



European Manifesto for Inclusive Learning: case studies in the Netherlands

Karijn Nijhoff

Senior Researcher

Research group Sustainable Talent Development

Research group Metropolitan Development The Hague

University of Applied Sciences

The Hague, The Netherlands

My gratitude to Robin Metiary and Behnaz Taebi for
their collaboration and support

k.g.nijhoff@hhs.nl

www.thehagueuniversity.com

This study was funded through Erasmus+
Grant Agreement Number - 2018-1-IT02-KA204-048329.



Co-funded by the
Erasmus+ Programme
of the European Union

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Contents

Introduction	3
Manifesto	3
The Dutch Context	7
Asylum and integration in the Netherlands	8
Alternatives	13
Methods	18
MUNICIPAL INITIATIVE: Municipality of Leiden: JA Statushouders	20
INTEGRATION AND WORK: Queridon	25
SOCIAL COOPERATION	32
Blauwe Paraplu – The Blue Umbrella	34
Coöperatie Eva	38
SOCIAL MEDIA: immigration guidance foundation: refugees @ business	44
Conclusions and recommendations	49
References	51
Figure 1: Asylum requests in the EU28	7
Figure 2: Asylum requests in the Netherlands, 1990-2017	8
Figure 3: Asylum requests by nationality 2013-2017	9
Figure 4: Integration tests passed by status holders from 2014 in 2018	13
Figure 5: Combinations of targets of dual education systems in the Netherlands	17
Figure 6: Overview JA Statushouders	21
Figure 7: Civic integration in Leiden	22
Figure 8: Overview Queridon	26
Figure 9: Overview Blue Umbrella	36
Figure 10: Overview Cooperation EVA	39
Figure 11: Overview Refugees at Business /IGF	47
Table 1: Percentage employed (of 18-65-year-old) with a (temporary) refugee status in 2014, by months after status was obtained	14
Table 2: Data collected	19
Table 3: Summary of possibilities and limitations online support	45
Box 1: Integration 2021 – proposed changes in the law	16
Box 2: Stagestraat© and the importance of collaboration between different parties	31
Box 3: Lemat: additional support for a specific group	43
Appendix 1: Manifesto of Inclusive Learning	54
Appendix 2: Interview tool	58
Appendix 3: Overview of actors in Dutch integration process for status holders	61
Appendix 4: Principles of the Manifesto per organization	62
Appendix 5: Tool Manifesto for Inclusive Learning: Lemat and Stagestraat©	69



Introduction

The European Manifesto for Inclusive Learning is an initiative of the University of Florence to promote adult education for migrants and refugees. The program seeks to provide "a concrete tool for adult educators to promote adult learning in their local context". In order to achieve this goal, eight European Union partners in different EU countries collaborated intensively for 1 ½ year to exchange experiences, expand opportunities and to seek to promote a more coordinated and integrated approach. Each partner collected case studies of good practices using a common tool for collecting data. The results of the Dutch partner, The Hague University of Applied Sciences are presented here. Seven cases have been studied with very different, mainly informal ways of mutual learning in the Netherlands.

First the Manifesto is described in more detail. This is followed by a sketch of refugee flows to the Netherlands and the Dutch asylum system. After these chapters, the different cases are presented, followed by a conclusion and recommendations based on the Dutch good practices.

Manifesto

The Manifesto for inclusive learning (appendix 1) was co-created at the EPAL National Seminary or welcoming training in 2017. The principles reflect common objectives and language for those who sign it. *"The Manifesto of Inclusive Learning puts each citizen with his/her cultural heritage at the centre of continuous education and recognizes the diversity of education and training approaches as an opportunity to promote social change and build a Europe for all from grassroots."*

The main principles are education and training based on a common humanity with shared reciprocity. The weakest will be protected in a shared future where all are held accountable. Networking and curiosity and respect expand inclusive education and training. Evidence-based methods are collected through a narrative approach.

Goals of the Manifesto¹

Goal: "Focusing on the complex migration phenomenon, considering that Europe has been deeply transformed in the last 5 years by in bound migrations and refugee wave that only in 2016 has resulted in more than a million asylum seekers, the project wishes to contribute to the ongoing debate and aims to bring the attention to an innovative concept of adult education. This concerns competent educators who are able a) to advocate, b) to train adult citizens to be better prepared to live and thrive in resilient intercultural communities."

The Manifesto has two main parts: 1) general principles 2) recommendations for promoting inclusive learning for three distinct population targets:

1. migrants and asylum seekers
2. adult educators and other professionals that works on integration of migrants (for instance social workers, legal and health professionals just to mention a few)
3. local communities at large, that need to be informed and involved in shaping successful modalities of living together.

The goals of the project relate to

- an *advocacy tool kit* connected to the Manifesto for inclusive adult learning with a European dimension
- an *increased knowledge* and contamination to good practices of adult education of migrants in EU countries
- increased *skills of networking, advocating and designing* at the local and EU level

"How can adult educations, in the framework of better performing stakeholders' network, be better prepared to mainstream key competences of both autochthone and migrant citizens so that the letter can develop spendable life and career management skills to better perform not only in the labor market but also in their own life project?"

The eight partners from seven EU countries work together on the development of the toolkit – and on the collection and dispersion of 'good practices' – expanding networks and communication to as many interested parties as possible.

Partners

The partners of the project are from seven European Union countries with diverse backgrounds.

The University of Florence, Department of Science of Education and Psychology is the applicant of the project. They have a long history of research and knowledge dissemination for schools, teaching, educational and social relations, and training. Adult education and social inclusion is one of the main research areas of the department.

1 From application form, p. 35

Pfefferwerk Foundation in Berlin, Germany was created in 1999 to promote diversity, equality of chances and local development, supporting sustainable local communities and strengthening social cohesion in the city of Berlin, mainly in disadvantaged boroughs. Education is the main field of six areas of activities of the foundation.

The Interorthodox Centre of the Church of Greece is the educational organization and the convention center of the Church of Greece. They organize educational seminars and programs for teachers of all grades. They cultivate the mentality to deal with arising issues concerning the contemporary multicultural social environment, through cooperation and dialogue. They run two main activities yearly: series of training seminars concerning adult education and the implementation of EU/UN programs concerning education, matters of genocides, intercultural/interfaith coexistence.

The Mosaic Art Sound is based in the UK. They develop projects in two directions: In the social field, The Mosaic designs and delivers activities to enhance human relationships. In the area of education and culture, it is active in research and applications of music to enhance life at all levels. Staff working in the organization has long-term experience in delivering innovative methodologies and practices for inclusion and foreign language learning.

The CPIA La Spezia, The Provincial Centre for Adult Education (structure of the Ministry of Education) aims to provide education and training opportunities for adults and young people over the age of 16. They have four training centers in the area, of which one is in the prison. They offer literacy and numeracy courses and lower secondary school leaving qualification courses. They certify formal, non-formal and informal competencies and language courses for nonnative speakers.

Centrum Edukacyjne EST from Wadowice, Poland is set up in 1994 as a lifelong learning center. The center has developed different courses in the field of intercultural communication facilitated by digital media. The courses currently offered cover a wide range of skills and competencies including foreign languages, intercultural communication and support in intercultural issues, ICT and entrepreneurship.

The Helinä Rautavaaraan museum in Espoo, Finland is an ethnographic museum run by a private foundation. The museum uses the facilities of an ethnographic museum to promote its strategic goals: wellbeing, sense of community and social peace. Learners from different cultural backgrounds are trained in language skills and get familiar with Finnish working life at the museum premises. The museum has run various creative and innovative co curation, audience and education projects with migrants, asylum seekers and refugees.

The Hague University of Applied Sciences in the final partner. The University focuses on applied research in different fields. The research groups Sustainable Talent Development, Metropolitan Development, and Inclusive Learning have a connection to the project.

Importance of Education

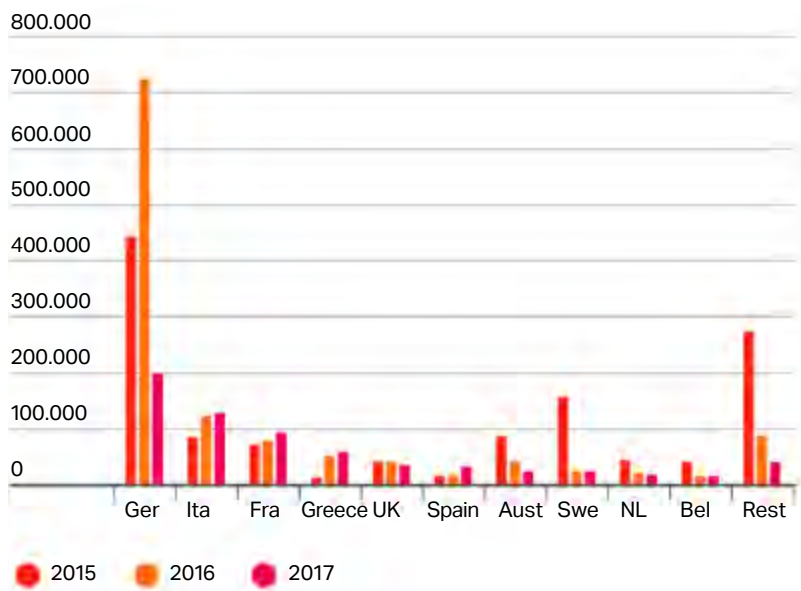
The central importance of education in integration and participation processes of migrants and refugees is confirmed on global, European and on national levels.² Education is important on multiple levels and for different aspects. *“Together with social and employment policies, educational policies are a meaningful tool for constructing integrated and cohesive societies. Education is a public good and a human right”* (Maletic, 2016, p. 4). The economic benefits of education (for receiving societies) are less costly in the long term, social benefits of an educated (migrant) population are multiple. Education and social, civic and cultural integration are closely connected and lead to a sense of belonging. Maletic argues for an integrated educational system for both migrants and natives where *“Access to apprenticeships, vocational education, dual systems, lifelong learning paths and the permeability between systems should all be part of integration policies as they widen the opportunities to gain competences and skills needed on the labour market.”* (p. 5). Both intercultural competences and overcoming language barriers are important to successful integration and participation (Maletic, 2016).

