

The background of the slide is a complex pattern of overlapping triangles in various shades of blue, ranging from dark navy to light sky blue. The triangles are arranged in a way that creates a sense of depth and movement.

AUT

Entering the field and eliciting refugee experiences with information and communication technology

Antonio Díaz Andrade

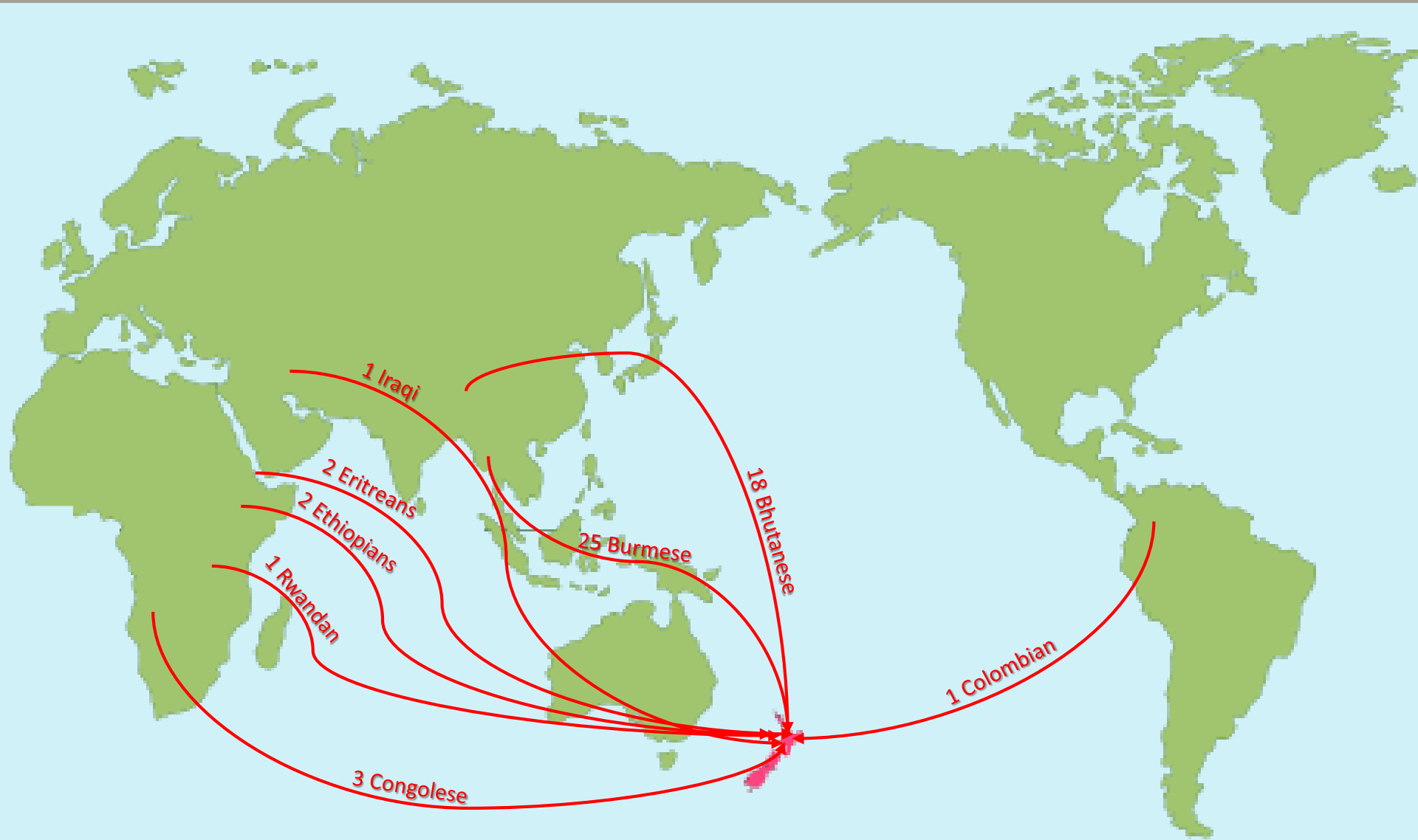
Antecedents

- Participants entered New Zealand as resettled refugees
- Purposive sampling (Patton, 2002)
 - Information and communication technology and the social inclusion of refugees (Díaz Andrade & Doolin, 2015)
 - Temporal enactment of technology-mediated information and communication practices (Díaz Andrade & Doolin, under review)
- Critical case as participants faced exceptional circumstances as newcomers to the country (Flyvbjerg, 2006)

