come and do the volunteering (Pran)

Like volunteering, the EAPs gave many strategies (listed above), but it was important to see if these strategies worked during actual job-search. The participants found some aspects of the EAPs more useful than others. These are discussed in the following sections.

The findings on the usefulness of EAPs are not presented to identify any specific EAP, because the aim of this study was not to evaluate any individual EAP or identify which one is better than the other. The aim was to look at the EAP system as a whole; therefore, the findings have been presented in a wholistic fashion in the following sections.

5.4.6 Useful aspects of the EAPs

All those aspects discussed in the EAP, that helped the participants in their job-search, are discussed in this section. In short, these are the learnings from the EAPs that were instrumental in creating a positive change in the participants' job-search experience. In total, the participants mentioned eight such learnings. The one learning that most (seven out of ten) participants found useful was CV customisation. The second most useful (four out of ten) learning was that of local work culture and norms, closely followed by networking (three out of ten found this useful). Figure 17 mentions all the useful learnings and the number of participants that found them useful. Some of the participants' discussions about each point are presented below.

5.4.6.1 CV customisation

While participants like Pran had many aspects that they found useful in the EAP, Simi only found one aspect particularly useful. While Simi took an expensive private programme, Pran took a free one. The amount of money paid for the programme seemed to have affected how stringently the usefulness of the programme was judged. They explained,

*They told us that the job description advertised on that job is not the right one.
They have a specific job description, which, if you call to the company,
they might tell you. And then you have to make your CV depending on
that job description. So, this was something new, which I didn't knew
about. I used to first directly apply based on what was advertised (Pran)*

*So at least because of the CV, companies read my CV, then they at least called
me. I'm not saying that they are not helping at all, they are helping.
One of my friends got a job because of them [But]CV is the only one
(Simi)*
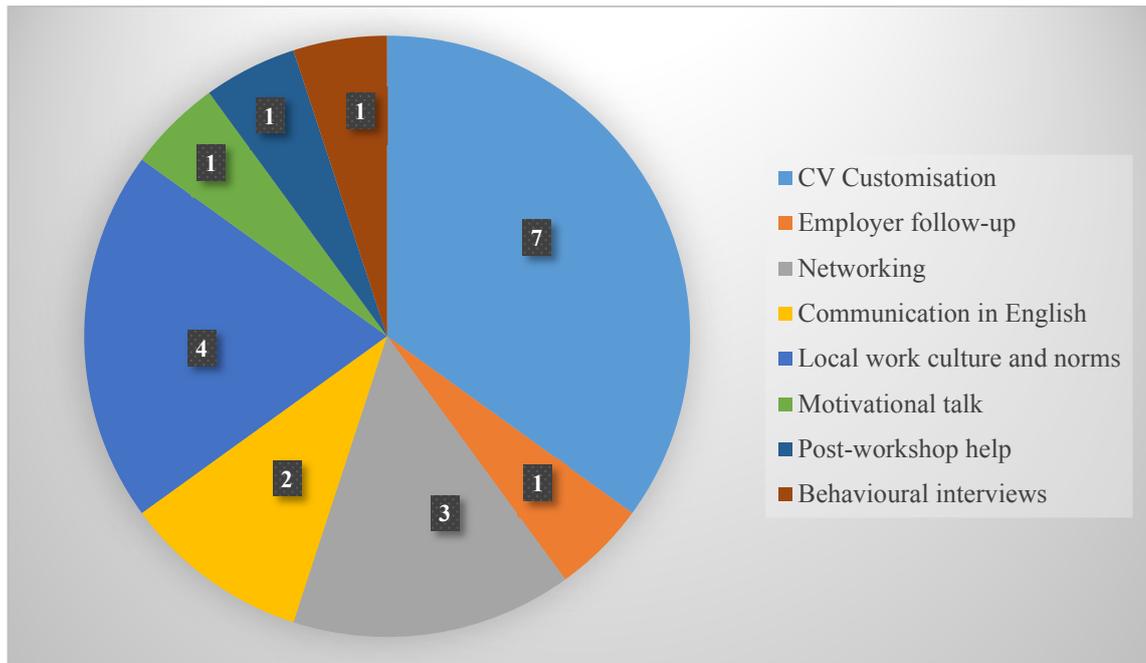
Figure 17. Aspects of the EAPs that participants found useful

5.4.6.2 Employer follow-up

Along with CV customisation, Karan also found the tip to follow-up with employers to
be particularly useful. He mentioned that follow-ups increased employer responses during
his job-search post-EAP (he had trouble getting employers to respond to his applications
pre-EAP).

*I started following up for the job applications that I submit. And that was a good
tip that I learned from the workshop. So only after doing some follow-
ups, I started getting some responses back (Karan)*

5.4.6.3 Networking

Jane (despite being an engineer by profession) took up a causal job in a café and made

local contacts. She explained that she would not have done this if the EAP had not
suggested she network and gain references.

I think that is some striking out of the box thing that they said like to make contacts (Jane)

Suri and Vaani learned some crucial networking skills and understood the importance of volunteering as a way of networking and eventually developing future referees. They shared their insights in the following way:

A professional networking is not about asking a job. It's about making a relation first. And don't expect. I mean that networking, is, going long way. What we used to do in our home country was like, if you met a new person, met for first time, and second time and then I ask for the job, that's all. But actually, it's not a way of good networking. It's not professional. I would have wasted my time (Suri)

They give more importance to volunteering here. And the references that we get from them is very valuable. Of course – the way we take ourselves matters there. Even if we have got all the competence to work and get a job there, unless we don't have any reference, I think it's difficult to get into the job. So, based on their suggestions, apart from doing my job-search, I started volunteering as well. To get the references. I don't have work experience. I thought that would also add up as a work experience through my CV (Vaani)

5.4.6.4 Communication in English

Although, Pran and Prasad spoke of communication improvement, there was also the benefit of interacting with a diverse group of participants. Being part of a diverse group was helpful as it prepared them for the diverse workforce that they would encounter while working in Auckland.

Regarding soft skills they did have some activities. It help us to express our self, much better. We got to know where we are not talking correctly. Because there were a lot of people from various nationalities. Due to the group activities, it help us to interact with the people. And, got a little confidence that we can go outside and talk to a person from other nationalities because, everyone's English is different. It was very helpful to understand the different types of English (Pran)

So many people who is coming here. They don't speak well. They, maybe like me, they are good in their own skilled, but they don't speak well. [When] I attended, that time so many people are from IT. Some two people from Bangladesh, one person from Pakistan. one is from America. So it's helpful. So they help to come out from that. Because there are group interviews [and] single face-to-face interview also (Prasad)

5.4.6.5 Local work culture and norms

The understanding of local norms reduced some of the hurdles (such as not getting any response from the employers) that the participants had experienced before attending the

EAP. Kedar found the knowledge of recruitment software helped him understand why his CV was not being noticed earlier. And, Suri stressed that the EAP opened his eyes to various employment processes used in the Auckland labour market.

There are some computerized programmes here. I was able to, jump few Snaphire hurdles. After that I got few interview calls from, 2-3 companies here (Kedar)

It helped me real-really helped me a lot! it gave me a clear picture, and it was eye opening, the channels, some four to five channels of applying jobs. They [also] taught like you can expect private calls, Skype calls (Suri)

5.4.6.6   Motivational talk

Motivation provided by the EAP helped combat the frustration that built up in the pre-EAP phase. The strategies provided by the EAPs motivated the migrant participants to continue their job-search.

Actually, [it] was a motivating session we got from them, because when I went there for that programme, I was really desperate here. I don't know what to do here <Cchhh sound> How to go ahead with the things just because my mails are always rejecting. Few people called me at some employment agencies here but they are also not proceeding after few calls. Nothing happening. So, she guided us how to proceed here. So, I got some motivation from that (Kedar)

5.4.6.7   Post-workshop help

Many participants mentioned post-workshop follow-up, but Rita used it to keep in touch with the EAP and continued receiving help until she found a suitable job. It seemed reasonable why she thought post-workshop follow-up was useful.

[When] I started applying for jobs, it was tough. I contacted the coordinator, because she told you can contact me anytime if you need any help. It was good. They used to send me frequent mails about how things are going and all (Rita)

5.4.6.8   Behavioural interviews

Based on his home country experience, Karan was expecting to get interview questions focussed on his technical experience that he had listed on his CV. However, he faced behavioural questions which he had learned about at the EAP. Thus, he found the workshop to be useful.

Lot of interview held in New Zealand, those are behavioural type questions. So even the interview that I attended was kind of that. They really did not ask me questions that were in my CV. So, it's about giving some situations and how I react to those situations. And the workshop also

covered that part. So, I think it's overall the workshop is being useful (Karan)

5.4.7 Not-so-useful aspects of the EAPs

All those learnings that did not seem to enhance the participants' job-search experience, either because they could not be applied or there were limitations while applying them, are discussed in this section. In other words, these were the aspects that participants found the least useful in finding employment or aspects that they disliked about the EAP operations. It also includes aspects that did not match their initial expectations from the EAP.

In total, there were ten points that were listed as having unfruitful application. The participants did not have much consensus on these aspects. The maximum number of participants that agreed on any single aspect was two. Nine participants had at least one aspect to share while the tenth participant remained hesitant. Figure 18 displays the number of participants that suggested the various aspects. The participants' discussion of each aspect, is presented below.
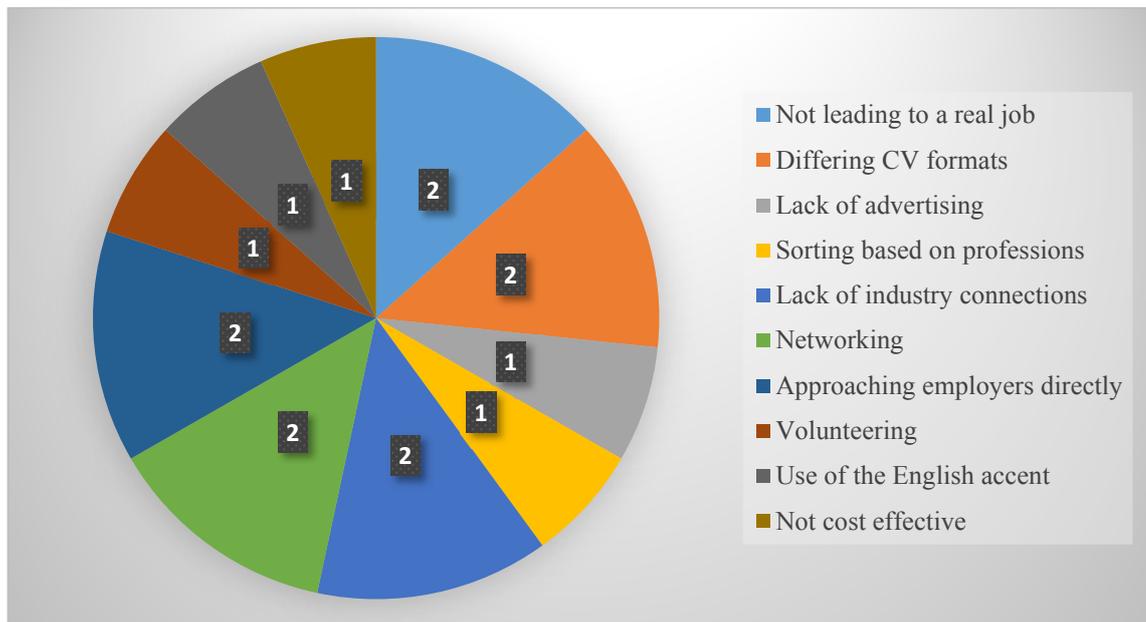
Figure 18. Aspects of the EAPs that participants did not find useful

5.4.7.1 Not leading to a real job

Jane explained that the EAPs only provide background information, whereas the participating migrant is interested in actual jobs. Similarly, Divya also showed hesitation in considering any information as helpful if it was not useful in finding a real job. The time that they attended the EAP was crucial. At that point, spending any time on gaining

information that did not help in settlement within the labour market was not seen as helpful.

Until ah you get a real job, you don't see it as a help, you know (Divya)

They don't have anything to give other than 'Do this do that'. Now people they are actually looking for jobs (Jane)

5.4.7.2   Differing CV formats

Karan was expecting uniformity in the information that he received in the EAPs. Karan expressed dissatisfaction with the different opinions presented in different workshops about CV formats. He further explained that it is ironical that so much stress is laid on CV formats when job interviews are completely behavioural in nature.

I would say any workshop that I have done, it's either your CV style is not correct or they'll say, "Your CV style should be containing these parts and in these order". And I would accept that for some part. But many people stressed, "Your CV is not in the correct format" They say, "You have to have bullet points". Some people say, "You have to have tables". So I am pretty sure that I would have reformatted my CV at least a hundred times. Then I realized it is not the format, it is the content that goes in (Karan)

5.4.7.3   Lack of advertising

Participants found it difficult to find EAPs in Auckland that could help them in their difficult times. A link was seen between lack of advertising and problems the participants experienced finding the right EAP. Lack of advertising made many EAPs non-discoverable. Divya questioned the possibility of all migrants' utilising settlement services such as an EAP if they did not advertise enough:

I didn't know the ARMS exist before because I live a place where not [many] migrants are here, so it's all natives here. We have visited the CABS practice session, the jury and the JPI process but I've never seen anything there. In the CABS they always say, like if you need a job, go for Work and Income. There is a work and income pamphlets, but not ARMS (Divya)

5.4.7.4   Sorting based on professions

It seems counterintuitive that the EAPs could demotivate job-seekers. However, Rita expressed unhappiness about being discouraged by the EAP trainer when she ticked Rita off a list saying there were no jobs for her in New Zealand. It seemed like a problem with the content delivery or industry knowledge of the trainer. However, it was enough to demotivate the migrant participant.