2 For example, see Forced Migration Issue 60 www.fmreview.org/education-displacement; Eurocities, 2017; UNESCO, 2018

The Dutch Context

The different partners face different contexts and different questions with regards to refugee (and migrant) education. In Italy, most migration and asylum requests are from sub-Saharan countries. Italy, as border country of Schengen and as entry point for Mediterranean routes faces different border questions than countries in the north of the EU. But the questions in Italy also differ from those in other southern EU countries as Greece. In Greece, the financial crisis and the severe austerity demands imposed a nearly impossible task for the Greek government when a sudden increase in refugee flows from Syria (through Turkey) started in 2013. The northern EU partners (Finland, Germany, Poland, UK, Netherlands) – if they can even be grouped in such a way – also face different migration flows. Germany received the largest absolute number (689,950) of Syrian refugees. The Netherlands was received a much smaller absolute number of Syrian refugees (31,963).³

Figure 1: Asylum requests in the EU28



Source: Vluchtelingenwerk, 2018, p. 34

3 Numbers do not tell full stories: different countries use different statistics and ways of counting.

Asylum and integration in the Netherlands

Asylum requests in the Netherlands exceed the numbers of people that are granted asylum and status. The increase in requests in 2015 when almost 60,000 people requested asylum (of which a little over 27,000 were Syrians), did not translate into an equal amount of status permits. For Syrians and Eritreans, status was granted almost automatically, for over 20,000 other requests, a procedure to investigate the grounds for asylum was started.⁴

Figure 2: Asylum requests in the Netherlands, 1990-2017

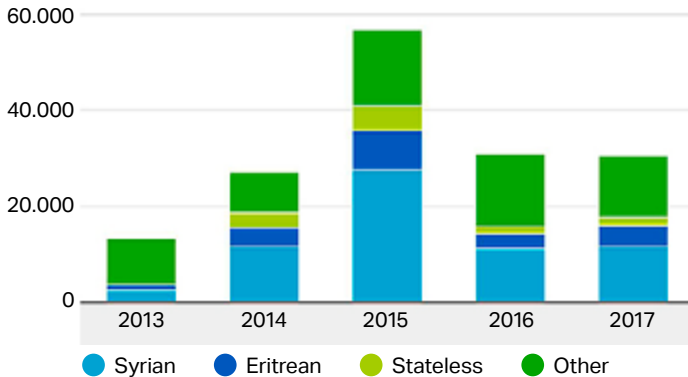


Source: Vluchtelingenwerk, 2018, p. 7

4 Applications for asylum are tracked in detail by the Dutch Immigration Service (IND: <https://ind.nl/over-ind/Cijfers-publicaties/Paginas/Asieltrends.aspx>: monthly reports in English)

The increase in asylum requests since 2013 -2014 was mainly due to an increase in requests from people fleeing the Syrian war. Eritrean requests increased starting in 2014:

Figure 3: Asylum requests by nationality 2013-2017



Source: <https://www.werkwijzervluchtelingen.nl/feiten-cijfers/aantallen-herkomst.aspx> (01/05/19)

Of the asylum requests, about 50 % is granted at the first decision (EU: 45%). An additional 60% of the appealed cases is granted asylum (EU: 33%).

After asylum: status holders

Legally, all recognized refugees (in Dutch *statushouder* or status holder) are subjected to follow and pass a civic integration and language course. The Netherlands is the only country in the world where third country nationals have to pass a civic integration test before accessing the territory. Most countries have these tests when a newcomer applies for citizenship or permanent residency. The pre-migration test is not a requirement for refugees.

At the start of the asylum procedure in the Netherlands, refugees are sheltered by COA (Centraal Orgaan opvang Asielzoekers) where the first steps of the procedure towards refugee status begin. When their status as asylum seeker is recognized, a temporary permit to stay is issued. The status holder is then transferred to a municipality where municipal responsibility starts.

The municipality is responsible for housing and for 'activation': either through education, labor market participation, or volunteer work. When a status holder arrives in the municipality, he or she has to start the integration and language courses. The responsibility for finding a suitable provider is on the individual level of the status holder.

Dutch integration policies

Dutch minority policy was first defined in the 1980s, with a focus on socio-economic participation of immigrants. The focus has shifted over time, and today, socio-cultural components of participation and integration have become important. Civic integration includes language courses and a knowledge of society component (Gans, 2007; Korteweg, 2005). For Dutch policy makers, labor market participation and education follow if one has sufficient knowledge of the language and of society (Nijhoff, 2019a).

The focus of the program is strongly linked to norms and values. The discussion around the formulation of these norms and values started in the early 1990s and has hardened every few years, regardless of the political color of government. Integration has become an individual endeavor where *“for these individuals secularization and an attitude towards gender equality are important conditions for becoming a ‘full’ citizen of Dutch society”* (Korteweg, 2005, p. 8). Dutch culture is portrayed as modern, tolerant, and open, where separation of state and church and freedom of speech are core values. These values are attributed to all Dutch, and are defined broadly to insinuate universal validity (Duyvendak & Rijkschroeff, 2004; Korteweg, 2005; Nijhoff, 2019a; Omlo, Cankaya, & Bouras, 2013; van Oers, 2013; van Rijn, Zorlu, Bijl, & Bakker, 2004).

‘Integration’ is assuming a static non-diverse Dutch culture. Integration is assumed to be linear, towards certain goals. Diversions of the integration path are considered failures. Civic integration is not only contested for its content: the program only focuses on one side of society while integration also requires access and interaction (Nijhoff, 2019a; Peeters, 2013; Schinkel, 2008; Schinkel, 2011). Despite these shortcomings, it is still dominant policy and amendments to the laws do not address these problematic aspects of integration.

Education on integration for recent refugees

In the Netherlands, the number of institutions that offer adult refugee education has grown in the 2010s. The increase is not only due to the numbers of asylum seekers and refugees but also to a change in Dutch Integration Law in 2013. The Dutch integration law of 2007 made a civic integration test mandatory for all those who wanted to migrate to the Netherlands from outside of the EU. The test was composed of two components: language and knowledge of society⁵.

5 A first test has to be taken *before* migration at the embassy of the country of residence. This test is required for all those between ages 18 and 65 that want to come to the Netherlands for a period longer than three months (<https://ind.nl/Paginas/Basisexamen-inburgering-in-het-buitenland.aspx> (01/05/19)).

In 2013 the law was adapted: where the 2007 law contained provisions for municipalities to help new inhabitants with the test, the 2013 law made the newcomer responsible for passing the tests. The exam was changed:

Wi 2007: exam on three parts: 1) Verbal Dutch 2) Knowledge Dutch society 3) Exam based on one of four profiles: work; education, health and raising children; social participation; entrepreneurship

Wi 2013: exam on five (six) parts: Dutch knowledge: 1) Verbal 2) Reading 3) Listening 4) Writing. 5) Knowledge Dutch society 6) Orientation Dutch labor market (starting in 2015)

The migrant is responsible for choosing a school; the initial budget of 10,000 euro is available for three years. If the tests are not passed within those three years, the loan becomes a debt⁶. The language test that has to be passed is in Dutch on A2 level⁷. The civic integration tests partially focus on the labor market (ONA: orientation on the Dutch labor market) and partially look at Dutch customs and habits (KNM: Knowledge Dutch society). The adaptations of the law can be summarized by 1) own responsibility 2) private consumers' market for language and civic integration courses 3) result oriented. The last point, where status holders have to pass the tests within three years, is not enforced of refugees. This part of the law is in contradiction to European and international legislation.

The shift in responsibility to the new inhabitant meant that the newcomer had to find his or her way in the system without knowing the language or the structures. The market for civic integration and language courses was privatized where anybody could open a 'school' to attract potential clients. The quality of the schools was not tested or guaranteed by the government at the start. Research in 2016 revealed that 87 of the 227 schools that were investigated displayed some form of fraudulent behavior⁸. Language schools were using the vulnerable position of the newcomers to exploit their funding^{9,10}. Today, the organization

6 <https://wetten.overheid.nl/BWBR0020611/2013-01-01> (01/05/19)

7 There are six levels of language acquisition in the Common European Framework of Reference for Languages, starting at A1 (basic ability) to C2 (mastery, near native to native). A2 gives a person the 'ability to deal with simple, straightforward information and to begin to express oneself in familiar contexts (<https://www.examenglish.com/CEFR/cefr.php> 13/01/20).

8 <https://www.ad.nl/binnenland/minister-tientallen-taalscholen-plegen-fraude-bij-inburgeringsexamen~a3757c65/> (02/05/19)

9 https://decorrespondent.nl/5384/vijf-jaar-na-de-vluchtelingenpiek-gaat-het-goed-met-de-nieuwe-nederlanders-ondanks-falend-inburgeringsbeleid/358778992-c642777d?fbclid=IwAR0w8aXCerIDGNTmdfaphJzggi6QRGWd7TPc2TkLm1PL0m_nu92RF1UUYR8 (02/05/19)

10 For example: <https://decorrespondent.nl/8280/inburgeraars-moeten-leren-wat-andere-inwoners-niet-eens-weten/3391769834640-7d9650b7> (01/05/19)

'*Blik op Werk*' monitors the quality of language schools. On their website¹¹ the schools are listed according to the evaluation of the quality of their education. Different standards are included and can be consulted through the website (in four languages).

Evaluations of the law in 2017 and 2018 indicate that the changes in the law have not been beneficial for successful integration in Dutch society. The main criticisms are that:

- to expect that a newcomer can find his or her way through the complex system of language schools, quality, and rights and duties in the process, is unrealistic. The choices in a route towards integration are too complex. The letters of the financing institution are in Dutch, support from others is needed to understand the trajectory. To illustrate the complexity, *Appendix 3* contains an illustration of all actors involved in the process
- the market of language schools and integration courses is not transparent. The dependence of the status holder makes him/her vulnerable for abuse by schools that are for-profit
- the limit of three years is too short. Because of the time limit, status holders do not necessarily aim for the highest level but aim for passing the test so they will not have to pay back the loan (Booijink, Stavenuiter, & Taouanza, 2017a; de Gruijter, Razenberg, & Tinnemans, 2019; Onderwijsraad, 2017).

Besides these failures in the system, there are problems with the institutional separation of integration and participation. The Dutch system is organized in different departments (in national and local government) with different responsibilities and different expected outcomes. Integration (language and civic integration) is not part of the same program as (labor market) participation. The ONA part of the integration course teaches some labor market aspects, but the content of the program is too general. The level of language knowledge will not be adequate to start labor market participation.