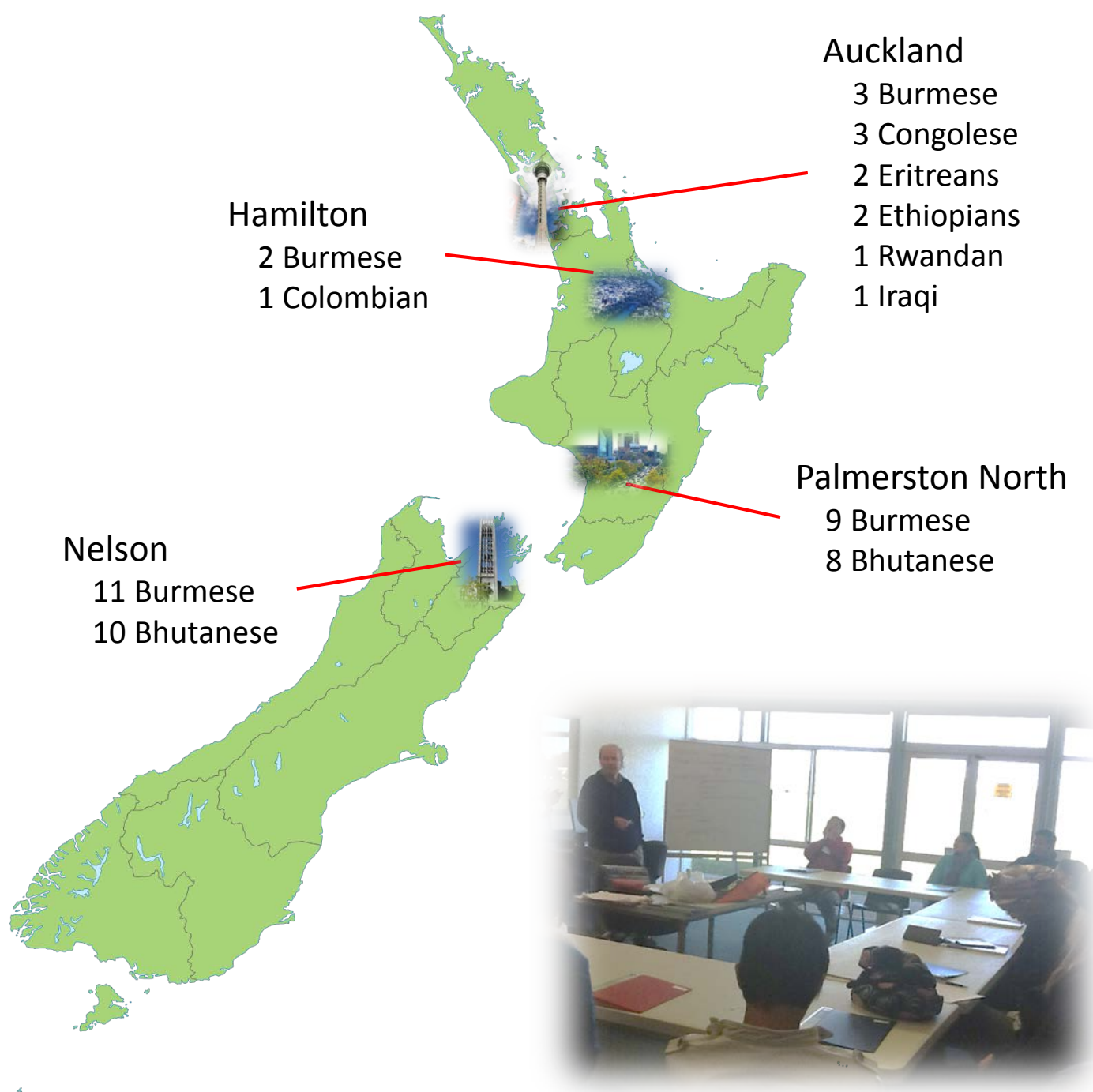
Negotiating access



- July 2011
 - Initial contact with the National Coordinator via email
- December 2011
 - Ethics application submitted
- January 2012
 - Ethics application approved
- July 2012
 - Kick-off meeting with the National Coordinator and other stakeholders at the Ministry of Education office in Auckland



53 participants



About the participants

- Occupation
 - Most of them were employed as store operator, government officer, housekeeper, interpreter, gardener, checkout operator, etc.
 - Some others were studying – mainly English
 - Ten were unemployed
- Age
 - Between mid-20s to 60s
- Education
 - From two illiterate to those holding university degrees

Paying special attention to participants' social context (Klein & Myers, 1999)

