

Outcomes model

New Zealand benefits from the skills, knowledge, experience, and connections that refugees and migrants bring with them.

Refugees and migrants feel a sense of belonging and effectively settle in New Zealand.

Refugees and migrants learn English, giving them the opportunity to pursue aspirations for themselves and their families, and to participate in all aspects of life in New Zealand.

Stakeholders choose ELP because we contribute to their goals by being a well-respected, forward thinking and proactive organisation.

ECONOMIC OUTCOMES

Employers have skilled, safe, and productive employees.

Learners have the language and literacy skills to participate in further education.

Learners can

- get a job
- embark on a career pathway for 'the job'
- set up and effectively run their own business.

Volunteers gain skills that support employment opportunities.

SOCIAL, CULTURAL AND ENVIRONMENTAL OUTCOMES

Learners can live confident and independent lives in New Zealand.

Learners have the knowledge to look after our environment.

Learners understand their rights and responsibilities in relation to bicultural and multicultural New Zealand.

Learners can participate in New Zealand society.

Learners meet people, make connections, and are not isolated.

Volunteers meet people, gain cultural awareness and contribute to their community.

Learners know about and can access services delivered by others.

Learners can retain and share the uniqueness of their cultural identity.

ELP ORGANISATIONAL OUTCOMES

ELP demonstrates excellence and innovation in English language provision.

ELP leads and advocates for the development of refugee and migrant education and settlement.

ELP activities are supported by diverse income sources.

ELP fosters a culture of learning that effectively uses information to improve organisational practices.

ELP's networks and partnerships create connections and pathways for learners to participate in further study, employment and daily life.

ELP models and builds capability in effective cross-cultural awareness and communication.

Information and advice is accessible to learners.

English lessons are delivered.

Learners identify and achieve their learning goals.

Learners attend.

Volunteers and paid staff are trained and supported.

ELP provides input and makes submissions.

ELP staff participate in networks, partnerships and sectors.

ELP has innovative programmes.

ELP has diverse income sources.

ELP meets compliance requirements.

ELP data, evaluation and research.

PROGRAMMES

English Language Groups. English for Employees. ESOL Home Tutoring. English for Migrants. ESOL Literacy. ESOL Intensive. Police Recruit Literacy.

NZ Certificate in English Language. Workplace contracts. Local programmes. Job Mentoring. Certificate in ESOL Home Tutoring. Work Talk.

ORGANISATIONAL ACTIVITIES

Input to policy and service development. ACE and literacy sector leadership. Research on refugee and migrant education issues. Voluntary and NGO sector participation.

Programme development. Awareness-raising activities for refugee and migrant education issues. Organisational evaluation, development and sustainability activities.

ESOL learners.

Effective relationships with our partners.

Staff: paid and voluntary.

Support of the community.

Government funding.

Information and communications technology.

Funding: philanthropic and other.

Venues – office and teaching.

Administrative and logistical support.

Teaching resources.

Cultural competence.

Guiding documents such as: ELP Vision, Mission, Philosophy, Code of Practice and Strategic Plan plus the Tertiary Education Strategy and refugee and migrant settlement strategies.

Effective governance by ELP Board.

A foundation of legal and ethical practice.

OUTCOMES

ACTIVITIES AND OUTPUTS

INPUTS