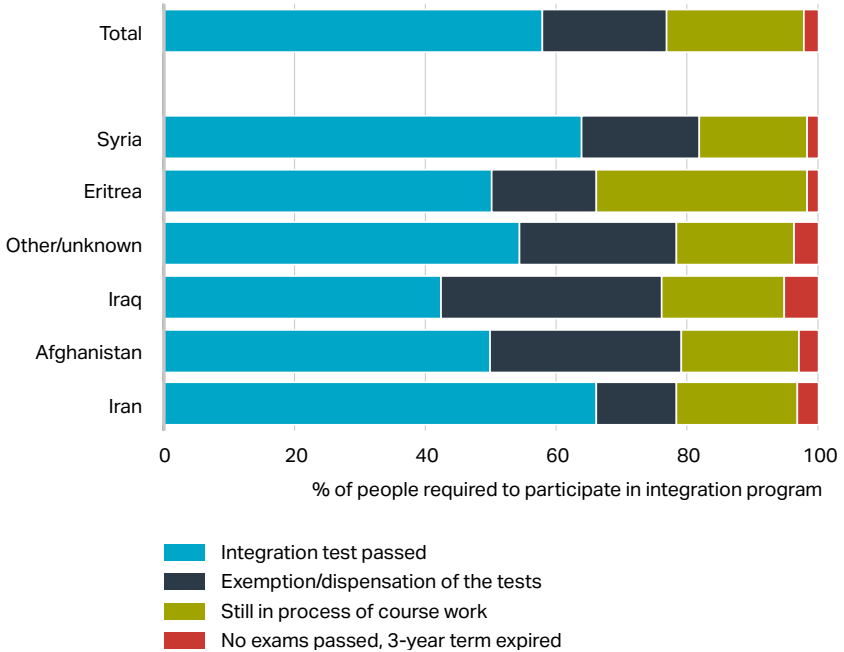
Results

Despite these problems, recent refugees do manage to pass the integration tests. Over 50% of the accepted refugees arriving in 2014 have passed the tests of the language and civic integration courses by 2018. In 2014, 20.000 refugees were granted (temporary) status in the Netherlands, of whom 13.000 had to pass the integration test¹². Among Syrians, 64% coming in 2014 had passed in 2018; among Eritreans, the percentage was lower, about half had passed the tests by 2018.

11 <https://www.ikwilinburgeren.nl/nederlands/scholen> (07/06/19)

12 <https://www.cbs.nl/nl-nl/nieuws/2019/16/6-op-10-statushouders-uit-2014-heeft-inburgeringsdiploma> (02/05/19)

Figure 4: Integration tests passed by status holders from 2014 in 2018



Source: CBS.nl

Early 2019 the percentage has increased from 58% to 86% (including those that have fulfilled the requirements in other ways)¹³.

Alternatives

Even though the recent refugees that have been admitted in 2014 are passing the tests, the Integration program of law of 2013 has failed. It is costly and frustrating for the participants. The focus on passing the tests for example inhibits learning the language for real life purposes. The burden of integration tests limits real integration: labor market participation for recent refugees is low.

13 [https://decorrespondent.nl/5384/vijf-jaar-na-de-vluchtelingenpiek-gaat-het-goed-met-de-nieuwe-nederlanders-ondanks-falend-inburgeringsbeleid/358778992-c642777d?fbclid=IwAR0w8aXCerIDGNTmdfaphJzggi6QRGwd7TPc2TkLm1PL0m_nu92RF1UUyR8\(02/05/19\)](https://decorrespondent.nl/5384/vijf-jaar-na-de-vluchtelingenpiek-gaat-het-goed-met-de-nieuwe-nederlanders-ondanks-falend-inburgeringsbeleid/358778992-c642777d?fbclid=IwAR0w8aXCerIDGNTmdfaphJzggi6QRGwd7TPc2TkLm1PL0m_nu92RF1UUyR8(02/05/19))

Table 1: Percentage employed (of 18-65-year-old) with a (temporary) refugee status in 2014, by months after status was obtained¹⁴

	Syria	Iraq	Afghanistan	Eritrea	Iran	Other
3	0,3	3,5	5,2	0,2	1,5	3
6	0,5	4,4	9,8	0,2	1,7	4,1
12	1,5	5,4	16,3	0,9	2,9	5,7
18	3	5,8	19,4	0,9	5,5	7,2
24	5,7	10,4	25,8	2,7	7,4	10,5
30	10,5	14	29,7	5,8	12,3	15

Source: CBS.nl

Most people were employed in the restaurant/catering sector, generally for temporary, part-time work. A similar picture can be sketched for those who got a permit in 2015. It is important to keep in mind that recent refugees have three years to complete their civic integration course. Research shows that the course work is often an obstacle for full time access to the labor market or self-employment. The long period of inactivity on the labor market is not beneficial for later access¹⁵.

Ironically, when the 2007 Integration Law (2007-2013) was implemented, an additional plan was needed by the end of 2007. Municipalities were given the possibility to provide courses for those that needed to follow the integration program, which meant a shift in responsibility (Booijink et al., 2017a).

In 2009 a study showed several recommendations for improvement of the Integration program. Different immigrant groups wanted to focus on different topics. The 2007 program included four 'specializations' where the connection with the labor market and larger society were made. Female participants indicated there was not enough room or attention for their preferences. The combination of work and integration course was difficult: people were having difficulties getting time of work to follow the courses. The timing of location of courses was be an obstacle. Higher educated refugees were especially interested in trajectories that combine work and education (dual trajectories). They would have liked to be supported in the follow-up steps towards higher education. They also indicated that the language courses were not considered intensive or difficult enough. 92% of the people interviewed for the report indicated they wanted to improve their language skills.

14 Of those employed 18 months after status was obtained, 6 % worked self-employed. After 30 months, this percentage was reduced to 1 percent.

15 <https://www.cbs.nl/nl-nl/nieuws/2018/16/11-procent-van-statushouders-heeft-werk> (22/07/19)

The report stressed:

- Tailormade approach; consideration for education level and learning capacities of those involved
- Greater stress on the connection between integration and participation
- Importance of dual or combined trajectories (Klaver & Ode, 2009).

Recent reports evaluating the current program stress the importance of these same aspects. The integration program is missing a connection to other structures in society, as labor market participation. Participation is the responsibility for the municipality but because of the scheduling conflicts between work and integration, municipalities struggle with different approaches. There is (again) a need for dual trajectories where language education and participation in the (volunteer) work force are combined. The level of language education is not sufficient, especially for those that want to continue their (higher) education. Also, there is little communication or follow-up between the different organizations, a lack of a chain, linked to the integration process. As in the past, a tailor-made approach for different education levels and learning skills is desired. Additionally, recently arrived refugees should be supported in the build-up of a network and in their knowledge of the Dutch labor market (Booijink et al., 2017a; de Gruijter et al., 2019; Engbersen, Dagevos, Jennissen, Bakker, & Leerkes, 2015; Klaver, Mallee, Ode, & Smit, 2015; Onderwijsraad, 2017; SER, 2016).

The abundance of evidence promoting tailor made approaches and specific trajectories have seen a translation in Dutch policy. The civic integration structure is an example of a specific system, created for new arrivals that want to settle in the Netherlands (third country nationals or refugee/asylum seekers). This separate institutional construction proved to be inefficient. A different approach may be implemented in 2021: municipalities will be responsible in the new system; there will be extensive intake procedures, that lead to a personal integration approach (personal Plan Integration and Participation: PIP)¹⁶.

16 <https://www.divosa.nl/nieuws/nieuwe-wet-inburgering-2021-van-kracht> (04/08/19)

Box 1: Integration 2021 – proposed changes in the law

The start of the integration and participation trajectories will be earlier, with a focus on language and civic integration in the early stages. The intake will look at the competencies and knowledge of the asylum seeker, education level, language, health, family, capacity to learn, networks, and motivation and interests.

The PIP will include approaches for integration; participation; support and independency. As in the current system, the term of the plan will be three years. Within those three years, there is room for adaptation of the plan. There will be (financial) support in the first six months, with possible extensions if needed.

There will be a focus on regional cooperation where needed. Smaller municipalities will be encouraged to form partnerships. The municipalities will provide for the different courses; they will monitor the quality of the providers.

There will be different routes in the integration trajectory: the regular route; the education route; and the Z-route. All routes will include Knowledge Dutch Society, Orientation Labor Market, and the signing of the Participation Declaration. In the regular trajectory, the focus will be on Dutch as a second level, B1 level. If this is not within the capacities of the person, there can be tests on A2 level. The education route will be for those who can and want to continue their education (MBO2-level or higher). There will be provisions for a chain of education: intensive language training but also education on other subjects that are of relevance in the Dutch education system. The Z-route focuses on self-reliance. The route is for those who are not capable of learning Dutch (A2). The focus is on participation.

Municipalities are expected to prepare for these legal changes.

From: https://www.divosa.nl/sites/default/files/nieuwsbericht_bestanden/20190215-kamerbrief-tussenstand-voi.pdf (04/08/19)

Different initiatives have started without waiting for the legal change. The innovative approaches try to tackle the hurdles that recent refugees face in the complex Dutch system. Often, a combination of different goals from different institutions are combined in these initiatives. Integration is not a goal in itself, but a means to achieve, for example, labor market participation. In this report different programs that offer (informal) dual learning options are analyzed.

Dual education

Dual education systems can be organized around different goals. Language education is part of the mandatory civic integration but some programs offer additional language training. Some focus on language, some also offer civic integration courses. These can be linked to preparation for work or to education and work. Figure 5 shows different combinations in dual education programs.

Figure 5: Combinations of targets of dual education systems in the Netherlands

	Preparation for work	Education and work
Civic integration	1	4
Civic integration and extra language at work	2	5
Extra language at work	3	6

Source: Oostveen, Ode, & Mack, 2018, p. 20, author's translation

The first combination combines civic integration and preparation for the labor market. While municipalities are officially not responsible for the civic integration courses, they try to assist by looking at combined trajectories. The municipal case manager, assigned to help activate people on welfare, guides the status holder through the system. Job assistance can take different forms, often based in existing programs. The municipality worker functions as an intermediate between language school, potential employers and the client.