I just didn't like one thing about it. Like they were sorting who is from different background. And like, few people like me come from chemical engineering, someone from automotive or something. So, they were sorting [saying] 'there is no job for you, there is no job for you, there is no job for you'. So, it was like ticking off. I felt for a moment demotivated. So, I was just thinking, how could you say now, there is no job for you? Like I know my background, we too do some background research. I know which industries I can apply, you have so many options (Rita)

5.4.7.5 Lack of industry connections

Migrants like Divya were looking forward to making some industry connections through the programmes they attended. However, the EAPs seemed to lack any connection with employers. Hence, they were labelled as being "just an information provider" instead of helping the migrant find actual jobs. Kedar and Divya thought lack of industry connections was a major weakness of the EAP they attended:

There is nothing happening at the employer's side. Means we are not meeting any employers, or we are not attending any, employer-employee meet. So, there is nothing going to happen again. It's all up to you only (Kedar)

They don't have any connection with the recruitment consultancies or any companies. It's more like a HR programme, they just give you the questions (Divya)

Although, Pran did not specifically comment on the EAP's lack of industry connections, he noticed an irony in the situation. He said,

They (New Kiwis course) themselves told us that they wanted all the people to connect to the industry. But, the industry don't take them seriously. And the industry don't cooperate with these people. So, it was quite surprise to know that, as a Chamber of Commerce for the entire Auckland region, the industry is not helping them with this programme (Pran)

5.4.7.6 Networking

The EAPs advised migrants to network in order to tap the hidden job market. The migrant participants understood that networking was an important part of job-search in New Zealand, but the financial strain (there is a huge difference in the currency rates of New Zealand and India which causes financial distress for new migrants) that it caused limited their access to professional networking groups. Rita and Pran expressed their concerns by saying,

So, if really someone is interested definitely [they should do it]. Because some of them highlight the points like I need to look at these associations to

merge with. But membership is expensive. It's not like free of cost. So, no one is doing it. I too think I should join but <pause> (Rita)

According to them there is a huge market available. And can get [a job] if you know the right people. And, networking, is a main thing that they said. But I felt networking is not so very easy here. It is quite expensive if you want to have a network. The kind of networking they told us was to, firstly do volunteering. At a time when you are struggling to even have food for one day, because the kind of rates and everything is here, like especially because of home and everything, you are not able to understand how it will go ahead. So, to add that volunteering – to work without any money it was first difficult to digest. Second, they said go for networking and join some associations. I tried finding the associations, most of the associations, they have like this big fees. So, that is another thing which would be again a very big luxury for us (Pran)

5.4.7.7   Approaching employers directly

Approaching employers directly was not seen as a useful strategy. Pran and Suri found that firstly, the employers were not approachable, and secondly, they themselves were not comfortable in approaching the industry people without a prior appointment. They realised that it was unrealistic to expect an employer to take time from their busy schedule, to talk to a random stranger who had come to their workplace uninvited:

It wasn't helping, us. [They said] the employer will talk to you, they will help you, give you all the details and everything. That is not actually true. Whenever you are talking to any employer, they are not responding. There are hardly one or two people who responded me well. Then there were few people who were also very angry that why did I come there, I should not be, I should not be contacting them like this (Pran)

They showed me a way like obviously everyone have a Linkedin ID now-a- days. So, they told me for example, if you have to apply for a XYZ company, search on the Linkedin, like a person who is already working in the company. Go in that company and just ask them like can I meet this person, and have a coffee? And I don't think so, this is feasible. I mean, I can walk in and talk to someone, or I can request – "Can I talk to a hiring manager? Or an authorized person who look after the hiring part". I can't go and straightaway ask like can I meet so and so and if he comes and if he asks, who are you? I can't do that. So I found that it doesn't make sense (Suri)

5.4.7.8   Volunteering

Volunteering to generate contacts seemed like a genuine suggestion to many participants. However, Pran raised concerns about how authentic he would seem if he approached an employer who was volunteering along with him:

It is difficult to digest that they were focusing more on volunteering. I will say that out of every five suggestions, every second or third suggestion was go for volunteering, because most of the Kiwis, they like to do free work, and the big people come and do the volunteering. And, again, it is very difficult to understand that how come, all the big people come for volunteering! (Hmm). And will not they know that this person is just asking for a job? (Pran)

5.4.7.9 Use of the English accent

Simi pointed out the paradoxical nature of a suggestion made by her EAP. For an extra payment, the programme offered to teach her an English accent, without first teaching her the language. This raised two important questions – What is the quality of service offered by such for-profit programmes? Is this detrimental to the new migrant's settlement success within employment? Explaining the situation, Simi said,

Like they were teaching me interview skills. And they uh, like I told you, my English is not really good (um) and, they told me that your accent is not good, pay $1000 more and then we will teach you accent, even though they didn't teach me the language (Simi)

5.4.7.10 Not cost-effective

Considering the overall value provided by privately-managed EAPs, Simi thought the programme was not useful. It is interesting to note that she used programme duration as a measure of cost-effectiveness.

Yeah, that was a lot of money according to the time (Simi)

Considering all the aspects that the migrants found disadvantageous regarding the EAPs' suggestions, it was expected that they also had their own suggestions for improvement of the EAPs. These suggestions are discussed in the next section.

5.4.8 Suggestions for improvement

This section presents the improvements suggested by the participants, and their views on who they think is responsible in making these changes. Nine out of ten participants listed specific suggestions for improvement of the employment programmes and workshops, while one participant did not have any specific suggestion. In total, 50% of the participants suggested that the EAPs should connect with employers and recruitment agencies. The next most popular suggestion was that of advertisements. In total, 40% of the participants thought advertising would help the EAPs increase their reach and make it easy for migrants to find them. Overall the suggestions surrounded four main themes – Connect, Reach, Content, and Operation (as seen in Table 6).

There was a clear link between the participants' reasons for attending the EAP, their initial difficulty in finding the right EAP, their unfulfilled expectations from the EAP, the barriers they faced in the labour market, unsuccessful strategies for finding employment, and their recommended changes for EAPs. For example, the inability to provide local references for job applications and difficulty experienced in making professional networks were the primary reasons for suggesting connections with employers, recruitment consultants, and volunteering agencies.

The participants also spoke of who they thought should handle these changes. Kedar, Prasad, Suri, and Simi suggested that a centralised control mechanism in the government (such as Immigration NZ) should monitor if programmes are effective. Rita, Jane, and Vaani thought that both individual migrants and EAP providers were responsible in employment success. Divya suggested that all service providers should collaborate on providing the migrant with the necessary information about all available settlement services and events. Suri and Pran noticed discrepancies in the information provided by Immigration NZ and EAPs, and stressed that Immigration NZ should ensure that the right information is provided to the migrants.

Some suggestions were based on the participants' experience of the EAP, while some suggestions were based on their experience post-EAP. The next section discusses the post-EAP employment experience in detail.

Table 6. Participants' Suggestions for Improvement of the EAPs

Theme	Suggestion	Participant Quote
Connect	Connect the participants with employers	*They should recommend some job opportunities coming around the employers here; they should recommend us....I feel, they can do that...or some job fairs....An employer-employee meetup....Or at least if someone interested to hire from these new migrants they need to have some monthly job trial....I feel for some potential employer or some peculiar employers here like big companies they can bring some HR people from there and give a workshop, how to proceed here, instead that person teaching us (Kedar)*

Theme	Suggestion	Participant Quote
		I've not seen any workshop like an employer coming there for a lecture or something. The expectation from the employer point can be reached to the migrants and they can at least think of, Oh! This employer going to expect like this? There are chances that every other employer can also be expecting the same (Vaani)
	Connect with recruitment agencies	*It's all about you are getting a job or not. They can't help to get the job….I saw here there are so many recruitment agencies. In my opinion, they are a broker. I am not that, uh rude, or <pause> But they are like that. Because they have, uh [their] own people. They suggested them only. I am not the biased about local people. But, I am also skilled! I am also New Zealand resident. So, I am thinking like that, if they have a recruitment agency, or they can recruit anybody with their own resources, so it's easy for migrant (Prasad)*
	Collaborate with volunteering agencies	*In ARMS, I want them to have collaboration with the consultancies for the volunteer jobs. Even with the charity organisations….It is just one or two people, maximum three people they recruit for that volunteer for the three months' period….Other than that, every, bi-weekly, they are conducting the job workshop. Ten to fifteen members are coming every two weeks for the job-search. For a month, its thirty members. Out of thirty, at least twenty wants a volunteer job because they want to do something in New Zealand (Divya)*
Reach	Need to advertise more	*I didn't know. I came to know because when my husband got his residency, he received some of the mail from the immigration about this programme. I think, they should advertise about this more. Because they told us that they advertise in Countdown, there are pamphlets; at ARMS - ARMS is a common like, most of the migrants visit there. But I will suggest like on TV shows or news there should be something. They should advertise more. ARMS also. I didn't know about ARMS also. I knew, but I didn't know about their programmes. I didn't get into their website (Rita)*

Theme	Suggestion	Participant Quote
		I don't know why immigration is not telling the students about this. I should be knowing from the first day. One of my uncle told me about this. Lot of people don't know. And I think immigration should tell to the college, that you are responsible to inform to the students, (umm), on the first day, when there is an induction. That if you want any help regarding the job market approach these people (Suri)
	Should provide information about other settlement events and services	*And basically they didn't tell about any, such kind [like the one that just happened] of job fairs. So, it's like one workshop you go to and they come to know there is another workshop So at least, such kind (Jane)*
	Increase the number of programmes offered	*They should plan for more programmes….Because I met few people and they were told it's one month waiting for you, two months waiting time. So people need to wait there, maybe till then they will find a job. It's like holding them. And it's, you know it's expensive here. People get desperate to get a job (Rita)*
		I found there is just one person who is taking the training. But seeing the amount of immigrants who are coming here, and seeking help, from thousand is to one, is something very unreal (Pran)
	Other institutions (if approached) should direct the migrant to the right EAP/ settlement services	*[I went to] Work and Income group. They may be right in saying, for me it's not the right place, but I want them to direct me to the right place, where I could get a help. If I've been said about ARMS last year, I could've gone last year. I would have not wasted more than eight-nine months (Divya)*
Content	Free English language improvement classes should be provided	*They can incorporate some kind of free classes for anybody who is struggling with English, provided they have enough resources for that (Jane)*
	Include a class on Kiwi culture	*I think with every course, they should also keep a culture class - Kiwi culture. But they gave us a book and it shows like how they speak, what are their slangs. [But] they should provide us a detailed description about their culture….If migrant knows the Kiwi culture, so these local people will be more comfortable with the migrants (Suri)*

Theme	Suggestion	Participant Quote
	More information should be given on the types of jobs available in the market and the related practices	*It is very important for them to tell what kind of jobs we should be expecting here. Firstly, if the new people who are coming here, if they know what is the difference between full time, part time, temp, casual. Even full time, it means different – different for different people. They did not explain all these things. And, it really cost a lot of thing. Because, I didn't got a job, anywhere. And, suddenly, I got call from two stores. Both promised, one promised me part time, but, thirty hours, the other promised me full time….So for me, I understood like forty hours means full time….So I selected….because I thought its forty hours. But to my surprise, they gave me like less than fifteen hours. And they said that it increases slowly-slowly over the months. And, then I had lost the other one (Pran)*
Operation	Getting a suitable job is important, not just any job	*Once a session is over, they do ask us to update them with our job. And, once we get a job, we do inform them. But once I told them that okay, I got the job, but I got a restaurant [name removed] job, so they were happy with it. So, after that I did not receive any email from them….But during the workshop, it was lot of discussion on how to get job in your industry. So, it is kind of things like they are contradicting themselves (Pran)*
	Focus on the participant's needs	*They are not giving their 100% to make the students successful. They were teaching me interview skills, but like if my English not really good….They are not giving me anything to learn. They just leave it like that, they don't focus on student. Like I told you, my English is not really good and, they told me that your accent is not good, pay $1000 more and then we will teach you accent, even though they didn't teach me the language (Simi)*

5.5 Post-EAP employment experience

5.5.1 Barriers that continue to affect their job-search

Barriers are discussed again in this section (despite having discussed them in the pre-EAP section) because it is important to see if any factors had changed after attending the EAP. The barriers discussed in the pre-EAP section were compiled from the migrant participants' discussions on their pre-EAP job-search experience, while the barriers discussed in this section are based on a question asked to the participants during interviews – What other factors (other than the EAP) may have played a role in your job-

search? Although the words 'other factors' in this question imply barriers, the word 'barrier' was excluded in order to avoid leading the participants towards giving negative answers. However, all the factors that the participants mentioned were barriers indeed.

During the thematic analysis phase, these barriers were classified as personal barriers and environmental barriers in order to indicate the level of control that the migrant had over these barriers. Both these categories of barriers are discussed in detail next.