In the field

- In-depth, face-to-face interviews (July/2012 – July 2013)
 - Between 20 minutes and 1.5 hours
 - Conversational in nature – family conversation
- 39 interview sessions, including:
 - One group interview with three participants
 - One follow-up interview with one participant
 - Six interviews required the assistance of an interpreter
- Accommodating to participants' preferences:
 - 24 interviews at participants' houses
 - 11 interviews at the local school
 - 2 interviews at the community centre
 - 2 interviews in public arenas

Probing participants in order to capture the nuances of their statements

(Duranti, 1993)



Lessons learned

- Preparation for negotiating access
 - Invaluable support from local coordinators
- Flexibility during the fieldwork
 - Not everything works according to plan
- Active listening during the interviews
 - Follow the leads because unexpected stories emerge
- Sensitivity to participants' circumstances
 - Minimise intrusiveness

Extended funding helps Computers in Homes

By Sha Burkes

The Nelson branch of the Computers in Homes programme is achieving great success, with more funding on the horizon.

The initiative, which allows families to receive free training, a recycled computer, 12-month subsidised internet connection and technical support has been taken the go-ahead for extended funding from the Ministry of Education.

This week Education Minister Hekia Parata announced \$1.6 million of funding for digital literacy.

Victory Primary School ESOL teacher and refugee education co-ordinator Stianne Goodwin said that while the Nelson branch of the programme was not in the main hub, it had achieved great success within the refugee community and was deserving of attention.

"The programme is such a helpful tool for teachers and families. The education opportunities are endless and the students are so grateful to learn."

There were 15 places available this year, with a waiting list of 20 people. Those without a computer or internet met the criteria.

"I love refugee children and families. They arrive here hungry to learn. They are like little sponges who are keen to pick up everything," she said.

Tutor Drayana Bakhshi said the programme was great because it helped refugees feel more connected to their own countries but also more connected to New Zealand society.

"Many refugees can't afford computers. The programme allows them to get no different to anyone else."

Mrs Bakhshi also stressed the need to keep up with technology.

"More schools are sending kids home with homework that requires the internet. This can be very exclusive for those who don't have these resources."

Course participant Mu Yal said it was great to learn how to do things that she had never done before.

"It has been a very good thing for me," she said.



Connected: Computers in Homes participants Zember Peñ, left, Mu Yal, Mu Ban Peñ and Mu Bar, with Dr Antonio Diaz, of AUT used by refugees who live in Nelson and are learning English through Victory Primary School.

As a result of the initiative's success, AUT University of Technology and Antonio Diaz Andrade visited participants this week to conduct a review for the ministry.

prope future implementations of the programme," he said. The research aims to see how refugees interpret computer information and how they act upon that received information.

Interestingly, computers are designed in a certain way but are used in particular, different ways, he said. Nelson was chosen as a destination study because it had an established refugee community, which was relatively large and with great programme.

By SHAYNE ELDRIDGE

A new computer, an internet connection and a 30-hour course has helped new Hamilton resident Min Aug and his family adjust to a new way of life, like so many refugee families before them.

Min arrived in New Zealand from Burma with his wife Aye Aye and daughter Teresa, who is now three, in 2010 through the United Nations' refugee quota scheme.

Like many new refugees to NZ, Min and his family lived in the Ministry of Refugee Resettlement's Auckland for a few weeks while they were introduced to Kiwi life.

Refugees are not given a choice of where they settle - Min Aug's were picked to settle in Hamilton.

"We were very lucky," Min said of the selection. The Hamilton families are supported by the Services and Housing Development Services as well as possible.

Digital aids help refugees settle in

The feedback and appreciation for this course has been heart-warming, with many success stories of how access to a computer in their homes has proved invaluable.

- HMS finance manager Tania Pointon

One of the many support projects is Computers in Homes - a training programme of 30 hours, with the aim of providing basic computer and internet training is provided by the Ministry of Education and covers the graduate families receiving a refurbished computer and a year-long broadband internet connection.

January last year, helped him with using online banking and organising appointments with government agencies - "many useful things," he said - and the internet allows him to email and video call family and friends still in Burma.

In between studying small business studies at Te Wananga o Aotearoa and looking after his family, which includes two children, Min Aug, son Mahuta, Min Aug is a legal assistant for the course, helping other Burmese families.

Eight families from Burma graduated in a month, along with a Colombian family and a Congolese family.

NZ hosts 760 refugees each year under the UN quota. Hamilton receives around 80 to 90 each year.

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Min Aug is grateful for the Computers in Homes programme. Photo: KATRINA BIELESKI