Some programs provide for additional language training: the main difference with the first type of dual education is a more work-specific language focus, combined with the regular integration program. The training is often not formal but at the job. In some cases, an intensive training is offered, in others a language buddy is assigned on the job.

When people have already fulfilled the demands of integration law, and have a basic knowledge of Dutch, they can become part of a training related to their employment. They will work and learn additional language. This form of 'on the job training' is often initiated by employers in sectors facing labor market shortages. It is preparatory for a regular position in the company.

In the fourth type of dual education program, three different goals are targeted. Recent refugees work on their civic integration while being employed and in a work-training trajectory in school¹⁷. Language courses are offered separately. The more common route is route five, where language courses are also included in the trajectory.

17 This is part of the BBL-structure in Dutch education: the student has a contract with an employer while being trained for the profession 1-2 days a week. Most hours are spent 'on the job' where the main part of the training takes place (<https://www.mbstart.nl/bol-bbl/29/08/19>)

Education and job training through an employer are offered simultaneously with integration and language training. Commonly, the employer pays for the job training, the integration and language courses are paid for by the recent refugee. The language training can be more elaborate than the demands of the civic integration course and can include sector-specific language training.

The sixth form of dual education for recent refugees is when the candidate has successfully finished the requirements of the integration program. There is extra language support for the students who commonly need more language knowledge than the A2 level of integration (Oostveen et al., 2018).

One of the benefits of a dual trajectory is that recently arrived refugees access the labor market as they learn the language. It prevents (an even longer period of) inactivity and promotes participation. These aspects are often mentioned as central in the problematic organization of the Dutch integration policy.

Overall, in the literature and evaluations of the Dutch integration policies, several limits are stressed. Integration institutions are too separated from mainstream institutions, and the connection to the labor market is missing. Integration policies are disconnected from participation trajectories. The language courses and civic integration content is not connected to language needed on the labor market and the content is too limited to understand the Dutch education system or labor market practices. The period of inactivity is too long, not just because of the flight history but also because of the need to focus on integration.

Methods

In the diverse market of civic integration and language schools, a selection has been made of approaches that have a direct connection to the labor market. The approaches have been selected based on their 'solution' for above problems: the struggle of municipalities between integration and participation; the need for dual trajectories; the possibility of chain-organization; and tailor-made approaches. Learning is taken in a broad sense: programs that include constructions where people learn in a more interactive, reciprocal way have been included. Not all the programs fit in the approaches of Figure 5 because of this broader approach to dual learning.

Programs and organizations from major cities have been selected, not limited to the main five big cities of the Netherlands (Amsterdam, Rotterdam, Den Haag, Utrecht and Eindhoven, the G5 in policy focus). The G5 is often the focus of research but other cities/municipalities as Amersfoort and Leiden also developed innovative approaches.

All cases were selected based on news and research sources. The positive recommendation had to be through at least two different channels. The number of programs in the Netherlands is large so not all innovative programs could be included. Some cases were approached but did not respond (self-selection).

Robin Metiary, graduated bachelor student of the program International Public Management at THUAS used the standardized tool (*Appendix 2*) to interview and research two cases: Stagestraat© in Amsterdam and Stichting Lemat in Rotterdam. The results of her work are presented in Box 2 and Box 3.

The standardized tool has been used for all interviews. The tool was used as a guideline during the different interviews but not as a strict rule book: when respondents discussed additional topics, there was room for expansion. In the analysis, the focus was not so much on the numerical content of the interview tool but on the strengths, weaknesses and other process aspects of the different projects. Generally available information from websites and news sources was used to sketch a full picture of each program. Where needed, additional theoretical information was added.

Table 2: Data collected

Organization	Data
Municipality Leiden	Extensive interview representative; different evaluations
Queridon	Two interviews organizer; interviews participants; secondary analysis
Blauwe Paraplu	Interview with two organizers; secondary analysis
Cooperatie Eva	Two interviews with organizer; group interview with 11 members
Refugees@Business	Interview with the three initiators; back and forth talks via email
Stagestraat©	Interview by phone; document analysis (Robin Metiary)
Lemat Foundation	Interview by phone with founder; interview project manager; web analysis (Robin Metiary)

Not all information of the tool has been used in the text: some of the information is presented in a table as an overview of each organization. Their commitment to the principles of the Manifesto are presented in *Appendix 4*¹⁸.

18 For Stagestraat© and Lemat, the complete tools are included in *Appendix 5*

MUNICIPAL INITIATIVE: Municipality of Leiden: JA Statushouders

In the 2019 monitor of municipal policies, different policies and approaches of municipalities are discussed. The 286 municipalities in the study (81% of the total number of municipalities in the country) were asked what programs they offer recent refugees. Municipalities offer a variety of support programs, ranging from lower caseloads for the case managers to extra language courses, assessments, matching events with employers, on the job training or support in child care. Most support is aimed at gaining labor market experience. Over 90% of the municipalities offer a track for on the job training, in 78% of the municipalities' programs are organized to help recent arrivals with interview training or knowledge of the Dutch labor market. Personal attention and intensive support are considered as the most important tools to help recent refugees access the labor market or participate in other ways. The effects are not (yet) visible in an increase in labor market participation: the percentage of status holders that have accessed a job grew from 13% in 2018 to 17% in 2019. Participation in education saw a similar increase (de Gruijter et al., 2019).

The recommendations of the report stress the importance of long-term support. The authors point to the importance of support in tracks to education, extra attention for female refugees, and the continuous intensive programming for integration and labor market participation. Collaboration with employers is crucial. The focus of the support should not just be on recent refugees that are already relatively qualified for the labor market, but also for those that have a more difficult road to access. Collaboration should be on regional level: the local structures create too many differences in opportunities across different municipalities.

Other reports (Nijhoff, 2019b; van Baren & Igwe, 3 januari 2020) stress the differences between municipalities and the dependence on the know-how and good-will of case workers of the status holder. Because of the decentralization of the implementation of Dutch integration and participation policies, municipalities can shape specific measures. The (political) choices differ per municipality. Within municipalities, case workers have a certain level of autonomy to implement the policies and choices.

Municipal responsibility has led to a large number of initiatives: different programs have been developed and evaluated on different levels. Leiden municipality has developed the program *JA Statushouders*¹⁹ (YES Status holders) based on a labor market participation program already in place for other groups in the municipality. The program starts while the official

19 <http://www.jongerenopdearbeidsmarkt.nl/index.php/project-jas>; <https://www.kis.nl/interventie/ja-statushouders> (22/07/19)

(non-municipal) integration course is still being followed. The 'JA' projects started in 2009 to help battle youth unemployment; the program includes recent refugees since 2015²⁰.

Figure 6: Overview JA Statushouders

CONTACT DATA	
Name of the organization implementing the action	Gemeente Leiden JA Statushouders (Leiden Municipality, project JAS)
Website/Social Network	www.jongerenopdearbeidsmarkt.nl
Address (Town and Country)	Leiden, Netherlands
Are you part of any national, European or International thematic network	ESF subsidy for youth participation; AMIF: migrant and refugee organization
INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	30 people as educators, additionally volunteers as mentors; 700-750 recent refugees
It involves:	JAS: aimed at integration and labor market participation recent refugees JA+: at people with migrant background JA: youth
Characteristics of participants (nationality, age, any other interesting characteristic)	70% Syrian, 10% Eritrean. Age: 20-25%: between 18 and 30; around 35% 30-40 years old
Average number of learners	Max 15 per group
Sex disaggregation of participants (if available)	60:40 (male:female)
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Civic integration program is externally organized, municipalities are not responsible (not their mandate). But close communication and interaction with the trajectory.
Have you established a satisfactory collaboration with other civil society activists?	Mentors are volunteers – buddies that help the newcomer settle in the city, in the neighbourhood.
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Volunteers as mentors when new comers arrive in the municipality
Have you created a link/value chain with local social and educational services?	local schools (<i>mbo</i>)
How is the activity financed (public, private funds, project based)	EU subsidies, AMIF and municipal money

20 Recent refugees that were assigned to Leiden, Leiderdorp, Oestgeest and Zoeterwoude

The goals of the program *JA Statushouders* (JAS) are: Help status holders achieve economic independence as soon as possible; Self-reliance of status holders; Social participation status holders; Well-being of status holders. Leiden municipality has developed a holistic approach based on welfare provisions and an intensive counseling program. The program, 24x24, consists of four periods of 24 weeks in which the status holder participates for a minimum of 24 hours. Every adult status holder who receives welfare benefits is required to participate.

The program is composed of different topics:

- The start: introductions, diploma validation, assess digital capacities, start with language courses
- Vitality and lifestyle: physical and mental wellbeing
- Conversations: intercultural communication with and for status holders to build new frameworks (in own language)
- Mentor program: every status holder is connected to a volunteer mentor
- Participation Declaration
- Civic integration program
- Orientation on schooling and support for continued education
- Orientation on labor market and counseling at work

Individual counseling is planned with the case manager; the Refugee Council supports the client for a year in administrative and legal aspects; the mentor supports for the first six months.

Figure 7: Civic integration in Leiden

12 weeks	12 weeks	24 weeks	48 weeks	48 weeks
Individual conversations with case manager	Individual conversations with case manager	Individual conversations with case manager	Individual conversations with case manager	Individual conversations with case manager
Intake and start of civic integration	Civic integration	Civic integration	Civic integration	Civic integration
Starters group	Conversations	Conversations Participation declaration	Work support and training program	Work support and training program
Mentor project	Mentor project	Mentor project	Mentor project	Mentor project
Social support Refugee Council	Social support Refugee Council	Social support Refugee Council	Education: skills and emancipation	Education: skills and emancipation
Support towards education	Support towards education	Support towards education	Support towards education	Support towards education
Health and lifestyle	Health and lifestyle	Health and lifestyle	Health and lifestyle	Health and lifestyle

Source: <http://www.jongeropdearbeidsmarkt.nl/index.php> (12/08/19)

Meetings with the case manager take place at least every four weeks. The municipality considers the social welfare benefits as a transitional safety net linked to the general participation legislation structure. Status holders are connected to the general provisions while following the educational trajectory of the civic integration program. (Economic) independence is the main goal of the program, but self-development and education are important on the road to independence. While every type of work is 'suitable'²¹, the aim is to match with the profile and capacities of the individual. For the client there are different tracks: the ideal track and different alternatives. If the road to the ideal appears to be too complicated or not attainable, one of the alternative tracks is aimed for (after about two years). For status holders younger than 30 years old, education is central. All recent refugees in the municipality are linked to a mentor, an 'extra neighbor', for support and for network building.