5.5.1.1 Personal barriers

All barriers that needed individual efforts to overcome were termed personal barriers Although they stemmed from local labour market norms and requirements, the migrants saw an aspect of personal responsibility in them. It can be clearly seen in the discussions of each barrier below:

1. Communication in English

Although English language testing is a part of the migration process {New Zealand Immigration, 2016 #493}, many participants (six out of ten) felt that it was a significant barrier in finding suitable employment. Simi pointed out the extent of the problem by saying,

> *I have to just improve my communication skills. Because they have enough people [here], it's a small country and they don't have enough jobs. And our people, most of them, like not 100%, but 70% have language problems. They have knowledge, but they don't have language, they don't have communication skills, so they have to perfect by themselves, and they can. It should be both yeah, they have to, teach language as well. 'Cos it's the most important thing, most from New Zealander people doesn't like most of the people whom doesn't know the language, their language (Simi)*

While accepting her weak communication skills, she stressed that locals expect the migrants to know English. Although she pointed out the EAPs' responsibility in teaching the language, she insisted that the migrants should make their own efforts in learning the language. Pran, Suri, Rita, and Prasad had similar views as Simi and thought there was nothing wrong in learning the local language.

Like Simi, Prasad also accepted his weakness and pointed out how it makes him fear interviews. He even believed it was the reason that recruitment agencies could not find him a suitable job. However, he was unsure if it would actually affect his work (graphic designing). His dilemma was visible in what he said:

My communication is weak in English. Maybe that's the reason they couldn't find a job for me. I, can tell anybody what is the problem and what is the solution. It's enough for doing job, I am not a tutor, or I am not an, uh translator. [But] they need a communication – good Fluent English. Specifically, we can call them, umm skilled. So, I don't know. I am not sure it's a necessity and all. Basically, I am very scared about a interview (Prasad)

For migrants like Kedar and herself, Rita suggested the many free English courses available in Auckland as she realised their inability to join expensive coaching institutes.

About English, if you definitely find very difficult then you could just attend this. And it's like individual responsibility, he needs to be speaking more….You have everything, but because of this, you are not getting that job. So, it's basically you need to work on that. But I think there are many English classes available. It's like some of them are expensive. Some of them can't afford, but I heard that there are few which are free. ARMS also offer, but I think it's the paid one. You know the YMCA and all, they also have some. Where I visit this church, they have this community services and all, they have this English classes every Saturday, one – two hours. And it's free of cost (Rita)

2. Relevant work experience

As Divya faced a lot of trouble finding a job because of her completely academic research background, she realised that it was not just the demand for local work experience, but also the demand for relevant work experience (something she was lacking) that was a barrier.

My experience is completely academic research experience. I don't have any commercial experience as such, so all my knowledge, or my qualification, my experiences, everything is academic. So, when I try here for a company or any commercial institution, they ask for commercial experience, which I don't have. When I tried for a teaching job, they again ask for a teaching experience, again I don't have a teaching experience. So it's like I have a qualification, I have a skill, but I have no experience (Divya)

Having changed his field of work when he decided to take up study in New Zealand, Suri found that his struggles increased due to lack of relevant industry experience. As a precautionary measure, he suggested,

So, I think, we should do a good research when you come here. Back in our home country only, and the most important thing is, one should only come here, which is relevant to his course, like what he did back in India. then only, he should come. Otherwise, one should not come here (Suri)

3. Tertiary qualification

Prasad reflected on the combination of factors that hindered his ability to find a job, despite being a Skilled Migrant with 20 years of previous (Indian) experience in his field. He concluded that one should have New Zealand work experience, local English language skills, as well as the relevant tertiary qualification to get a skilled job.

The other factors in the sense, as I told you I don't have a tertiary background. When I am applying I got to know you need a New Zealand experience first. Second, they keep asking if you have New Zealand tertiary background. I am coming in a Skilled Migrant. I am a graphic designer. And they need communication. [Three] thing are there local work experience, English, and tertiary background. These three if you have a you, you can get a job easily. My perspective. I don't know (Prasad)

4. Individual attitude

Unlike everyone else, Vaani asserted that an individual's attitude is the most potent factor in successful settlement (within employment and otherwise). Stressing individual responsibility, she said,

Apart from everything, we got to be positive. Whatever happens. Because, we decided to come here and this our responsibility too and if we don't get the job – we cannot blame the New Zealanders. They are providing opportunities – and it's we, how we are taking up things – that matters (Vaani)

However, despite individual awareness about their responsibility towards making themselves more employable, there were certain factors in the environment that affected some participants' employment outcomes. These are discussed in the following section.

5.5.1.2 Environmental barriers

All barriers that were beyond the individual migrant's control, were termed as environmental barriers. Just like the personal barriers, they stemmed from local labour market norms and requirements. However, in this case, the migrants either found the requirements unreasonable or unmanageable. This is visible in the discussion of each barrier below:

1. Local work experience

Many participants (40%) mentioned local work experience as a significant barrier to settlement in employment. Some (Suri, Vaani, and Kedar) even pointed out the irony that skilled migrants are invited to New Zealand for their pre-existing skills and then expected

to have local New Zealand work experience on arrival. While discussing this irony, they said,

How can you get a local experience from your home country? (Suri)

They have been insisting on New Zealand experience, and since we are new, and we are migrants here, and immediately. I don't think that we can get a New Zealand experience, unless we get an opportunity to work for them. That's the thing that is stopping us, though we have all the requirements they be put in [the advertisements] (Vaani)

I don't have any local experience. That's the most important point here. But! Whenever you approach some employer, they will ask you, "Do you [have] any some experience?" Without having experience, how can I offer them that I have experience? (Kedar)

Additionally, while Jane found that local work experience was preferred, she also found that Indian work experience was not valued.

They basically prefer people who have some exposure to New Zealand work experience, or they have good networking in New Zealand, like even though if we have got good work experience back in India. I think they give most importance to people who work in New Zealand, who know the present working culture in New Zealand. They are more preferred compared to [us] (Jane)

2. Professional networks

Lack of professional networks was the second most significant barrier mentioned by participants. Karan explained that despite the strategies (such as CV customisation) taught by the EAPs, there was not much difference in the job-search experience, as the other barriers continued to exist. His quote elaborates on this point:

The key point is also making contacts. I mean, without contacts, even though however you write a CV and present it in a good way, if you don't have contacts, it's very hard to find a job. So, developing contacts at the same point was also quite important (Karan)

3. Travel constraints

Commuting to the place of work was an important consideration for the migrants who did not own personal vehicles and relying on public transport was not efficient. Divya explained,

Maybe the transport I can say. If look for a job in [place name removed], if I commute by car from here [place name removed], I can travel there by twenty to thirty minutes, not very far. It takes fifty minutes if I get the buses and trains on time. If the bus delays or if the train delays, if I

miss, it is more than one and half hours. So, it, practically ruins the possibility of me finding a job in [place name removed]. As a new migrant, having two cars is not practically possible (Divya)

4. Bad deeds of fellow migrants from the same ethnic group

Considering the recent education scam {Laxon, 2016 #619}, Suri raised an important point. Wrong-doings of fellow migrants can impact the whole community negatively, he said.

You might be knowing what been happening in home country in India like you might have heard. I don't know whether it's a rumor, I just saw in news, like they made fake IELTS score cards, and even recently, one of a college in Auckland, they [shut down]. Because of this, such people, you know create mess and even community gets affected. So, this should not happen (Suri)

Nonetheless, despite all these barriers, the Indian migrant participants had managed to either find jobs, or find volunteer assignments and higher qualifications to make finding jobs easier in the future.

5.5.2 Employment status and settlement strategies

The Indian migrant participants in this study were asked about their current jobs (if any) and current/ future strategies. Their individual employment status and settlement strategies are discussed below by grouping them into three broad categories – those who found suitable jobs, those who did not find suitable jobs, and those who did not find any jobs.

5.5.2.1 Migrants who found suitable jobs

It was found that two of the ten migrants had found suitable jobs. Karan had a permanent full-time job in his field of previous work and qualifications, while Rita had landed in a job relatively close to her own field of work and study. Karan used Linkedin to make contacts. Explaining his strategy, he said,

Developing contacts – So, one of the easiest ways I used was Linkedin. So, Linkedin is a very powerful tool. If somebody can use it, you can actually get in touch with a lot of people. And through them, you can meet other people. As long as your profile is correct and you have updated that you are residing in New Zealand. As long as you have the information in Linkedin, so you can connect to other people and get to know of any opportunities. A lot of consultants [are there too]. So, what I also understood is not many jobs are being advertised in New Zealand. So, only when you have contacts and these are a key that you can land in a good job (Karan)

Rita, on the other hand, found her job through an online application. However, what helped her was her openness to job trials and casual work arrangements. She explained the process:

I just tried to search like websites and I found one! And just I sent an email to them. And then after I think, two weeks I got the mail from them that they wanted to meet me for just informal interview So, I just visited them…and then they told that they are planning for like a slow process because they were developing their business and all. [Also] because they don't know my background, they wanted to check me before. After two weeks, they call me for a trial, like just checking how things go. How I am able to grasp the things like that. It's a small company just for five people, and then I got to know about few things – How things are working and they are good employers because they were like quite honest to me, open about the things, how they gonna deal with, how they are planning things for me. They called me I think thrice or four to five times. They provided me the travelling allowance, not the pay. It was okay for me because I too wanted to get an exposure to how things are going on here. And then they gave me like a part-time contract. And they used to give me some trainings and all. And just last week, they gave me a full-time contract (Rita)

5.5.2.2 Migrants who did not find suitable jobs

Five other migrants had found jobs but four of these jobs were based on non-standard work arrangements (part-time, casual, and short-term). Three of the five migrants had jobs that were not related to their field of previous work and education. Simi was working at a petrol station in a permanent full-time role. However, she wanted to find a job in her own field (IT). She also showed interest in taking up an English training course to develop her English communication skills. Kedar was working for a government body on a short, temporary project. Despite being in a state of despair, Kedar tried to keep calm, be positive, and constantly look forward. However, he did display the need to find a good job. He said,

I always think about how to proceed again. Whenever I have a failure, I always think from there, How, what to do next? Because this is not the end of life, okay! <smiles> You need to find something to go over these hurdles. So I always have something else. I don't know what to do that time, but after that I got a job here. If I didn't get that job, I will really think about something else, what I can do. I came through all those kinds of jobs in my life. So, I just want to grab some good job here, maybe in some good company, reputed companies or something like that. Sometimes I don't know where is my luck (Kedar)

Suri and Pran were doing two part-time jobs. Similarly, Pran had a day job in an educational institute and a night job in a fast food chain. Although Suri and Pran had

found jobs in fields related to their previous work and education, Prasad was working for a fast food chain in an hourly paid casual role. However, he had simultaneously taken up a Diploma course in Graphic Design with a media school. His strategy for future job success was to upgrade his qualification.

5.5.2.3 Migrants who did not find any job

The rest of the migrant participants (three out of ten) had not found any paid employment. However, two of them had taken up volunteering and one took up full-time study. These were their strategies to cope with unemployment as well as to increase their chances of future employment. Jane had started studying towards a Doctorate degree. Although she worked part-time as a research assistant, she was not getting paid for it. She had also stopped looking for a full-time job. Hoping that the study would make her future job-search easy, she said,

That has become easier because I am already kind of going to get enrolled for PhD. So basically, I got that. I am not sure whether it's easier because I am studying. Sometimes it's meant to be <smiles> (Jane)

Both Jane and Divya had volunteered for ARMS earlier. They explained how that experience had humbled them and made them see the privilege in their situation as they encountered a lot of refugees who had bigger problems to deal with (compared to their employment issues). Although Divya appreciated it, she realised that her two months volunteering experience was not enough for her to land a good job. Hence, she continued to apply for administrative jobs as well as volunteering opportunities.

Like Divya, Vaani also saw the benefit in volunteering. She had taken up a volunteering assignment at a migrant information service desk. However, she was also actively looking for a job without any specific preference for a particular field. With a spiritual outlook, she explained her strategy:

I need to [be] patient, and you got to wait for, and anything cannot happen in a minute. Though not the first, at least the 10th or the 100th employer might choose my profile. I have got that confidence. I will definitely get a job here. Just the thing is that I got to wait for some time. So, every failure will make you learn something. So, if my profile is got rejected, I learn something from that rejection that I got to improve onto something else in my profile. So that will definitely take me to a good level I think (Vaani)

5.6 The EAP difference

The Indian migrant participants were asked if the EAP had made any significant difference to their settlement in terms of their employment. They were also asked if they would recommend the EAP (that they attended) to other new migrants. In total, 60% of migrant participants (six out of ten) thought that the EAP had added value to their job-search experience. Out of the other four, three were not sure if the EAP had made any real difference, whereas one was certain that it had not made any difference. However, all of them said they would recommend the programme just because it prepares you to deal with forthcoming challenges.

Those who were sure that the EAP had added value to their settlement in employment said,

I would have definitely struggled for some more time, I think. But eventually, I would have landed in a job but I am not sure if it would have been the right job or not (Karan)

I always refer someone who is new who is looking for a job. I tell them attend it is free of cost, you have three days to go. If you want a job, you will have to. I feel like you need to put some effort (Rita)

It is important to note here that Karan and Rita were the two that had found suitable jobs. Similarly, Pran and Suri who had found partially suitable jobs (in their field of work but not full-time/ permanent), were also positive about the EAP's contribution. Pran did not attribute finding a job to the EAP, but agreed that the EAP made a difference to his job-search experience.