The trajectory to work is almost always connected to one or more internships to gain experience on the Dutch labor market. If people need follow-up support, for example because a first job was not successful, they are reconnected to the program²². The success of the approach seems evident from the numbers of recent refugees that have been able to find access to the labor market in the region of Leiden – 48% of the participants is not welfare dependent anymore. Compared to national percentages – where only 11% of the recent refugees are employed after 2,5 years and 84 percent was dependent on welfare after 2,5 years²³.

In conversation with one of the municipal project leaders, the importance of individual support was stressed:

We look at the individual circumstances and personal needs, individual possibilities and opportunities. Attention for the person is very important, not just in JAS but in all the three programs. You can see a person grow because of attention and support. When refugees have finished the integration course, they can continue in JA+ where language is taught by us. But we cannot combine the groups because of funding specifications. It would be good to make that connection with the integration but as a municipality, we cannot do so in the current system.

21 In the Dutch welfare system, you are not supposed to refuse a 'suitable' job offer (*passend werk*).

22 http://www.jongerenopdearbeidsmarkt.nl/images/JASfolders/20190514-Project_JAS_folder_resultaten.pdf (12/08/19)

23 http://www.jongerenopdearbeidsmarkt.nl/images/JASfolders/20190514-Project_JAS_folder_resultaten_gesplitst_zonder_aanbevelingen_.pdf. (22/07/19) The national percentages and local percentages are not completely comparable or: <http://www.jongerenopdearbeidsmarkt.nl/index.php/folders>.

The civic integration program is externally organized, by law, so the municipality has to be careful not to cross boundaries of responsibility. This is also one of the weaknesses of the approach: as soon as a status holder is active on the labor market, they lose their connection:

One of the weaknesses of the approach is 'after care' on the job. We help people access the labor market but we do not continue support after they have a job. We lose track of them because of the system. So we do not know if they successfully finished integration, for example. Or we cannot help them 'on the job'. We do not provide for the specific language needed in the trades, we should develop a program with employers. Because our language teachers do not know the jargon of each trade. And we notice difficulties on the job because of the culture of the specific organization. Some organizations have a 'tough' sense of humor – hard to understand as an outsider and even harder when you do not know the language that well.

While the program has achieved much higher labor market participation rates for recent refugees than the national average, the project leader realizes that the statistics do not tell the whole story: *"We realize this is not everything. We do not register the (entry) level of the job, most people work below their qualifications. And if people move out of the municipality, they become 'independent' in our system. We do specify this in the results but still..."*

The JAS program stresses the importance of a holistic approach. As a municipality, Leiden is limited in its options. They cannot interfere with the official civic integration program in the current system. They can (and do) advice but ultimately, the status holder is still responsible for his or her own trajectory. The municipality tries to connect different programs and people as much as they can.

The program of Leiden reflects an approach that takes into consideration the results of different studies on labor market participation of recent refugees. The Scientific Counsel for Government Policy (WRR: *Wetenschappelijk Raad voor het Regeringsbeleid*) stressed the importance of a holistic approach where different bottlenecks (housing, education, labor market participation, language acquisition) should simultaneously be solved. They emphasize that the sequential structure of integration policies hampers effective integration, as does the absence of a link between the civic integration courses and other aspects of integration (Engbersen et al., 2015)²⁴. Within the limits of the current legal constructions, this link is what Leiden tries to achieve.

24 <https://english.wrr.nl/publications/policy-briefs/2016/02/16/no-time-to-lose-from-reception-to-integration-of-asylum-migrants> for an English version of the report.

INTEGRATION AND WORK: Queridon

In Figure 5, six types of dual education systems are described. Three of the types are connected to formal education, three other types are to prepare people for the labor market. Queridon had a slightly different approach: Queridon is a language school that opened a restaurant to offer 'work learning placement' for their students. The language school did not have a formal certification program for the work experience; they offered the official integration and language program while giving the students to option to practice their Dutch and interact with Dutch residents of the neighborhood. These experiences were central²⁵.

The youngest student we have turns 19 next week, the oldest is 62. He is participating but a bit to just get through the day, to be active and among people. In the end, he probably won't enter the labor market. He also has a lot of difficulty with the language, we do not think he will pass on A2 level. He can learn but he is searching. He has already been at two other schools – we see that a lot. People going from school to school and not learning enough. There are 28 language schools in Utrecht, some are good, others are not providing the level of education they should.

Queridon was located in a former elderly care home. In one wing of the building, elderly still resided, the other wing was reserved for housing of young people. The organization could adapt the kitchen of the former home into a restaurant where the students of the language school could practice their newly learned Dutch with people from the neighborhood.

25 After the interview series were completed, Queridon started a new trajectory in collaboration with the municipality of Utrecht, the Colour Kitchen and Theatre Zimihc. They now do certify on mbo-levels 1 and 2 for the restaurant business.

Figure 8: Overview Queridon

CONTACT DATA	
Name of the organization implementing the action	Queridon
Website/Social Network	https://www.queridon.nl
E-mail	queridon@queridon.nl
Address (Town and Country)	Utrecht, The Netherlands
Are you part of any national, European or International thematic network	Blik op Werk Network of language schools in Utrecht
INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	2 NT2 and an intern 1 chef 1 trainer restaurant 1 administrative worker
It involves:	Refugees and language training while training for the job Local community: located in a former care center
Characteristics of participants (nationality, age, any other interesting characteristic)	Mainly between 20-35
Average number of learners	April 2019: two groups of 6, one group of 4, and one ONA group. Maximum group size is 10. 18 participants in the school
Sex disaggregation of participants (if available)	At the start more male now more female (also due to the composition of the refugee flow to the Netherlands)
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Network of language schools but that is to exchange information, no collaboration. 28 language schools in Utrecht Colour Kitchen Contacts with different volunteer organizations, New Dutch Connections.
Have you established a satisfactory collaboration with other civil society activists?	Yes. Volunteers and people from the Colour Kitchen. Will start pilot project with them and the municipality next year. Also close collaboration with other language schools in Utrecht and with the municipality

Have you created a link/value chain with local social and educational services?	With the NEIGHBORHOOD Language café with youth <i>Buurthap</i> (easy dinner) for the neighbourhood Restaurant and coffee point for local elderly
How is the activity financed (public, private funds, project based)	Some start-up grants. Start Foundation gave 'friendly loan': no interest, easy on the pay-back. Blik op werk posts the success rates (passing rates) Funding of all language schools is through DUO money for the civic integration participant. If you have Blik op Werk certification, you can offer courses with this financing. The restaurant has been costly but eventually it will pay itself back.
Pictures/additional information	https://www.entreemagazine.nl/nieuws/personeel/vluchtelingen-trainen-en-aannemen-loont31758 Story in Dutch about different initiatives combining training and working https://aanzetnet.nl/2019/01/17/heeft-u-de-yalla-yalla-cake-van-melak-al-geprobeerd/ Part of the story published in the neighbourhood newspaper with the cake recipe of one of the participants – a big hit in the restaurant!

The approach was small scale: *“We now [April 2019] have two groups of 6, one group of 4, and an ONA group. Maximum group size is 10. We have 18 participants in the school. We accept students at any time in the year, if there is enough room. I also check if we can split groups when we have more people interested. We try to accommodate everybody as quickly as possible.”* They look at people’s abilities to learn, not so much at their former education: level of schooling is often not an indicator of ability or knowledge. And they ask about the student’s vision of their future, their goals. As such, they can help assess the individual’s program: *“We accept anybody that knows the alphabet, Latin writing. And we look at motivation, they have to be more motivated than in a regular language school, they need to be available more often. B1 aim of language fits best, also in the trade.”*

During the official language course, they intensify the learning process by having people work for the restaurant:

We accept people even if they do not want to work in the trade. But we train them in the different parts of the job. They often just want to work in the kitchen, it is safe there, you do not need to talk. But we have everybody do all shifts. Kitchen, dishes, waiting tables."

All 18 work in the restaurant, if they work more than 65 hours they can get the certification for ONA – job experience is also qualifying for that test.

So they have three day parts of Dutch lessons, most of them follow one part of the day ONA and two parts in the restaurant. In total they are learning for six parts of the day (morning or afternoon). The second year is full time.

It is a busy schedule for the students, more intensive than most language courses. The first year is not as intense since students recently arrived and have to arrange many things. In the second year, program is more demanding. It was important to offer all coursework and trainings at the same location: it was not easy for their students to travel: *"You do not realize it at the start but it is really hard for people to follow course work in different areas. If you come from a different neighborhood, you have to take a bus to get here – which is why we wanted to be on one location: in that way they do not have to travel from school to restaurant. Especially when people just arrive in the country, everything is really complex."* This reachability is one of the weaknesses of the approach, they cannot offer their program to people that live further away.

The small scale, the intensive use of language, and the work experiences are part of the strengths of the approach. The connection with the neighborhood was also very important: Queridon would organize Language Cafés with the youth living in the building, they offered a 'buurthap' or cheap dinner for local residents, and they would offer cheap coffee for the elderly in the building. The students of Queridon really liked to interact with the elderly: they commonly have more time to chat, and they commonly speak at a slower speed. It was an added benefit of the location.

The program started because the founder of the school had been a language teacher for the longest time, her husband a chef. She was frustrated because her students had little opportunity to practice their skills outside of the class room. They were often refused for volunteer work because their Dutch was not good enough. They thought of this concept and looked around if it already existed. They could not find any other similar set-up so decided to go ahead. The municipality (Utrecht) was supportive and the building really wanted a restaurant, mainly for the social function in the complex and in the neighborhood. They were

to be a non-profit foundation and work mainly with volunteers. The students of the civic integration also work in the restaurant as volunteers. They receive a small sum of money as a volunteer (*vrijwilligersvergoeding*). The restaurant is losing money in the spring of 2019: inhabitants often just want a simple (cheap) cup of coffee, or they visit the restaurant for the social aspect. But the students of the language school can practice and learn a lot.

We love this building but we will move elsewhere – it is costing us too much money. But it is a perfect example of mutual integration, a perfect combination. The elderly are happy to have somebody to talk to. One of the Syrian men, he is really popular, everybody wants to talk to him and hear his stories. The combination of elderly and refugees is perfect, even though we were afraid it would not work. We really hope we can get a similar interaction between the restaurant and the neighborhood in the new location.

The language school measures its success through an individual evaluation every three months: *“What have you achieved, on the level of language, on work, on what you want to focus on. How are things at home, the husband, the children. The husband of one of the students is really struggling so we try to support her privately a bit as well. It is a mix, we integrate the personal into the goals that they want to achieve.”* Ultimately, students will have to pass their examinations. At the time of the interviews, this was still in process.

The stories of two students (May 2019)

Samira and Maryam are both from Syria. Samira is 35 years old, Maryam just became a grandmother, she has five children: three grown-ups and two teenagers. Samira’s children are younger, they range from 16 to age 7²⁶. Samira now lives almost three years in Utrecht, she is a student at Queridon since October 2018. She spent 10 months at a different school, where she feels she did not learn anything. People of all different levels were in classes together and they spoke a lot of Arabic in between sessions. She feels she did not learn anything.

Maryam has the same experiences. She also was at a different school, not the same one as Samira but she felt there were similar problems. People would speak Arabic all the time.

Both agree that it is much better at Queridon where they are ‘forced’ to speak Dutch among each other. They also are very happy to need to talk Dutch to the customers of the restaurant.

Samira started at A1 level and moved to A2 within three months. She loves talking to the elderly people in the dining room: they take their time and they talk slowly. She talks most

26 Same details are left out for anonymity. The names of the students are fictitious

during the interview, she is not afraid to make mistakes and just wants to practice and be independent. She tells that she went to the doctor with her son *"When people take time for me, when they talk slowly, that works for me. Talking is very important to me, I learn by talking. I need that."* The civic integration is priority now, but she definitely plans to work in the future. For Maryam, it is more difficult. She did go to the doctor herself as well and was able to get help without a translator. She also tries to practice as much as she can. She is still on A1 level and struggles a bit more with the language. She has been in the Netherlands for two years.

Samira has taken different exams, she passed KNM and the listening test. She is now focusing on her writing. Maryam has not taken any of the exams yet. They are very happy about the individual approach at Queridon. They need extra help with writing and there is time for that. Every time there is an issue or a little hiccup, they feel there is room to take more time and to get more help and instructions. When they are tired (the interview took place during Ramadan) they get more time, the pace will be a bit slower.

The chef also takes his time – to explain, to talk, to help. The whole team at Queridon has that attitude, it is a good team. They also make sure people practice among themselves.

And Samira tells: *"My husband is still at my old school, he is learning the alphabet. That is the only thing he is learning, he does not interact with people like we do here. He is struggling. He cannot join this school because he is still working on the alphabet. Hopefully he can join later."* Maryam's husband is in their class at Queridon.

They are both very proud of the progress that their children make, all the children (regardless of age) are learning quickly. Samira talks Arabic at home, mostly. They try to watch Dutch children' tv: the youth news, kids' shows to keep on learning even at home.

Their critical point is towards the municipality: they feel that they should have had more support. The Refugee Council helped them during the first year but that was too short, especially since they did not find the right school immediately. They would have liked more support, more information from the municipality. The case worker was very helpful, she was new and guided them to Queridon.

Queridon works with a small scale, tailor-made approach. While they have to follow the goals of the Civic Integration Law, and they have to prepare the students for passing the tests, they do more. They do not focus only on that one moment where an official step can be taken, they prepare participants for actual day-to-day language and interaction. Their focus is broader than the civic integration demands. They look at individual needs and abilities and try to accommodate each participant in the best way.

Box 2: Stagestraat© and the importance of collaboration between different parties

Stagestraat© is an initiative in Amsterdam where different target groups are helped finding an internship in a local business. The organization enables participants to enter the job market and assists business owners in hiring people through mutual contact. This is done in close collaboration with the municipality: a municipality pays the program to start in a certain area. The municipality provides the project with a list of unemployed people who might be willing and able to participate in an internship for 6 months at a local business. Ideally, the participants would stay on after the six months as a (fulltime) employee. The candidates were specifically matched to participating businesses through the project leader.

First the participant (individual) would write a cover (motivation) letter about their goals and expectations for the internship. The project leader would match these letters with the business owners who indicated that they might be willing to participate. These business owners were approached by the project leader's network.

After a potential match was found the project leader would facilitate an interview between the potential candidate and the business owner. The project leader was also responsible for guiding and assisting both sides in terms of contracts and other agreements specific their work. At the end of the six months the project leader would evaluate the internship separately with both the business owner, the intern and someone representing the municipality.

The project mainly involved young Dutch residents but was expanded to include (former) refugees. Stagestraat© assisted young men from Sudan, Syria and Iraq in this way. The tailor-made approach is specific to each district within a municipality, where they matched each individual candidate to a specific participating business. There had to be a mutual positive review as well (after the project leader arranged for an interview).

The program started out with a specific focus on young (uneducated-) unemployed people. During one of the projects (in the Rijnstraat) the project leader worked with one status-holder (refugee). This turned out to be an incredible match which is why one of the later projects (in Oud-West) solely focusses on refugees. That project looked at the needs and wants of refugees in Amsterdam (looking for employment) and matched those needs and wants with business owners who were open to working with this specific group. The project in Oud-West (focus on refugees) was as successful as the other projects in Amsterdam who did not have this specific focus. The key was to look at the individual's wants and needs and matching those with the business owners'. Because of this individual approach it does not matter if the focus group is native Dutch or if they are refugee.

SOCIAL COOPERATION

The social cooperation takes the holistic approach a step further. In the Netherlands, there are different ways to start a business if you are dependent on welfare provisions. The (local) governments actively stimulate one or more of these forms in their region. First, starting a business while maintaining welfare benefits for a limited time period is a national provision implemented on local level (*Bbz* arrangement: Nijhoff, 2019b). A second form is 'part-time entrepreneurship' where the starting business is supported by the municipality but the goal is less ambitious than in the first case. The business is not started as a main source of income. The third way is starting a business in a social cooperation. A social cooperation is a form of organizing small entrepreneurs to bundle expertise and experiences: *"a social cooperation in an organization of citizens with low income aimed to increase self-sustainability."* The aim of a social cooperation is not to just improve personal situations. The social cooperation also aims at improving the neighborhood/surrounding environment and generally fulfills tasks that until recently were part of the responsibilities of the (local) government²⁷.

Four years ago (in 2015) almost no municipality had arrangements around social cooperation. In 2019 there are cooperations in 56 locations throughout the Netherlands. As for now, the biggest cities have been most reluctant to support social cooperations for status holders. They generally organize participation, activation, and integration in different ways and have little room for additional projects. They also face lack of continuity due to staff changes. Social cooperations mainly have started in smaller cities.

A social cooperation creates opportunities for people in a vulnerable (economic and social) position: it is a place to network; to gain income; to work near home; to develop talents. The social cooperation is an instrument for citizens/inhabitants to engage in public tasks but in an 'entrepreneurial way'. The public-private legal construction needed a special statute for collective entrepreneurship.

27 The information on social cooperation is derived from the website <http://www.socialecooperatie.nl/over-de-sociale-cooperatie/> (19/07/19), from an interview with an expert and external organizer of social cooperations; and from newspaper articles https://www.volkskrant.nl/nieuws-achtergrond/van-bijstandsgerechtigde-naar-zzp-er-met-hulp-van-de-gemeente~b0d0321d/?utm_campaign=shared_earned&utm_medium=social&utm_source=email (27/09/19) <https://www.trouw.nl/economie/jezelf-uit-de-bijstand-ondernemen-het-mag-op-steeds-meer-plekken~b75731e7/> (27/09/19)

Starting entrepreneurs can find a home in a social cooperation where they are not responsible for every aspect of a business. The cooperation is the legal construction: this is the organization that registers at the Chamber of Commerce. It is also the organization that can go bankrupt. The social cooperation is the fiscal entity and deals with all tax, income and other monetary matters.

The members start their business while keeping their welfare benefits. As such, the municipality is an important partner for the social cooperation. They need to approve the application and allow for time to develop the business. Once the business starts generating money, this can be either invested in the cooperation or be paid to the member while withholding part of their welfare benefits. In the longer run, the business owner/cooperation member should become independent of welfare.

The cooperation gives people time and space to start. Most have been inactive for a longer period of time and need to 'relearn' labor market skills. To start their business individually is often too difficult; most need extra time and support. Importantly, you do not have to know every fiscal and legal aspect immediately since that is the responsibility of the overarching structure.

Members help and support each other. Each member has their own skills and knowledge. Each member can build experience and expertise in the cooperation. For (recent) immigrants, additional support can be around language and knowledge of Dutch society.

The start of social cooperations was not intended for recent refugees or immigrants: it was for all that had been inactive for a longer period. It started with the idea to help people out of welfare. The cross-over to status holders was made around 2015. There are three social cooperations specifically for status holders: they were started on a different (municipal) budget than the other cooperations.

In some municipalities, social cooperations are organized through Participation legislation, in some the organization is through activation legislation. The first should be the goal: in the end, the social cooperation is started to reach entrepreneurship and economic independence for its members. It is not just about activation. The cooperations for status holders were financed through integration budgets. Once the new Integration Law is implemented, it may become easier to combine different funds.

Blauwe Paraplu – The Blue Umbrella

The Blue Umbrella is centered around cooperating and entrepreneurship. Different entrepreneurs are part of the cooperation and work together to offer services or products. The main premise is that 'the whole is more than the individual parts', and that an approach from multiple perspectives increases the value of the service or product.

As such, the Blue Umbrella aspires to be a community where entrepreneurs find a place to make their dreams come true. The entrepreneurs in the cooperation cooperate but also have their business that they build up. The Blue Umbrella was started in Amersfoort in 2016. They offer support and counseling for the members, and they organize trainings and workshops based on the needs of the members. The Blue Umbrella supports with the administration, housing, marketing and the start of the company²⁸.

In conversation with the two founders and administrators of the Blue Umbrella, the goal of the cooperation was specified: *"The goal of the corporation is to help people that are dependent on welfare to start their own business. We do not aim to assist people in a certain time frame, our vision is that there are often underlying undiagnosed (psychological) issues that will also need attention in the trajectory. There is no need to make profit straight away, start while being able to receive welfare benefits."* The goal to become an entrepreneur is not set in stone: they would like to form an independent, self-sustainable community of entrepreneurs but if a candidate finds another route to participation in society, they encourage that.