I think I would have still landed in this particular job. No, it would have made a difference, because that one important thing that they taught me was, about how the industry works here. So that really helped me. That maybe, could have been very different. I would still recommend them. But I'll also tell them not to take hundred percent, like you know this programme, this will give you a hundred percent answers to everything. But, it will definitely give them a start to think, to understand something, how it works here (Pran)

In contrast, Suri asserted that he would not have found a job if it was not for the EAP's assistance. He added that he felt settled in the job market and that the EAP had not just assisted in the settlement process but had also saved his time.

A lot of difference. I think I wouldn't have got a job yet. I don't know what would have happened. I would have wasted my time doing some other thing and not settling and I have to go back. I think Auckland Chamber of

Commerce provided me a right way. So, I think I am going on a right direction now. I mean if I am going in the wrong way so, I'll be knowing, okay, no, this is not the way to go here in New Zealand, this won't help me to settle down in New Zealand. So, in that way it is helping me. I already recommended two friends – my classmates. They said it's quite helpful (Suri)

Unlike Pran and Suri, Divya and Vaani had not found any job. Yet, while explaining the importance of knowing local industry norms, they said they would recommend the programme to a new migrant.

ARMS is much appreciated like it has the best programme. Especially when a migrant is new to any foreign nation, they need that at least one-time exposure into what they can expect as a new migrant. It's not just a job workshop they do there a quite a few other settlement programmes. It's quite good ones, and they can register for that. Most of them are free, and even if they charge, it's very minimal, actually (Divya)

Yeah – definitely I would, because we come with no idea what the people expect here, what is customizing the CV itself, coming from a background – in a country where we send one CV for all the companies and just load up and we just wait for their response. and [here] we got to go behind them to get the response from them. [It is] good to see (Vaani)

Unlike Divya and Vaani, Jane, Kedar, and Prasad were unsure of the EAP's effect on their employment experience. As none of them had got suitable jobs, their opinions seemed justified. However, they insisted that a new migrant should attend an EAP. Kedar and Prasad explained their reasons for their opinions in the following way:

I am not sure [if it made much difference]. Yeah! Definitely [I will recommend] because this market is really different from Indian market or the Asian market, I feel. Because I have little a bit experience of East Asia also. So, they are different from here. So, you must need to attend some programmes like that here before you go for the job-search. As early as possible after you land into New Zealand. That's the first thing you need to do I recommend, before you go for a job (Kedar)

My wife didn't attend that programme. She came here to study first. She got a job after that. She is working. She was working that time when she was studying. It didn't matter to attend that, but if you are sitting idle in the home...attend that programme....If you want to learn how to [find employment]...and get something new, I think to attend that programme. Because, there people are coming from other countries (Prasad)

Similarly, Jane was unsure if the EAP had made much difference but she recommended the programme. However, she specified that any one programme was enough to give the required information about the labour market. Hence, instead of spending time on

attending many such programmes, the migrant should volunteer with a settlement service provider like ARMS. She thought volunteering with ARMS helped her more than the EAP.

> *I am not sure of the programme. But if I did not go to ARMS – Auckland Regional Migrant Services, I wouldn't have known a lot of things. Like, when I went there, I saw so many refugees, so many different people, who are actually struggling. So, I realised my struggle is nothing compared to theirs. And it actually is an eye opening. Life is like, I don't know if I am talking philosophy, but, I would recommend this programme. I would recommend that volunteering part. It's kind of good. And job-search workshop – yes. Once attending such kind of workshop is good. You come here, you don't know what New Zealand wants, but if you look, if you go for any such kind of workshop, you will know what New Zealand actually wants. And one workshop is enough because every other workshop will tell you the same thing (Jane)*

Finally, unlike everyone else, Simi displayed complete dislike for the EAP and did not give the EAP credit for her job. She, however, recommended attending an EAP that is free.

> *It's going to be same because I have [the job] got by myself....Never! If it's a free, then obviously, they have to go. Like obviously nobody asking if there is somebody giving something for free – we can't, we should not like judge if it's free (Simi)*

Simi was the only participant who had attended a fully paid EAP. It was interesting how she attributed her ability to judge the programme to the programme's fees. It was not clear if the other programmes being free had anything to do with them being judged as valuable (by other participants in this study).

5.7 Conclusion

Some participants researched about the job-search and employment scenario before arrival in Auckland, while some started their job-search after arrival without any prior knowledge of employment prospects. Yet, all of them faced a number of barriers that led them to look for an EAP. The EAP prepared them for employment challenges by arming them with strategies for effective job-search. Some of these strategies included New Zealand-specific CV formats, use of cover letters, professional networking, effective communication, volunteering, and approaching employers directly. Participants found that some of these strategies were useful, while others did not work in the way the EAPs had recommended.

When the EAPs did not cover the aspects initially expected by the participants, or when the EAPs' recommended strategies did not work, there were suggestions for improvement. Suggestions were also based on gaps that the participants noticed between actual job-search experience and what was told to them in the EAP. However, despite the disadvantageous aspects of the EAP, all participants said they would recommend the EAP to a new migrant. However, they remained divided about whether the EAP made a positive difference to their settlement within employment.

Figure 19 is a graphical representation of the summary/ conclusion provided above. It also shows how all the major themes (presented in this chapter) are linked to each other. The role that EAPs played in the labour market settlement of the migrant participants, how effectively they played the role, and their perceived strengths and weaknesses are discussed in detail in the next chapter.

[**Special note:** During the interview, it was found that Simi had completed the EAP more than a year ago, which did not fit into my study's inclusion criteria. This initially created a dilemma about retaining her interview. However, I later decided to include it in the data set for the following reasons:

1. Simi was the only participant who had taken an EAP that was managed by a private, for-profit organisation. I assumed that this interview would add to the diverse variety of EAPs covered in this research.
2. She was selected through the snowballing method. Like the other participants, she was provided information about the inclusion criteria beforehand and after she agreed to participate, a convenient meeting time was set. It was possible that she missed the one-year criteria in the participant information sheet and hence I was unaware of the misfit.
3. She had invested time in my research and I wanted to respect her involvement. I also wanted to respect the involvement of the person through whom she was snowballed.

Nonetheless, as ethical considerations formed an important part of this entire study, I found it necessary to share this information with my readers**]**
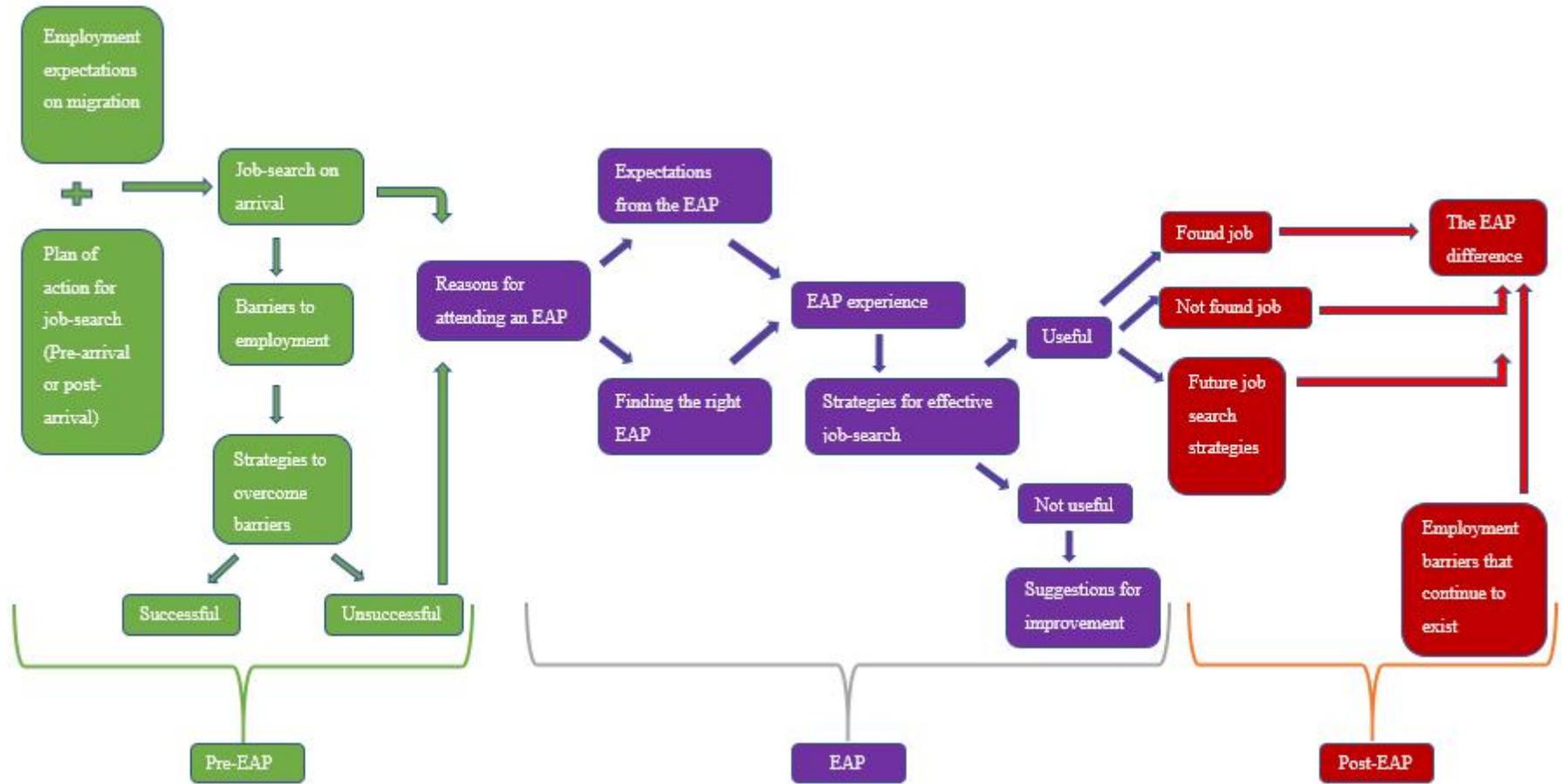
Figure 19. Relational map of findings

Chapter 6 Discussion

6.1 Introduction

The themes presented in the previous chapter (Findings) were interpreted to address the research questions of this study – What role do EAPs play in migrants' settlement in employment? How effectively do they play this role? What makes them effective (strengths) or not effective (weaknesses)? This chapter discusses the interpretations and notes the similarities and differences between findings of the earlier literature (discussed in Chapter 3: Literature Review) and findings of this study (discussed in Chapter 5: Findings). It presents significant as well as unexpected findings.

Each section begins by telling the reader how interpretations of the topic were derived from the findings. This is followed by a discussion of the patterns in participants' perceptions and the factors that possibly affected those perceptions. Finally, it discusses the important observations on the topic and their link to the wider literature in the field.

The next chapter (Conclusion) presents the significant contributions made by this study, implications for research and practice, limitations of this study and recommendations for future research.

6.2 Perceived role of EAPs in migrants' settlement in employment

This section discusses the various perceived roles of EAPs extracted from participants' explanations. The migrant participants' reasons for attending an EAP, their expectations from the EAP, their satisfaction and dissatisfaction with various aspects of the EAP and the difference that the EAP made to their job-search, helped in naming these roles. The roles of the EAPs and their associated tasks are illustrated in Figure 20.

It was found that the primary role of EAPs is to ease migrants' entry into the labour market by enabling them to find a 'suitable job' (one that matched their skills and qualifications and was a full-time permanent work arrangement). It is difficult for the migrants to find employment that matches their qualifications and previous work experience {Fuller, 2012 #501}. Despite being skilled, they face barriers in the labour market {Yuan, 2014 #636}. Hence, to fulfil its primary role, the Indian migrant participants in this study expected the EAP to provide necessary and accurate information about the labour market and assist in overcoming the barriers that they experienced while seeking employment pre-EAP (refer to Figure 20).
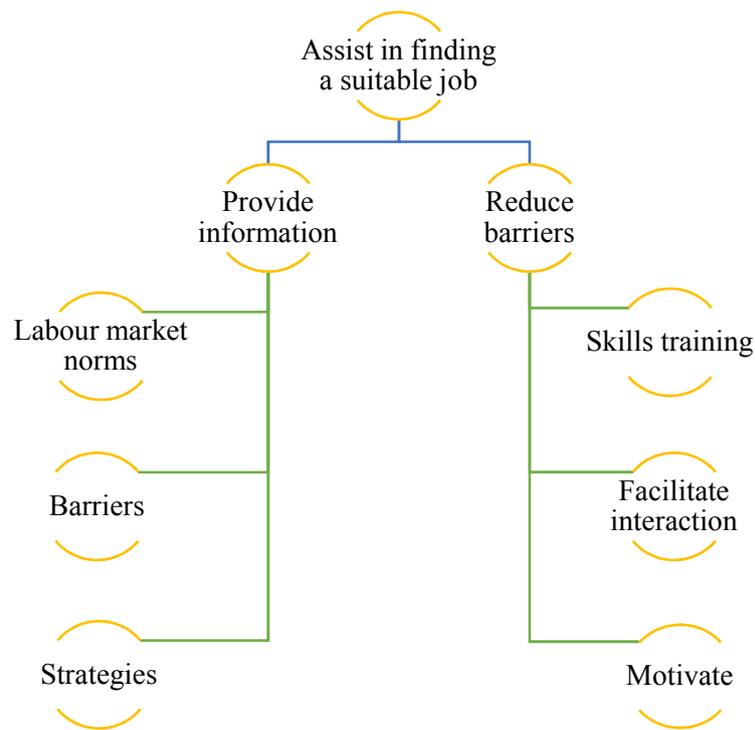
Figure 20. Perceived role of EAPs in facilitating migrant settlement in employment

The migrant participants' expectations echoed findings from the literature review which maintained that EAPs play a key role in facilitating migrants' settlement in employment by reducing barriers, developing host-country-specific skills, providing relevant labour market information, and preparing and assisting local employers in hiring migrants {New Zealand Immigration, 2017 #599;Woodley, 2012 #231}. Additionally, the NZMSIS's indicators of settlement (refer to Table 1 in the literature review chapter) displayed that settlement in employment is possible if migrants find suitable employment, have employment rates that are at par with the native population, and can transition smoothly from study to work {New Zealand Immigration, 2016 #626}. The following sub-sections link the NZMSIS's outcome indicators, earlier academic research, and the findings of this study to explain each role mentioned above.

6.2.1 Assist in finding a suitable job

Most participants (nine out of ten) reported starting their job-search with the aim of finding a suitable job (refer to the definition in Chapter1: Introduction). When they started experiencing difficulties in finding employment, they turned towards the EAPs for answers. New Zealand's national settlement strategy - NZMSIS, has also identified "finding a suitable job" as an indicator of migrant settlement in employment {New Zealand Immigration, 2016 #626}. Therefore, as settlement service providers, enabling suitable employment is the main role of the EAPs.

However, migrant participants' definitions of a suitable job changed based on their previous work experience, qualification, time spent looking for a job, financial needs, family responsibilities, pressure to get and retain a visa, and the period that they had been out of work before and after migration. For example, Divya, who was a PhD graduate, decided to settle for an administrative job because she could not spend any more time looking for a job that matched her qualification. She had spent five years in job-search. Similarly, Suri, who was a former international student, pointed out his need for a job if he was to continue living in New Zealand. He took up two part-time jobs in the hope that one would lead to a full-time job in the future. These findings resonate with Anderson and Tipples' {, 2014 #188} findings that the pressure to find and retain work, personal financial needs, the financial needs of the family back home, payment of debt, and fulfilment of visa requirements that are dependent on employment, increase migrant workers' vulnerability to accepting unsuitable employment. This therefore emphasises the fact that in the case of survival, any job is seen as suitable {Stewart, 2008 #234}.

The flexibility of a suitable job definition further depends on the migrant's status as a primary or secondary migrant. Previous research in New Zealand has found that secondary migrants are less likely than primary migrants to find suitable jobs and become settled in employment {New Zealand Immigration, 2017 #641;Masgoret, 2012 #483;Tausi, 2015 #642}. Additionally, if secondary migrants are women, their family responsibilities increase their vulnerability to experiencing delayed settlement in employment {O'Dwyer, 2016 #598;Pio, 2005 #355}. However, this study found that decisions by participants to take up unsuitable jobs also depended on the partner's employment status, total family earnings, and migrant's family responsibilities, if the migrant was a married secondary migrant. Moreover, the secondary migrants who had settled spouses waited longer than primary migrants before taking up an unsuitable job. Interestingly, the pressure of flexibility (in taking up unsuitable jobs) affected the male secondary migrants sooner than their female counterparts. In part, this finding can be linked to {Lewin, 2011 #587@@author-year} finding that the lives of Indian men surrounded paid employment before migration. It can be further linked to the Indian cultural context where the husband (male member) in the house is expected to shoulder the financial responsibility of the family (regardless of whether his wife has a job).

However, even though the definition of a suitable job changed depending on the migrant participants' vulnerability and their need for survival, they all expected the EAP to assist in finding a suitable job (one that matched their skills and qualifications and was a full-

time permanent work arrangement). This assistance began with the provision of relevant and accurate labour market information.

6.2.2 Provide information

Despite accessing information pre-arrival, the migrant participants reported problems finding employment post-arrival. In some cases, the pre-arrival information had prepared them for the upcoming challenges, yet they met unanticipated barriers. In other cases, the migrants reported a gap in the information received pre-arrival and the reality experienced post-arrival. {Stewart, 2008 #234@@author-year} and {Lillis, 2006 #369@@author-year} noted similar challenges faced by migrants in their studies.

Additionally, this study found that the migrant participants who had done some research pre-arrival reached out to the EAP in search of answers to their employment problems and failed job-search strategies. In contrast, the migrants who had begun their job-search post-arrival regarded the EAP as a starting point in their search for suitable employment. Some of the post-arrival job-seekers had also experienced barriers in finding employment before they sought help from the EAP. Hence, they expected to learn strategies for effective job-search. {Fouché, 2014 #569@@author-year}, who studied overseas-qualified social workers in New Zealand, asserted that information services are essential in helping migrants deal with employment challenges. That explains why in this study, information provision was the most popularly reported role of EAPs.

The EAPs were expected to play this vital role by providing information regarding labour market norms such as application requirements, legal requirements, types of work arrangements, skill requirements, and expectation of the employers. Information about labour market norms resulted in the migrant participants becoming conscious of not just environmental barriers (such as the expectation of local work experience) but also their personal barriers (such as lack of English communication skills). {Fossland, 2013 #596@@author-year} called this kind of information migrants' *career capital* – which is necessary for migrants to integrate into skilled employment.

Along with specifying potential barriers, researchers have also identified the significance of EAPs in reducing labour market barriers {Ward, 2001 #638;Sarvimäki, 2016 #602}. In this study also, the EAPs were expected to provide strategies to deal with the barriers at every step in the migrants' employment process. Starting with the right approach towards job-search was seen by participants as an important first step in settling within employment. The right approach included developing networks, approaching employers

directly, volunteering, customising CV's according to job descriptions, visiting recruitment agencies, using cover letters, and knowing how the recruitment software functioned (knowledge of keywords). Once this approach had generated results in the form of a positive response from employers (shortlisting for an interview), the next step was to prepare for behavioural interviews. This step required good communication skills in English. After the selection process, if the migrant fit into the desired visa category of the employer, employment was offered. This employment was not always suitable to the migrant's qualifications and prior work experience but was seen as a gateway to suitable employment in the future. Therefore, the EAPs were expected to perform an important role of providing information relevant to each step of the employment process.

6.2.3 Reduce barriers

Providing only information and strategies is not sufficient {Ward, 2001 #638;Sarvimäki, 2016 #602}. The participants expected EAPs to provide practical assistance in overcoming barriers. This assistance was expected in the form of training (in the English language), facilitation (for generating connections with the industry, recruitment agencies, volunteering organisations, and other settlement services), and motivation (for continuing job-search without frustration). These expectations are in line with earlier literature which has maintained that lack of social connections in the new land could aggravate the problems of finding decent employment {Sobrun-Maharaj, 2008 #564}. Social networks help in the creation of social capital by breaking barriers and building trust between the migrant and the host society {Gooder, 2017 #639}, and lack of appropriate English language skills could further affect the migrants' ability to form social connections {Li, 2009 #503}.

However, this study found that role expectations differed based on individual participant's needs and job-search experience pre-EAP. An interesting finding in this respect was the difference in barriers experienced by each Indian migrant participant. Despite the discussion in the earlier literature about the cultural-specificity of migrant needs {Lillis, 2006 #369;Sobrun-Maharaj, 2008 #564;Stewart, 2008 #234;Adelowo, 2016 #644;Blakemore, 2000 #235;Kim, 2013 #481}, it was found that the Indian migrant participants in this study had varying needs based on their previous qualification, work experience, current employment situation, financial status, family responsibilities, and visa status. These differences can be attributed to the fact that India is a very diverse country – economically, socially, and culturally. Hence, individual migrants come from varying backgrounds that affect their economic, social, and cultural capital. Therefore,

this study infers that although some barriers (such as discrimination, non-recognition of qualifications, and previous work experience) are culture-specific, some others (such as English language communication, lack of tertiary qualification, lack of relevant work experience, unavailability of jobs in previous field of work, and lack of social connections) are based on the individual migrant's context. In the past {Fuller, 2012 #501@@author-year} and {Thompson, 2016 #563@@author-year} also found that lack of migrant's *social capital* (social connections) and *human capital* (qualification, work experience and English language skills) raises barriers and affects migrant's ability to find suitable employment. Thus, there is a need for settlement services to be not just culture-sensitive but also to be sensitive to individual migrant's context.

Surprisingly, however, not all participants regarded it as the EAP's responsibility to reduce barriers. Some assumed personal responsibility for overcoming both environmental and personal barriers such as English language communication (individual) and lack of local work experience (culture-specific). For example, Prasad, Rita, Jane, and Vaani insisted that if they needed jobs, they had to put in the required efforts. Prasad went so far as to attribute the unhelpfulness of recruitment agencies to his lack of English language skills. Hence, even though EAPs were expected to assist with reducing barriers, this was seen as the joint responsibility (role) of the EAPs and the individual participants.

6.3   Perceived strengths and weaknesses of EAPs

This section discusses the perceived strengths and weaknesses of EAPs (in Auckland) that either assist or hinder their ability to effectively fulfil their role (discussed in the earlier section) in enabling migrants' settlement in employment. The strengths and weaknesses of EAPs are listed in Table 7 based primarily on the Indian migrant participants' explanations of the useful aspects and not-so-useful aspects of EAPs and migrants' suggestions for improvement (presented in the findings chapter). These aspects were in turn based on the ease of access to an EAP (finding the right EAP), expectations from the EAP, reasons for attending the EAP, EAP content, and strategies taught by the EAP (presented in the findings chapter). Thus, the strengths and weaknesses listed in Table 7 are classified based on the EAPs' operations and EAPs' content.

The comments of migrant participants made it clear that the operational weaknesses (such as lack of advertising and insufficient number of programmes) made the EAPs inaccessible, while both the operational and content-based weaknesses (such as

inconsistent information and unusable strategies) made them ineffective. In support of this finding, the {Ministry of Business Innovation and Employment, 2015 #494@@author-year} expressed the need for easily accessible support services to enable settlement of migrants in employment. Similarly {Sethi, 2015 #448@@author-year} found that operational weaknesses of EAPs (such as difficulty in finding courses, financial restraints, time involvement, insufficient knowledge/ skills of service providers in dealing with migrants' needs, long waiting lists for attending programmes, and the discriminatory nature of service providers) affected their accessibility by migrants and in turn created barriers to settlement in employment. Additionally, the {Department of Labour, 2010 #492@@author-year} acknowledged the need for the provision of accurate information by including it as a goal in the Auckland settlement strategy – ARSS.

Table 7. Strengths and Weaknesses of EAPs

Type	Strengths	Weaknesses
Based on EAP's operations	Can be accessed free of charge	Does not advertise
	Provides motivation and support	Lack of industry, volunteer organisations, and recruitment agency connections
	Connects to the larger migrant community	Lack of connections with other service providers
	Provides post-programme assistance	Not cost-effective
		Lack of free English language training
		Insufficient number of programmes on offer
		Not offered to all migrants (students and temporary migrants are excluded)
Based on EAP's content	CV customisation	Differing CV formats
	Employer follow-up	Sorting based on professions
	Networking	Difficulty in professional networking
	English language practice	Approaching employers directly is ineffective
	Local work culture and norms	Problems with volunteering
	Behavioural interviews	Need for an English accent

Type	Strengths	Weaknesses
		Unhelpful recruitment agencies

This study also found that the operational strengths (such as EAPs being offered free of charge) had the potential to make the EAPs accessible to migrants (with financial constraints). Similarly, operational (such as post-programme assistance) as well as content-based (such as information about local work culture and norms) strengths had the potential to improve the migrants' job-search experience. However, the EAPs needed to curb the weaknesses to become completely accessible and effective.

Differences in perception were observed as the migrants listed the strengths and weaknesses of the EAPs and these perceptions were not found to be culture-specific (based on the Indian cultural context). Earlier literature has suggested that perceptions are culturally-determined {Kim, 2013 #481;Stewart, 2008 #234}. The perceptions of migrants in this study (regarding strengths and weaknesses of EAPs) were evidently based on the migrants' initial expectations from the EAP, their reasons for attending the EAP, the difficulty experienced in finding the right EAP, the ease of application of the strategies recommended by the EAP, their current employment status, their financial status and their human capital needs. For example, Divya attended the EAP expecting that it would connect her to employers and volunteering agencies. Since she was not offered such connections, she rated the lack of connections as a weakness of the EAP. Pran was responsible for the financial situation of his family, and during this time he found it difficult to find the extra money to pay for the fees of professional networking organisations. He also mentioned the difficulty of trading his work time (spent doing paid work even if it was unsuitable work) for volunteering activities that would not give him any financial benefit. Like Pran, Kedar utilised the strategies provided by the EAP and approached potential employers and recruitment agencies. He found that both were unapproachable as well as unhelpful. However, Karan started following-up with employers about his job applications and got better responses compared to his pre-EAP job applications. Hence, perceptions about the strengths and weakness of EAPs were based on individual needs and experiences. Furthermore, the perceptions about strengths and weaknesses were also affected by the extent and accuracy of labour market information provided by the EAPs, the assistance provided towards reducing barriers, and

the resultant ability of the migrant to gain suitable employment. In short, perceptions were affected by how effectively the EAPs played their roles.

These findings are in line with those of {Mason, 2007 #645@@author-year} who surveyed migrants from all across New Zealand and found that most migrants found it challenging to locate the right employment and settlement information post-arrival. Less than half (40%) found official information regarding employment useful and an almost equal number (44%) did not find it accurate. Many migrants (55%) found the need for updated official information as they were misinformed about the employment scenario and the required skills.