28 <https://blauweparaplu.org/> (10/08/19)

Because the Blue Umbrella aims for more than just economic gain, success is difficult to quantify:

The municipality makes us accountable for numbers that leave unemployment. But numbers do not mean much, what does the person do now, is it a job that is suitable, is the person happy, and will the person be keeping the job. Those aspects are also important. And the municipality wants numbers from us but never gives us their results.

The non-economic aspects are just as important as economic gain. It is so important to understand the person, especially when there are hidden issues. There are so many aspects you do not immediately discover, and for a case manager (case worker with a busy schedule) it is difficult to grasp or to take time to discover all that. It really is a battle.

We try to create room for dealing with issues, dealing with problems, before people really start the job. If you give them that time, they flourish. They have to conquer barriers, but once that is done, they can start. If you do not give that room, that space, they will be home with a burn out in no time.

We are a cheap solution

The story of one of the members illustrates how the cooperation can achieve more than just economic gain:

The brother of one of the members now wants to become a member as well. He saw the change in her. She started a year ago, but she only became a member recently. She first had to deal with a lot of issues at home. She was even afraid to send an email before, and now it is no problem. She used to work but never to her full ability/ capacity. She is multitalented but always had to be available for others. Now she can organize events for 60 people, such a change.

The Blue Umbrella does not specifically aim to be a community to support recent refugees. The group is included as a target group when they are dependent on welfare benefits. They do think that the combination of status holders and others would be helpful in many ways: for status holders it would help with immediate network building, language learning, participation and earning money. For others, the experiences, knowledge and know-how of the recently arrived refugee would be helpful, especially if the recent refugee has business experience in the country of origin.

Figure 9: Overview Blue Umbrella

CONTACT DATA	
Name of the organization implementing the action	Blauwe Paraplu – Blue Umbrella
Website/Social Network	https://blauweparaplu.org/over-de-blauwe-paraplu/
Address (Town and Country)	Amersfoort, the Netherlands
Are you part of any national, European or International thematic network	National: https://lansco.nl/ <i>Landelijk Netwerk social Cooperatief Ondernemerschap</i>
INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	Two coordinators and a coach. People are hired for specific trainings and workshops.
It involves:	Anybody that wants to start a business
Characteristics of participants (nationality, age, any other interesting characteristic)	Diverse in age, background and migratory background. No recent refugees because of the construction of the city where there is a separate institution providing for recent refugees/migrants
Average number of learners	In total 18 people part of the process, now 9 members of the cooperation. Max amount 15
Sex disaggregation of participants (if available)	Mixed group, men and women, a bit older in general (40-50+). There is one member of 33. Diversity in backgrounds: Egyptian, Surinamese, Iranian, Turkish, Chinese, all have been in the Netherlands for a longer period
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Cooperation with the municipality is difficult. When people are still in the integration trajectory, they are part of NVA of the municipality. If they want to start a business, they are obliged to follow a different route (status holders)
Have you established a satisfactory collaboration with other civil society activists?	NewBees is an organization that provides for internships for recent refugees. StadsLAB33 where we rent the space from. Other social cooperatives
Have you created a link/value chain with local social and educational services?	NewBees and StadsLAB33. Collaboration is difficult. If somebody gets a subsidy out of one municipal project, they cannot be part of a different one. Makes collaboration really difficult.
How is the activity financed (public, private funds, project based)	The financial model is complicated. The members pay membership dues and once they start earning, they pay that to the cooperation. When a new member joins the BU, we have municipal financial support. The second year the support is halved and after the second year, the entrepreneur is supposed to be financially self-sustainable. Foundation Doen
Pictures	Examples of (success) stories: https://www.ad.nl/amersfoort/van-zwerver-tot-ondernemer-dankzij-wil-kreeg-ik-mijn-leven-weer-op-de-rails~ad0082c2/ https://blauweparaplu.org/blauwe-paraplu-werken-geld/

Their first idea was to start a separate cooperation for status holders: *"For recent refugees is there so much value in interacting with customers. The cooperation in Huizen is organized by Syrians only but they talk to the customers, they tell stories to the customers and in that way they learn Dutch. Besides making money and being part of a collective (catering)."* In Amersfoort, the municipality has based the integration program on the expertise of NVA²⁹. This organization is responsible for the civic integration of recent arrivals, including status holders. This has created a problem for other organizations hoping to support newcomers – The Blue Umbrella tried to organize meetings to include different target groups but they were not allowed to include all because of 'budgets allocated'. The different budgets and finance flows for different 'targets' (activation, integration, participation) hinder the Blue Umbrella (and others in the city).

The members of the Blue Umbrella are diverse in age, background and migration history. There is an accountant from Egypt, they have a photographer who used to be an administrative employee. One of the members organizes cooking workshops and game days for children, another works on coaching and training of school teachers. There is a catering business and there is a member who supports civic initiatives in the municipality. They all work together under the Umbrella where they can cooperate, collaborate and support each other. *"That is the strength of the cooperation."*

Additionally, the cooperation activates and offers the possibility for education:

Normally, you can get training and schooling through your employers. If you are on welfare, you miss out on these options. Your networks fade away: your connection to the labor market but also to people from the labor market, falls away. A newly arrived refugee/migrant also faces that problem. Contacts, interaction, building of a network, it is so crucial on the road to labor market participation. Contacts, interaction, new experiences.

The Blue Umbrella tries to include people that otherwise would not be able to participate in the current labor market:

Our system excludes people. We are trying to ensure that some can, that they can participate at least a little bit. Even if somebody makes only 10 euro a month, it is more than not making anything and not participating. The system does allow people to participate (activation) but as soon as they make some money, there is a problem. [...] We are captured in a neoliberal context where all social connections are broken, disrupted. People that cannot make it on their own, cannot rely on a safety net, as it used to be. The cooperation is a way to fill the hole in the structures, a new

29 <https://www.nva-amersfoort.nl/> (11/01/2020)

connection. You see this development in different areas as well, energy cooperations for example. In agriculture. Cooperations exist on national and internationally. But the link to welfare and the move out of welfare makes our construction unique. And more complicated.

The link between activation and participation is made by the Blue Umbrella, but for now, they have not been able to combine these system approaches with the integration system. The broad approach by the Blue Umbrella is illustrated by the following story:

The Egyptian member of our cooperative wanted little side wheels for her bike. She had fallen a few times and so she was scared. So we applied for the side wheels but it was refused since she does not have a (visible) handicap. Sometime later I heard that the municipality has budget to offer biking classes. But at the integration bureau, nobody mentioned this. I did not ask for it, but why not think with me! She once had followed the biking course through the agency so she did not qualify anymore. Such little bureaucratic rules and steps that can so easily be solved. Similarly, her diploma was not recognized because 'there is no point, she cannot work as a bookkeeper anyway'. Ignorance and assumptions. She is a different person now, since she had a chance here at the cooperation. She was not allowed to do anything, had some major issues but with extra help she can get there. It is not easy, but that is why the cooperation is such a good way to support.

Coöperatie Eva

Cooperation Eva started in 2018 in The Hague. It is a cooperation for women only. The coordinator started the cooperative. They organized speed-meets to find new members but they mostly relied on their own networks. They now have 14 members, somebody just stopped. The members are, as with the Blue Umbrella, of diverse backgrounds. A majority of the women has a migration background, three members have a refugee background (not recent). Each member pays 20 euro in contributions, members that use the common space more often pay up to a maximum of 150 euro. They also have volunteers participating in the cooperation who pay 10 euro a month membership. As with the other social cooperations, the overarching structure is responsible for all financial and legal aspects, the members are on welfare until their business generates enough income. The goal after the first half year is that members earn 100 euro a month; the ultimate goal is economic independence.

Figure 10: Overview Cooperation EVA

CONTACT DATA	
Name of the organization implementing the action	Cooperation Eva
Website/Social Network	www.cooperatie-eva.nl
Address (Town and Country)	The Hague, the Netherlands
Are you part of any national, European or International thematic network	National: https://lansco.nl/
INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	1 coordinator, 1 accountant, 10 entrepreneurs, 3 volunteer members
It involves:	Refugees, migrants, local communities. Women entrepreneurs
Characteristics of participants (nationality, age, any other interesting characteristic)	Women of all national origins that want to start a business. All are on some form of welfare.
Average number of learners	14
Sex disaggregation of participants (if available)	Women only
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	Partially. Working with the municipality is difficult, they rather see different forms of entrepreneurship.
Have you established a satisfactory collaboration with other civil society activists?	Collaboration with different organizations – Foundation Yasmin – Women's center The Hague, Foundation Rumi, Foundation Remar, Cooperation Aishel, Foundation Africa Life, Foundation Ken je Kracht (Know your strengths) – all local organizations.
Project Homepage/Social Network if any	www.cooperatie-eva.nl https://www.facebook.com/CooperatieEva/
How is the activity financed (public, private funds, project based)	Kansfonds, Fonds 1818, municipality for the first half year. Maex Impuls Fund – 2500 euro per project Self-sustainability end 2020

Members help each other. For example, they organized a wellness day and all the businesses around wellness participated. But the tour operator was also there, for support and to hand out flyers. And it was a podium for books on African spirituality: everything is combined and connected in that way. They support each other with expertise and networks. *“We have different members. One of the members is a refugee from Sierra Leone. She does not have any official diplomas or qualifications but she is very capable as a hair stylist. She can do braiding and hairstyling, hairdressing. It is too difficult for her to start her own salon but she does an excellent job. And she has no problem networking.”*

The money they make goes back into the cooperation: for trainings, education, or to invest in the business. The cooperation is a means to support women that have not been active or participation for a while: *"There is a sense of ownership, it is a close-knit group with lots of sense of responsibility. People that become members, tend to stay."* The coordinator feels that the open and supportive structure is enhanced because only women can become a member. The focus is also on women because there is still a gap on the Dutch labor market for women.