Finally, it was found that the role effectiveness of EAPs affected their strengths and weaknesses while the strengths and weaknesses were themselves determinants of the effectiveness of the EAPs. For example, the provision of inaccurate and non-usable information about CV formats negatively affected the EAPs' role as an information provider and made inaccurate information about CVs a content-based weakness. On the other hand, providing accurate and usable information about behavioural interviews became a strength of the EAPs, showing that they effectively played the role of an information provider.

6.4 Perceived effectiveness of EAPs

This section discusses the extent to which EAPs (in Auckland) play each of their roles effectively. Hence, this section is divided in the same way as the section on roles. The discussion on effectiveness was primarily derived from the participants' explanations of the useful and not-so-useful aspects of EAPs, suggestions for improvement, barriers faced before and after attending EAPs, current employment status and the EAPs' effect on migrants' post-EAP employment experience (presented in the findings chapter). Further, a comparison table (Table 8) was created to assist in the evaluation of the change in participants' job-search and employment experiences before and after attending EAPs. This table is divided into three parts – types of job (which helps in discussing suitable job assistance), strategies (which helps in discussing information provision), and barriers (which helps in discussing the reduction of barriers). The evaluation of change in each part assists in judging the effectiveness of the EAPs' roles.

Table 8. Job-search and Employment Experience Before and After EAP

Category	Pre-EAP	Post-EAP
Types of job	No jobs	Downward occupational mobility
	Unsuitable job offers (not linking to previous education and work experience)	Unsuitable jobs (not linking to previous education and work experience)
Strategies used to deal with barriers	Volunteering	Volunteering
	Contacting recruitment agencies	Taking up any job (suitable or not)
	Using personal contacts	Upgrading professional skills
	Approaching employers directly	Approaching employers directly
	Professional networking	Professional networking
		Being patient and concentrating on the positive aspects
Barriers	Employer response – either negative or no response	Relevant work experience
	Lack of local work experience	Lack of local work experience
	Overqualification	Overqualification
	Lack of tertiary qualification	Lack of tertiary qualification
	Non-recognition of previous (Indian and overseas) work experience	Non-recognition of previous (Indian and overseas) work experience
	Lack of local networks (personal and professional)	Lack of professional networks and local references
	Unavailability of jobs in the previous field of work and education	Travel constraints
	Visa restrictions	Inappropriate behaviour of fellow Indian migrants
	Gaps/ change in information (pre-arrival and post-arrival)	Gaps in information (EAP and job market reality)
	Communication in English	Communication in English
		Individual attitude

It can be seen in Table 8 that most barriers, strategies used to overcome barriers, and types of job taken by the migrant participants remained the same even after the EAP. However, does this mean that the EAPs were completely ineffective in making a difference to the Indian migrant participants' job-search and employment experience? The answer to this question is complex as there are various factors that were found to affect the perception of effectiveness. The following sections look at the varied factors that affected the migrants' perceptions about effectiveness in the light of each role played by the EAP.

6.4.1 Assist in finding a suitable job

Whether migrants find a suitable job, an unsuitable job, or no job affects their judgement of the EAPs' effectiveness along with future participation in the EAPs {Bergemann, 2011 #456}. As seen in Table 8 there was no significant difference in the type of job offers and the actual jobs that the migrants held before and after EAP. In total, seven out of ten migrants had found jobs in the short-period (one year) in which they were interviewed post-EAP. However, only two of these seven had found completely suitable jobs that aligned with their previous qualification and work experience and were in a full-time permanent work arrangement. Interestingly, all migrants who found a job (suitable or unsuitable) did not attribute it to the EAPs' effectiveness. Similarly, all migrants who had not found any job (suitable or unsuitable) did not attribute it to the EAPs' ineffectiveness.

More than half (six out of ten) of the migrant participants thought the EAPs made a positive difference to their settlement in employment. However, only two of these six had found suitable jobs. Two others had found jobs that were aligned with their qualifications but were in lower positions and non-standard work arrangements. The remaining two (of the six) had not found any job and had decided to volunteer to gain some local work experience. They both expressed feeling prepared to deal with future job-search challenges and hence feeling confident of finding a suitable job in the future. This feeling resulted in a positive rating for the EAP. Migrants' varying definitions of a suitable job also seemed to affect their positive responses. This finding can also be justified by the finding of {Lewin, 2011 #587@@@author-year} that Indian migrants are resilient and they display patience, a positive attitude, and flexibility in their expectations from employment.

However, three of the ten migrants were unsure if the EAP had made any significant difference to their settlement in employment. Two of these had found unsuitable jobs (not linked to their qualifications or work experience and in non-standard work arrangements).

The third migrant had not found any job and decided to take up study. Hence, their uncertainty about the EAP's effectiveness in this role (assisting in finding a suitable job) was justified.

Additionally, the one participant who rated the EAP as being utterly ineffective was a former international student who had settled for an unsuitable job (not linked to her job and qualifications but in a standard full-time permanent work arrangement). Moreover, she had attended a fully paid EAP, whose high fees were not justified by its content. Additionally, she had not received any strategies to deal with employment barriers that would allow her to find a suitable job in the future. These reasons justified her view of the EAP's ineffectiveness.

Thus, according to the migrants' perceptions, the EAPs were partially effective in fulfilling their role (of assisting in finding a suitable job). If looked through the lens of flexible definitions of suitability identified earlier in this chapter, then the EAPs played their role effectively for most migrants (seven out of ten). However, the NZMSIS uses the suitability of migrants' jobs as an indicator of migrants' settlement in employment. Therefore, if looked through the policy perspective, the EAPs did not do a good job at assisting the migrants in finding suitable employment. {New Zealand Immigration, 2016 #626}.

6.4.2 Provide information

{Fouché, 2014 #569@@@author-year} and {Ward, 2001 #638@@@author-year} recommended the provision of induction programmes and information services to prepare the migrant worker for upcoming employment challenges. Similarly, in this study, the EAPs' effectiveness was judged not just by employment but also by the migrants' preparedness to deal with the challenges encountered in the labour market. All migrants in this study said they would recommend EAPs as they provided crucial labour market information that could not be missed by a new migrant. The general information about the New Zealand labour market and job application norms was seen as beneficial by all migrants, thus making it a strength of the EAPs' content and increasing the effectiveness of their role as an information provider.

The information that made the migrants aware of their human capital barriers as well as the barriers that existed in the labour market assisted in preparing the migrants to deal with the upcoming challenges. For example, the participants reported that the EAPs stressed the need to apply for jobs and to take up work that may not be in their

(participants') field of work. This suggestion was seen as helpful (by Divya and Pran) in gaining local work experience and understanding the New Zealand work culture. To attain New Zealand specific skills, the EAPs also recommended upskilling courses, which Prasad and Jane took up. The migrant participants had learnt that higher education degrees would pave the way for suitable jobs in the future. In line with their understanding, {Ager, 2008 #574@@author-year} asserted that education and vocational training increases the employability of migrants by enhancing their language and job-specific skills, thus enabling settlement. However, the {OECD/European Union, 2015 #480@@author-year} confirmed that higher education makes it difficult for immigrants to find jobs, unlike their native-born peers. Hence, this raises concerns about the accuracy of EAPs' strategies, regardless of the migrants' belief in them.

Therefore, the strategies that the EAPs taught for dealing with barriers were rated as effective only if they were usable/ applicable during an actual job-search. As seen in Table 8, there was very little difference in the strategies that the migrants used pre-EAP and the strategies that they used post-EAP. Hence, merely receiving information about strategies was insufficient – the applicability of strategies counted too. Inaccurate information, insufficient information, and the difference between the information provided by EAPs and the job market reality, affected the applicability of strategies, making them a weakness of the EAPs' content. Thus, whether the learnings gained in the training programme were useful in the job-search process determined their effectiveness. This finding is reflected in the works of {Bergemann, 2011 #456@@author-year;Lillis, 2006 #369@@author-year;Mason, 2007 #645@@author-year;Sethi, 2015 #448@@author-year;and \Stewart, 2008 #234@@author-year}.

Additionally, many researchers have spoken about the cultural-specificity of migrants' information needs {Lillis, 2006 #369;Sobrun-Maharaj, 2008 #564;Stewart, 2008 #234;Adelowo, 2016 #644;Blakemore, 2000 #235;Kim, 2013 #481}. Unlike, migrants' perceptions about the strengths and weaknesses of EAPs and the EAPs' role in reducing barriers, culture-specific information needs affected migrants' perceptions about the role of EAPs in the provision of specific information. In the case of the Indian migrant participants, follow-ups, contacting employers directly, networking, volunteering to gain work experience, and building professional references were unusual aspects of the job-search process. In India, employers do not appreciate being contacted by potential recruits. Hence, they did not use these strategies for job-search in India. Thus, they found

these parts of the EAPs' content particularly useful. This was one reason why all migrants recommended the EAPs to other new migrants.

6.4.3 Reduce barriers

As seen in Table 8, many of the barriers that the migrants experienced in their job-search pre-EAP continued to exist post-EAP. Most of the strategies that they used to deal with these barriers also remained the same. The situation was similar in terms of migrants' employment, hence raising the question – Do EAPs play an effective role in dealing with employment barriers, beyond providing information about barriers? The effectiveness of this role of EAPs was judged based on the training provided by the EAPs, connections facilitated by the EAPs, and motivation gained from the EAPs.

Some strategies such as English language enhancement were seen as effective if the EAPs facilitated their usage by providing free English language training or practice sessions. Other strategies such as developing networks and volunteering were seen as effective if the EAPs connected the migrants with potential employers, recruitment agencies, and volunteering organisations. In total, 50% of the migrant participants displayed the need for EAPs to connect them with employers, recruitment agencies, volunteering organisations, and other settlement service providers. This expectation could be attributed to some migrants' inability to use these strategies due to barriers such as high fees charged by English tuition providers and professional networking organisations. {Sethi, 2015 #448@@author-year} found that financial restraint can affect the migrant's ability to access employment and skill training; therefore, it is necessary to create assistance programmes that consider migrants' constraints as well as needs. Similarly, {New Zealand Immigration, 2016 #626@@author-year} in its indicator framework for settlement acknowledged the need for providing funded English language support to migrants and the {Ministry of Business Innovation and Employment, 2015 #511@@author-year} acknowledged the need to ease migrants' access to employers.

However, owing to the joint responsibility of the migrants and EAPs in reducing barriers, migrants found varied ways to deal with problems. For example, Karan used Linkedin for networking instead of joining a professional organisation. Similarly, Rita attended as well as suggested free English language courses that were provided by various religious and community organisations in Auckland, instead of attending paid ones. {Lewin, 2011 #587@@author-year} found that Indian migrants are proactive in using various strategies to deal with the challenges of settlement in employment. Even though the use of personal

strategies does not display the effectiveness of EAPs' role in facilitating the reduction of barriers, it does display the effective motivation provided by EAPs.

Most migrant participants' comments displayed the effectiveness of the EAPs' motivator role. Kedar, Jane, and Divya felt motivated to stay persistent in their job-search as the EAP helped them reduce the frustration they experienced in their pre-EAP job-search. Their frustration was reduced by the alternative strategies that the EAP provided for dealing with employment challenges. Their motivation also increased as they came across a multicultural group of migrants and refugees (during the EAP) who were all dealing with similar challenges in finding employment. On the other hand, Rita felt demotivated when the EAP ticked her profession off a list of available professions in New Zealand, instead of giving her alternative options. However, Rita did not lose hope and continued to look for a job. The post-workshop assistance that she received from the EAP helped her regain her lost motivation. Hence, it can be inferred that the EAPs play an effective motivator role.

However, the barriers that the migrants experience in the labour market are not the only ones that the EAPs have to reduce. To become effective in their role, the EAPs also have to work on their operational weaknesses and content-based weaknesses that raise new barriers for the migrants. To reduce inaccessibility, 40% of the migrant participants suggested an increase in advertisements They also suggested collaboration between different service providers to make the EAPs easy to discover. Similarly, {Bergemann, 2011 #456@@author-year} and {Mason, 2007 #645@@author-year} found that awareness of the existence of labour market programmes can affect migrants' participation in them and hence {Stewart, 2008 #234@@author-year} recommended that information about available services be provided to migrants on-arrival.

6.5   Conclusion

This chapter has addressed the three research questions of this study by linking the Indian migrant participants' perceptions to the findings of past literature. While addressing the first research question – What role does an EAP play in facilitating successful settlement within employment in the host country? – this study found that EAPs play three main roles (as seen in Figure 20). The first role is to assist migrants in gaining suitable employment. However, this role is affected by the varying definitions of suitable employment that the migrants hold based on their vulnerability and their need for survival. The second role is to provide information. This role involves the provision of

information regarding labour market norms, potential barriers, and strategies to deal with the barriers. However, this information needs to be sufficient, accurate, and relevant. The third role is to reduce barriers by providing skills training, facilitating interaction with industry, and motivating the migrant. However, here the role expectations are affected by both the individual migrants' needs and culture-specific needs. Unlike the first two roles, the role responsibility for reducing barriers is shared by the migrant and the EAP.

While addressing the second research question – Based on the perceptions of the Indian migrant interviewees, what are the strengths and weaknesses of the EAPs? – this study found that strengths and weaknesses can be divided by EAPs' operations and EAPs' content (refer to Table 7). However, perceptions about strengths and weaknesses are not culture-specific; instead they are affected by individual migrants' needs and experiences. Finally, the strengths and weaknesses of the EAPs determine how effectively the EAPs fulfil their roles.

While addressing the third research question – How effective are the EAPs offered in Auckland, New Zealand? – this study compared the migrants' job-search and employment experience before and after attending an EAP to analyse the effectiveness of EAPs in each role. It found that there was no significant difference in the type of jobs that the migrant participants held, or in the barriers affecting migrants' employment and the strategies used to deal with the barriers before and after the EAP. However, the rating of the EAPs' effectiveness is affected by considerations such as migrants' preparedness in dealing with employment barriers, their flexible definitions of a suitable job, the applicability of the EAPs' strategies, culture-specific information needs, and personal responsibility in dealing with barriers. Therefore, the EAPs were found to be partially effective in fulfilling all the three roles.

In conclusion, if the EAPs armed the migrants with accurate information, usable strategies, relevant training, required connections, and motivation to deal with barriers, they were perceived as being helpful in leading towards a suitable job.

Chapter 7 Conclusion

7.1 Introduction

This study began by reviewing New Zealand's immigration context and extant literature around migrants' settlement and integration into the host country's labour market. This literature helped in clarifying this study's aim of exploring Indian migrants' perceptions about the effectiveness of EAPs in Auckland. It further helped in developing the research questions of this study. The literature showed that to understand the effectiveness of EAPs, it was first necessary to understand the role that EAPs play in settlement within employment. Similarly, it was also necessary to understand the strong and weak aspects of the EAPs that made them either effective or not effective. Hence, identifying the EAPs' roles and their strengths and weaknesses became important parts of this study, along with identifying their effectiveness. These were converted to the three research questions of this study.

Once these questions were laid out, this study utilised semi-structured interviews to gather the Indian migrant participants' perceptions about the three research questions. Their responses were analysed and presented (as findings) using thematic analysis and a qualitative descriptive interpretive methodology. These findings (see Figure 19: Relational map of findings) were further analysed and discussed in relation to the wider body of literature presented in the literature review chapter. Finally, conclusions were drawn from the entire study by using the researcher's interpretations. The conclusions are presented in this chapter in the form of significant contributions of this study, the limitations of this study, and recommendations for future research.

7.2 Significant contribution to literature and practice

This section presents the contributions of this study in the order of their importance to literature and practice. The first sub-section presents the unique findings of this study that fill the gaps identified in the literature (see the conclusion section of the literature review chapter for gaps) about the effectiveness of EAPs in Auckland. The second sub-section presents the significant findings that extend the findings of earlier studies regarding the cultural-specificity of employment outcomes. The third sub-section presents the findings that confirm the findings of earlier studies regarding barriers to settlement in employment.

7.2.1 Effectiveness of EAPs in Auckland

Auckland is the largest migrant-receiving region in New Zealand {Ministry of Business Innovation & Employment, 2016 #553}. Hence, the settlement and integration of migrants is of great concern in this region. In this regard, an Auckland settlement strategy was created to assist migrants' settlement and integration into the region {Department of Labour, 2010 #492}. However, the settlement strategy does not have an indicator framework to judge the effectiveness of its settlement outcomes {Controller and Auditor General, 2013 #582}. Therefore, the effectiveness of the settlement strategy, as well as the settlement services, is unknown.

Moreover, the settlement strategy aims to retain and attract skilled migrants in Auckland {Controller and Auditor General, 2013 #582}. Skilled migrants are also the focus of New Zealand's Immigration policy {Bellamy, 2008 #488} and the national settlement strategy – NZMSIS {Ministry of Business Innovation & Employment, 2016 #553;Ministry of Business Innovation & Employment, 2017 #612}. Despite Indian migrants being the highest number of skilled migrants in Auckland, employment settlement services do not cater to their specific needs. Additionally, there are no previous research studies that have evaluated the effectiveness of the available employment assistance services in Auckland. Therefore, this study filled the gap by evaluating the effectiveness of EAPs in Auckland through the eyes of its Indian migrant participants. The participant sample in this study included migrants from the same visa categories that are the focus of the NZMSIS. This study also used the NZMSIS's settlement and integration framework as a roadmap to develop and structure its findings. Hence, this study also provided a unique New Zealand perspective.

As discussed in the preceding chapter, this study found that the EAPs play three main roles in facilitating migrants' settlement in employment. The first role is to assist the migrants in finding a suitable job, the second is to provide information, and the third is to reduce barriers. Under these roles, EAPs are tasked with providing accurate and relevant information, usable strategies, skills training, industry connections, and motivation. However, the EAPs in Auckland are only moderately effective in satisfying their roles. This partial effectiveness can be attributed to their operational and content-based weaknesses which include lack of advertising, lack of industry connections, lack of free English language training, an insufficient number of programmes, and inaccurate information.

Since there are no earlier studies on EAPs in Auckland, it is not possible to compare these findings. However, if compared with other studies {Bergemann, 2011 #456;Lillis, 2006 #369;Mason, 2007 #645;Sethi, 2015 #448;Stewart, 2008 #234} on EAPs (conducted worldwide), most of the findings of this study correspond with their findings. Yet, one finding remains unique to this study. The EAPs' role in motivating the migrant does not seem to exist in any previous literature on EAPs.

Nevertheless, all the findings mentioned above have implications for policy and future research. As mentioned earlier in this section, the Auckland settlement strategy does not have an existing indicator framework to judge the effectiveness of its settlement services. The roles of EAPs, their effectiveness, and their strengths and weaknesses identified in this study provide a starting point for the development of a measure (indicator framework) of effectiveness for the Auckland settlement strategy and its associated settlement services. However, since these findings involved a culture-specific (Indian) and small (10 participants) sample, further research involving all migrants, is required.

7.2.2 Cultural implications for settlement in employment

Many researchers have pointed out the need for customisation of settlement services based on the culture-specific needs of migrants {Lillis, 2006 #369;Sobrun-Maharaj, 2008 #564;Stewart, 2008 #234;Adelowo, 2016 #644;Blakemore, 2000 #235;Kim, 2013 #481}. This study has found that culture affects the information needs (such as the need for information about local labour market practices) of migrants as a whole but it only partly affects the barriers faced by individual migrants. These barriers are also affected by the limitations in the migrant's human capital (English language proficiency, qualification, and work experience) and their household contexts (size of the family, financial resources, family earnings, and dependent members), similar to the findings of {Fuller, 2012 #501@@author-year;and \Thompson, 2016 #563@@author-year}. Culture does, however, affect the resilience displayed by the migrants in dealing with barriers in the labour market, just as {Lewin, 2011 #587@@author-year} found. Hence, service providers may need to provide customised services not just based on cultural needs but also on individual needs. These findings explain why the Indian migrant participants of this study accepted joint responsibility for the reduction of barriers, as it would be unfair to expect the EAPs to take responsibility for individual limitations.

However, culture does not affect the preparedness of the migrant pre-arrival, their overall expectations from the EAP, and their perceptions about the effectiveness of the EAP. These are all based on individual attitudes, needs, and employment experiences.

Furthermore, the cultural aspect (gender role expectations) affects the employment outcomes of secondary female migrants. Three out of the four secondary female migrants that participated in this study had not found a job, whereas all men (regardless of whether they migrated as secondary or primary migrants) had found a job. This finding aligns with the findings of {O'Dwyer, 2016 #598@@author-year}; {Pio, 2005 #355@@author-year} and {Ressia, 2010 #228@@author-year} concerning the negative employment outcomes of secondary migrant women. However, although unemployment was a negative outcome for the female migrant participants of this study, positive outcomes were seen in other aspects of the settlement. Firstly, all secondary female migrants had taken time to settle down with their family (before beginning job-search) after arrival in Auckland, whereas the men did not mention taking any such break. The break affected the females' ability to find a job later on. However, the three unemployed females had spouses who held skilled jobs in Auckland. This allowed them time to settle in other aspects (community, housing, and education) before they settled in employment. Indeed, it delayed their settlement in employment, but cultural expectations (of family responsibility and caregiving) seemed to benefit their settlement process in other aspects. This finding is not in line with previous literature that has shown that settlement in employment drives settlement in the society at large {Ager, 2008 #574;Henderson, 2004 #371;Winkelmann, 1998 #237;Masgoret, 2012 #483}.

7.2.3 Barriers to settlement in employment

{Benson-Rea, 2003 #651@@author-year;Fossland, 2013 #596@@author-year;O'Dwyer, 2016 #598@@author-year;and \Ressia, 2010 #228@@author-year} found that despite employment assistance, skilled migrants face issues with labour market integration, and {New Zealand Immigration, 2016 #634@@author-year} has found the same about partners of skilled migrants and international students. This study's findings align with their findings. There are no significant differences in the employment outcomes of skilled primary migrants, skilled secondary migrants, temporary migrants, and former tertiary-qualified international students. However, there are visible differences in the employment outcomes of secondary male migrants and secondary female migrants {O'Dwyer, 2016 #598}.

Additionally, all migrants face barriers while finding suitable employment, regardless of whether they are skilled primary migrants, skilled secondary migrants, female migrants, male migrants, temporary migrants or former tertiary-qualified international students. As noted by the earlier studies {Ministry of Business Innovation and Employment, 2015 #494;Ethnic Communities' Council of Victoria, 2009 #446}, issues and barriers are an inseparable part of migrants' settlement experience of employment Such issues and barriers are rarely addressed by the EAPs, although the EAPs provide information about them.

Issues and barriers also affect the way migrants define suitable jobs. When in crisis, any job can be a suitable job as work becomes a matter of survival, just as {Stewart, 2008 #234@@author-year} found. However, a job that matches the migrants' skills and qualifications is desired in the long-run. Thus, an unsuitable job may aid settlement in the labour market, but a suitable job is required for complete integration. This further ascertains that a distinction needs to be drawn between settlement and integration indicators of the national settlement strategy and the EAPs role in this regard also needs to be clarified.

7.3 Limitations

The following factors limit my study:

- This study focussed on the Auckland region and used Indian migrants as a sample; hence, its scope was limited by region and ethnicity.
- This study included only the migrants that were aware of the existence of EAPs; hence, this limited the evaluation of the accessibility of EAPs.
- This study used a small sample of Indian migrants. A small sample may allow for the display of unique characteristics but does not allow generalisability. Hence, the results of this study cannot be generalised to the larger migrant population.
- A single data source (migrant) was used which did not allow triangulation.

7.4 Recommendations for future research

The findings of this study provide a starting point for future research on EAPs and other settlement services in Auckland. Although this study provides useful insights on the topic of settlement and integration in the labour market, it came across a web of intertwined factors that affect migrants' settlement in employment. These factors can be assessed

comprehensively in a future study. Therefore, this study recommends the following topics for future research:

- Perceptions of the effectiveness of EAPs in Auckland – migrants versus service providers.
- Effectiveness of all settlement services in Auckland.
- Skilled migrants' perceptions about EAPs in Auckland.
- Secondary women migrants' settlement in employment – barriers and outcomes.
- Information needs of migrants – cultural versus individual.

7.5 Conclusion

This chapter drew on the findings of this study and the discussion of the findings presented in the preceding chapters. It presented the key observations and conclusions that show the significant contributions of this study to literature and practice. It also emphasised the implications of the conclusion for policy and practice improvement. However, it also acknowledged the limitations of this study and provided suggestions for future studies.

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Appendices

Appendix A 1. Ethics Pre-approval

AUTEC Secretariat

Auckland University of Technology
D-88, WU406 Level 4 WU Building City Campus
T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
www.aut.ac.nz/researchethics

AUT

17 March 2016

Felicity Lamm
Faculty of Other Internal Centres

Dear Felicity

Ethics Application: 16/67 Unravelling Indian migrant workers' perceptions about the usefulness of job seeker programmes in Auckland, New Zealand.

Thank you for submitting your application for ethical review. I am pleased to advise that the Auckland University of Technology Ethics Committee (AUTEC) approved your ethics application at their meeting on 14 March 2016, subject to the following conditions:

1. Revision of section C.3.5.1 with regards to the use of snowballing. AUTEC advises it is not appropriate for a common acquaintance to pass on someone else's details to the researcher. All interested parties are to contact the researcher directly if they are interested;

2. Clarification of where the interviews are being held and provision of a researchers safety protocol if they are to be held in participants' homes;

3. Reflection on what you might do if the participants reveal that they have been treated poorly either by the job seeker agency or their employer;

4. Amendment of the advertisement to include more details including the researchers name, purpose of the research, contact details and AUT logo;

5. Amendment of the Information Sheet as follows:

    a. Removal of the advice in the section 'How was I identified...' that your details were collected from a common acquaintance. Contact details of potential participants should not be passed on by a third party;

    b. Advice that the interviews will be conducted in English;

    c. Consideration of offering participants the chance to review their transcripts.

Please provide me with a response to the points raised in these conditions, indicating either how you have satisfied these points or proposing an alternative approach. AUTEC also requires copies of any altered documents, such as Information Sheets, surveys etc. You are not required to resubmit the application form again. Any changes to responses in the form required by the committee in their conditions may be included in a supporting memorandum.

Please note that the Committee is always willing to discuss with applicants the points that have been made. There may be information that has not been made available to the Committee, or aspects of the research may not have been fully understood.

Once your response is received and confirmed as satisfying the Committee's points, you will be notified of the full approval of your ethics application. Full approval is not effective until all the conditions have been met. Data collection may not commence until full approval has been confirmed. If these conditions are not met within six months, your application may be closed and a new application will be required if you wish to continue with this research.

To enable us to provide you with efficient service, we ask that you use the application number and study title in all correspondence with us. If you have any enquiries about this application, or anything else, please do contact us at ethics@aut.ac.nz.

I look forward to hearing from you,

Yours sincerely

Kate O'Connor
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Shreya Jadhav sxjadhav@gmail.com, Barbara Myers; Marcus Ho

Appendix A 2. Ethics Approval

AUTEC Secretariat

Auckland University of Technology
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T: +64 9 921 9999 ext. 8316
E: ethics@aut.ac.nz
www.aut.ac.nz/researchethics

22 March 2016

Felicity Lamm
Faculty of Other Internal Centres

Dear Felicity

Re Ethics Application: **16/67 Unravelling Indian migrant workers' perceptions about the usefulness of job seeker programmes in Auckland, New Zealand.**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 22 March 2019.

As part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through http://www.aut.ac.nz/researchethics. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 22 March 2019;

- A brief report on the status of the project using form EA3, which is available online through http://www.aut.ac.nz/researchethics. This report is to be submitted either when the approval expires on 22 March 2019 or on completion of the project.

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to obtain this.

To enable us to provide you with efficient service, please use the application number and study title in all correspondence with us. If you have any enquiries about this application, or anything else, please do contact us at ethics@aut.ac.nz.

All the very best with your research,

Kate O'Connor
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Shreya Jadhav esjadhav@gmail.com, Barbara Myers; Marcus Ho

Appendix B 1. Interview Schedule

Interview process

Before the interview:

Hi,

Welcome to my research study.

Before we begin I would like us to go over some important things:

- The interview will be conducted completely in English.
- It will take about an hour, in case you need to notify anyone.
- If you feel any discomfort during the interview, please let me know.
- We will be audio recording the interview. Hope you are fine with it.
- As I have already given you details on the participant information sheet, we will be talking about the job search help that you received as a migrant worker.

Interview questions:

Q1. Before I start to ask you questions, do you have any questions?

Q2. Tell me briefly about:

- Where you have come from?

- What you have studied?

- What sort of jobs you've done / work experience?

- When you came to Auckland? Etc.

Q3. What is the type of visa that you hold? What type of work rights does the visa provide?

Q4. Did you have any job offer before coming to Auckland?

Q5. What was your plan of action for job search before and / or on arrival?

Q6. Did you try applying for jobs on your own?

Q7. How was the response from employers? Or How was the job search experience?

Q8. What help did you seek to assist in your job search? Why?

Q9. Can you name all the programmes that you attended for employment / job-search assistance?

Q10. Which was the most recent programme you attended and how long ago was that?

Q11. What were your expectations from the programme before you took it?

Q12. Did the programme cover all that you expected?

Q13. Can you elaborate on the programme content / topics?

Q14. What did you find most useful about the programme? What was your major learning for your job search?

Q15. What did you not find as useful? Anything that you could not apply to your job search?

Q16. Did you learn anything other than job seeking?

Q17. Do you work right now? What job do you have? Is it a part-time / full-time / permanent / casual / some other arrangement?

Q18. Do you think you would have been placed differently if you did not take help from the employment assistance programme? Why?

Q19. Are there any suggestions for improvement for the programme?

Q20. Who do you think is responsible for making these changes?

Q21. Overall, would you recommend this or any other similar programme to a new migrant?

Q22. Do you think there are any other factors that may have affected your job search, other than what we have already discussed / other than the ones covered in the programme?

Q23. What do you think should be done about these other factors? Who needs to work towards these factors?

Q24. Do you have anything more / else that you would like to add to our discussion?

After the interview:

It was nice to hear about your experience. Thanks for trusting me and sharing your views. I wish you best of luck in your job search.

Appendix B 2. Participant Information Sheet

Participant Information Sheet

AUT
TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU

Date Information Sheet Produced:

22ⁿᵈ February 2016

Project Title

Unravelling Indian migrant workers' perceptions about the usefulness of job seeker programmes in Auckland, New Zealand

An Invitation

Greetings, my name is Shreya Jadhav. I would like to invite you to participate in my Master's research. I would like you to share your experience with regards to the job-seeker employability / career programmes that you undertook.

Your participation in my research is voluntary. You may choose to withdraw from the study up to the end of data collection phase on or before 15ᵗʰ October 2016.

Your name as well as the names of the companies (if any) that you mention, will be considered confidential and will be changed to fictitious names. I am conducting this research as a part of my qualification for a Masters of Business. Your data will be used for my thesis and may be published later in other academic outputs.

What is the purpose of this research?

My research aims to identify the perceptions of job seekers about the job support programmes offered by various government and non-government agencies. The main purpose is to give the migrant community a chance to voice their opinions about the job seeking help they receive and to identify gaps, if any.

I believe my research will benefit the larger migrant community, as the insights generated will be useful for institutions & policy makers for making improvements to the programmes they offer.

This research also contributes toward fulfilment of the course requirements for my Masters of Business.

How was I identified and why am I being invited to participate in this research?

You have either been directly identified by me as you are my personal acquaintance or you would have seen my advertisement on social media or you were given this Participant Information Sheet by a common acquaintance.

You have been invited to participate in this research, on the basis of the following criteria:

- You belong to the Indian community

- You have migrated to Auckland, New Zealand with a work / student / resident visa having work rights

- You have been seeking jobs after arrival in Auckland, New Zealand

- You have completed at least one job-seeker/ employability skills / career guidance programme provided by any government or non-government agency

- You have attended the above mentioned programme not more than a year and not less than two months ago

What will happen in this research?

You will participate in a face-to-face interview with me. The interviews will be conducted in English. I will ask you a series of questions about the job seeker / employability / career guidance programme that you undertook, the learnings from that programme, its applicability in the job market, your current job and its relation to the programme, suggestions for improvement of the programme and so on.

The interview will be audio taped. Data gathered in the interview will be transcribed and coded to enable analysis. The transcription will be conducted by a professional transcriber, who will sign a confidentiality agreement. The further analysis will be conducted by me and will be presented in the form of a thesis.

What are the discomforts and risks?

I do not anticipate causing any discomfort to you. You will also have the chance to ask any questions you might have, before the interview begins.

How will these discomforts and risks be alleviated?

If you do experience discomfort in answering certain questions during the interview, you can choose not to answer them. Once you inform me of the same, we can skip the question and move on. If required, the interview can be

terminated immediately. If you change your mind after the interview and do not wish to participate in the study anymore, you can let me know before the 15th October, 2016.

What are the benefits?

I believe, being able to voice your opinion is a benefit in itself. Since your participation in this research is on a voluntary basis, it will not provide any monetary / other direct benefits.

I believe, the findings of this research study could benefit not just the Indian community, but the migrant job-seeking population at large.

This study forms a part of my Master of Business course and it will help me towards gaining my degree. But a greater benefit is that being an Indian migrant myself, it will help me take up and address potential problems faced by the larger community.

How will my privacy be protected?

Data provided by you during the interview will be considered confidential. Interview transcripts will be stored securely. The professional transcriber will sign a confidentiality agreement. Your identity will not be revealed to anyone else. Pseudonyms will be used so that your identity is protected. All the processes involved in this research will be in line with AUT's Ethics requirements.

What are the costs of participating in this research?

To participate in this research, you will be required to provide 60 minutes of your time.

If any other cost such as transportation, is incurred for reaching the interview venue, a reasonable compensation can be provided.

What opportunity do I have to consider this invitation?

You have one week to consider this invitation.

How do I agree to participate in this research?

If you decide to participate in the research, you can contact me via e-mail confirming your participation. We will then mutually decide a convenient time, day and venue for the interview. Before the interview, you will be given a consent form to sign.

Will I receive feedback on the results of this research?

If you wish to review your interview transcripts, you can inform me about it during the interview. They can be sent to you after the interview.

If you wish to receive feedback on the results of this research, you can indicate that on the consent form. Once the research is complete, an executive summary of the research can be provided to you.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr. Felicity Lamm, felicity.lamm@aut.ac.nz, 921 9999 ext.: 5906

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, Kate O'Connor, *ethics@aut.ac.nz*, 921 9999 ext. 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Shreya Jadhav, jrv7887@aut.ac.nz, 0224293478

Project Supervisor Contact Details:

Project Supervisor, Felicity Lamm, felicity.lamm@aut.ac.nz, +64 9 9219999 – ext.: 5906

Approved by the Auckland University of Technology Ethics Committee on 22nd March 2016, AUTEC Reference number 16/67.

Appendix B 3. Consent form

Consent Form

AUT
TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU

Project title: **Unravelling Indian migrant workers' perceptions about the usefulness of job seeker programmes in Auckland, New Zealand**

Project Supervisor: **Dr. Felicity Lamm**

Researcher: **Shreya Jadhav**

○ I have read and understood the information provided about this research project in the Information Sheet dated 22nd February 2016.

○ I have had an opportunity to ask questions and to have them answered.

○ I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.

○ I understand that I may withdraw myself or any information that I have provided for this project, prior to the completion of data collection, without being disadvantaged in any way.

○ If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.

○ I agree to take part in this research.

○ I wish to receive a copy of the research summary (please tick one): Yes○   No○

Participant's signature: ....

Participant's Name: ....

Participant's Contact Details (if appropriate):

....

....

....

....

Date:

Approved by the Auckland University of Technology Ethics Committee on 22nd March 2016 AUTEC Reference number 16/67

Note: The Participant should retain a copy of this form.

Appendix C 1. Data Analysis Step 1

Short Profile – Rita

Rita is a Chemical Engineer by profession. She is originally from West India. She has about three years of work experience in a multinational company in the Energy sector. She came to New Zealand after getting married. Her husband has been in New Zealand for the past five years. She came to New Zealand on a Visitor visa initially, moved to a Work visa and got her Residency recently (all in one year). She now works for a water treatment company in a full-time role.

Appendix C 2. Data Analysis Step 2

Appendix C 3. Data Analysis Step 3

Participant Name	Page No. (coding document)	Participant Quote	Coding	Theme
Rita	2	And I was just like, uh after, two weeks after that, I had like holidays. (hmhmm). So I joined in December, and then it was for three weeks, and it was a good program. I appreciated like. Though it was like <smiles> free of, like from government. (umm). But it was like uh, the coordinator – trainer was uh, she was Annette, her name was. (umm). And she just carried out program. It was quite good experience. Because it was like interacting. All the CV, like how you need to be (hmm), preparing. And then she gave all the uh interview, what the employers look for. Uhh, the candidates (umm), how the procedure is carried out. Then meeting through some of the, going through how agents like recruiters, how they work (hmhmm). All procedures were told about. So it like gave us good confidence also.	Details of the EAP Programme content	EAP details / content
Rita	2	How we need to now work out Like they, its true they told us that we don't provide jobs. (hmm). We just help you.	Programme content	EAP Content
Rita	2	And you need to work out. That what I, I appreciate that. It's absolutely fine.	She expected the same	Expectations from the EAP
Rita	2	And then, I just, but I got, had to go back to India in December due to my personal problems. (Umm). So I just was there for two months. And although it was vacation time, so it was good, that I went out then.	Taking a break helped	Pre-EAP job search
Rita	2	And I came back in Feb, and I started applying for jobs. (umm). It was tough! then I contacted the coordinator, because she told you can contact me anytime (umm) if you need any help. It was good. They used to send me frequent mails about how things are going and all	Useful aspects 1)Training coordinator was approachable even after the programme. 2) Frequent e-mails were send to check with job search progress	Useful aspects

Appendix C 4. Data Analysis Step 4

Participant Name	Page No.(coding document)	Participant Quote	Coding	Theme	Group Theme
Rita Rita	2	And I was just like, uh after, two weeks after that, I had like holidays. (hmhmm). So I joined in December, and then it was for three weeks, and it was a good program. I appreciated like. Though it was like <smiles> free of, like from government. (umm). But it was like uh, the coordinator – trainer was uh, she was Annette, her name was. (umm). And she just carried out program. It was quite good experience. Because it was like interacting. All the CV, like how you need to be (hmm), preparing. And then she gave all the uh interview, what the employers look for. Uhh, the candidates (umm), how the procedure is carried out. Then meeting through some of the, going through how agents like recruiters, how they work (hmhmm). All procedures were told about. So it like gave us good confidence also.	Details of the EAP Programme content	EAP details / content	EAP
Rita	2	How we need to now work out Like they, its true they told us that we don't provide jobs. (hmm). We just help you.	Programme content	EAP Content	EAP
Rita	2	And you need to work out. That what I, I appreciate that. It's absolutely fine.	She expected the same	Expectations from the EAP	EAP
Rita	2	And then, I just, but I got, had to go back to India in December due to my personal problems. (Umm). So I just was there for two months. And although it was vacation time, so it was good, that I went out then.	Taking a break helped	Pre-EAP job search	Pre-EAP
Rita Rita Rita	2	And I came back in Feb, and I started applying for jobs. (umm). It was tough! then I contacted the coordinator, because she told you can contact me anytime (umm) if you need any help. It was good. They used to send me frequent mails about how things are going and all	Useful aspects 1)Training coordinator was approachable even after the programme. 2) Frequent e-mails were send to check with job search progress	Useful aspects	EAP

Appendix D 1. Abbreviations

ARMS	Auckland Regional Migration Services
ARPA	Auckland Regional Partnership Agreement
ARSS	Auckland Regional Settlement Strategy
ATEED	Auckland Tourism Events and Economic Development
CAB	Citizen Advisory Bureau
EAP	Employment Assistance Programme
NZMSIS	New Zealand Migrant Settlement and Integration Strategy
TEC	Tertiary Education Commission