The main weakness is the financial continuity: *"It is difficult. The women come from unemployment, and it is difficult to start again... Commitment, work-rhythm, to run a company, it is hard. And some are depressed or have health issues, which does not make it easier. We are still in a (financial) build-up phase, that is hard."*

The stories of the members of the cooperative

Some of the women of the cooperative share a beauty salon in the building, in one of the five rooms that the cooperative rents. A does beauty and styling. R is from Sudan and she runs a mobile educative library. She also imports books on black history, on black women, connected to religion. C is new, she worked for 16 years at an insurance agency but she was fired. She had some psychological issues and could not restart. She could not find any other routes, has a temporary job now but would love to start a café/meeting place for women where they also can buy natural hair and beauty products. She knows a lot about health care, but she feels her knowledge is underestimated because she does not have a Dutch diploma. S is also part of the beauty salon here, she used to work in administration. There was a reorganization and so everybody was laid off. She took a long break and then started as a hair dresser. It was followed by manicure and pedicure and facial care. *"We all do different stuff, we all supplement each other and work together."* The beauty center is up and running and new members always can add their expertise to the center.

D was fired 5 years ago. She had a really hard time to restart, to get used to a new daily rhythm without the certainty of a job. She worked different jobs and in different volunteer positions. She always had the dream to travel, to have a travel agency. She joined EVA to connect, to get ideas, to get inspiration and to learn from others. She never had her own business, she always has been an administrative worker so it is a whole new trade for her. She learns a lot from the others, shares a lot and has become much more self-assured to do it on her own. She organizes bus tours and now has a weekend away with 80 people, to Cologne (Germany). Very exciting, lots of work, lots of fun.

She has some questions for the municipality, she was told that she cannot be abroad for more than 28 days while on welfare. So that would be a serious issue for her business. But can she consider these trips business or does she have to label them as vacation – she is not sure, and her case workers was not certain either. The rules say one thing but the rules are made for a different type of unemployment/employment setting.

E moved to The Hague 25 years ago (from another place in NL), had lots of ups and downs and started her own business to help people with financial problems. She used to be in a trajectory to get out of debt herself and found out how hard and stigmatizing it is. The municipality was not of much help to her: they want people to leave welfare but they offer very little support. She came into contact with Eva through foundation Yasmin.

F is from the Congo, and she joined Eva because she had been at home for a few years now, on welfare. When on welfare, people are forced to apply for jobs, and she really wants to follow her passion – to be a make-up artist. So she made that choice, she is in school now to get a diploma in that trade. Beauty and make-up. She learns about all kind of skin tones but also make-up for theatre, kid parties etc. Her case worker at the municipality is very helpful. She was allowed to go back to school and she is allowed to stay as a member of EVA.

She spoke to a woman of the municipality, they will start a new program *+500 Ondernemend uit de Bijstand* (500 more people out of welfare through entrepreneurship). She wanted to be part of that program but she does not qualify. She first has to finish school.

And the second issue is that I am in debt. I owed the municipality 1500 euro, I already paid 700 but I am still in the process of paying the rest. You cannot join the +500 program when you are in debt. [...] I cannot join the program this year, but I can stay with Eva and practice. As long as I do not get paid, I can practice. It is better this way, it is also hard for me to work with my Dutch. And I really have to focus on school. I was part of a mental health program before, because of some problems that I had so I need to take it easy and focus. Stay on track.

H suffered from depression and landed in unemployment via sickness legislation. Later she was 'transferred' to welfare and was sitting at home. People always told her that she is so creative, that she should do something in design so now she started a business for party supplies. Gifts, invitations, decorations, etcetera. That is how she joined Eva. She makes her party supplies for different types of parties.

J was at the meeting for the first time, she is from Iran and came to the Netherlands 26 years ago. She has two children and has always been on welfare. But now her kids are big enough and she can start something. She started with volunteer work four years ago, six years ago she got a degree as a pedicure and beautician. She has a diploma for hairdresser from Iran. She would like to start with natural products, that she will also make herself. She met cooperation Eva through a workshop and she would like to be part of it, start her own business.

She is not satisfied with the support of the municipality:

I think the municipality always has excuses and does not help people. I have tried, a while ago, I told them I need some help to start the business. But they said that nobody would be interested. I invested a lot, paid for school, and they told me I could not finish, that it was too difficult for me. And when I showed my diploma with all eights and nines and tens, they told me nobody gets their hair cut so there was no point. I started a few years ago, full of energy. But nobody helped me. So now I am drained, there is just no support for women on welfare, you have to do it all yourself.

K was invited to join the meeting, she is interested in organizing creative workshops. She has had her own business for a year now. She sells hobby items, but makes a lot of things as well – party presents, flower arrangements, thank you notes, etc.

The women agree that they are there to build up a business, step by step. To support each other, to help, to motivate each other: *"We learn from each other, so you do not have to make the same mistakes. We have a common goal but we each have our own goals as well. And we know different things so we can help each other out."*

The also agree that support of the municipality is very much dependent on your case worker. There are people at the municipality that really help, think with you, and try to find a path for you but there are others that just follow the rules without looking at other options. They just shut you down.

Social cooperations do not have a long history in the Netherlands. It is therefore difficult to evaluate their success long-term. It is also complicated to only use 'people that exit welfare' as the sole marker of success. Positive effects on members of the cooperation as activation, personal development, increased networks, structure, self-care and self-confidence have been measured. The effects are direct, through participation in the cooperation, and indirect, through support and training. The mental support and group membership are important aspects of the common 'umbrella' of the cooperation (Rijneveld & Pieterse, 2019).

Box 3: Lemat: additional support for a specific group

The position of Eritreans in the Netherlands is complicated. Research shows that they need more support than other groups. For example, their labor market participation rate is much lower than that of other groups (Table 1). The Lemat Foundation is set up to support recent Eritrean refugees in the Netherlands.

"Most of our target group escape Eritrea by traveling to Sudan and then to Libya. From Libya they try to take the boat to Italy and then find their way in Europe. The last few years, the war in Libya has created a lot of issues. The people do not talk much about their past and the journey but it was a journey with hunger, people dying on the way, rape, kidnappings where families had to send money. And then they had to make the boat trip from Libya to Italy in a small, weak boat. All of it is traumatic, some people survive but not all. And then they get to Italy they go their own way, often they get separated. So before they get here, they have been through a lot."

The Lemat foundation is a national organization that supports Eritreans in their settlement in the Netherlands. Robin Metiary interviewed the Rotterdam branch for this project. Their mission is broad due to the many barriers Eritreans face when arriving in the Netherlands. The main goal is to assist Eritrean refugees with their integration process in the Netherlands, specifically Rotterdam. This is done through organizing communal activities where day-to-day (potential) problems and challenges are discussed and explained. The project seeks to increase their cooperation with the municipality, to create a cultural exchange with local Rotterdam neighborhoods. Furthermore, there is the opportunity to engage in language courses (which are not provided by the project itself). However, the project includes multiple volunteers who assist the participants with homework they receive from language and integration courses. The trainings they provide focus on empowerment. They support people with official paperwork, and they help newcomers to understand Dutch society and the Dutch labor market.

"When they first get to us, they have a lot of basic questions, about where to get the right paper work, questions about the integration trajectory. And we practice Dutch with them. We do not deal with the psychological issues because we do not have enough training for that. [...] We did start a trajectory where they meet a training once every seven weeks and with whom they can talk about their experiences. They can talk about their feelings and emotions, how they feel about being here and about their future. We try to get a bit more insight in the people that visit us."

One of the volunteers is working on a specific program with specific materials, suitable for different learning styles in the target group. In the future they might want to focus more on the transition to labor market participation – through internships or direct participation. They do not only focus on the refugees but they actively try to engage Dutch society: they offer workshops and trainings about Eritrean refugees, about their history and flight stories, and about the need and know-how for extra support.

"I understand that the Dutch government wants some standardization, but it is not realistic and ends up being even more expensive than personal programs. If you see how many of these people do not pass the integration tests... They will have a very difficult time to find any future here. They can of fall in between. If somebody misses the digital skills, you need to start on a whole different level. I don't know how to completely approach it but I think you need much more room for individual trajectories. They cannot find their way themselves, but they can do a lot once they have found a way – with guidance. That guidance is crucial. Intensive support.

So look at the entry level of people and create a suitable program fitting their learning style. And don't wait with work till people have finished the integration program, help people find jobs and internships so they can learn the language faster and better."

SOCIAL MEDIA: immigration guidance foundation: refugees @ business

One of the new developments in today's world is the use of social media and the internet. Earlier refugee flows to the Netherlands were in the 1990s, a time when the internet was just starting to become accessible for the larger public. Today, use of internet, smartphones and social media is common in the Netherlands and among refugees³⁰. Online social work and online education have grown exponentially in the last 20 years.

Online support by social work institutions started in the 2010s through websites where descriptions of who they were and what they do were posted for potential clients. At the time, online support focused on prevention. Self-help programs were translated to online programs, mainly in mental health care, especially where different organizations had to communicate and cooperate. This was especially useful for treatments where there were certain protocols or general steps, and where regional cooperation was possible. The dividing lines between self-help, peer-to-peer support and professional assistance were blurring. At the same time, the separate worlds of online assistance and face-to-face social

30 The general use is high. Among specific groups, as Eritreans, the use is much lower.

work merged: blended support has become an important model in social work, and will be the main model in the near future (Schalken, 2013).

Online support has several benefits and limitations, compared to face-to-face support:

Table 3: Summary of possibilities and limitations online support

Possibilities	Limitations
Easier access	Dependent on access, knowledge, skills, attitude, problem
Home/own environment access	Missing relevant information
Room for different learning styles	Risk of less commitment
Easier track keeping and updating	Security risks
Openness client	Technical issues
Relevant information can be added at all times	
More time for reflection	

Source: Schalken, 2013, p. 13, translated by author.

The possibilities and limitations can be expanded from online social work support to online support of recently arrived refugees and immigrants. *Easier access* is one of the main benefits: it empowers the client in relationship to the professional. The client can search and find information and can weight different options that are listed. As such, if there is a face-to-face meeting with a case manager (as is often the case in the Netherlands – for refugees and others who are dependent on welfare), the client can have some control and input in the steps he/she wants to take. *Home access* means that the client does not need to be at the municipality for support or access to information. The client does not need to travel to the meeting, which saves time and money. The client does not need to feel nervous or being judged (also related to less prejudice) because of the welfare or municipal dependency. There are different online programs possible that can address *different learning styles* and learning capacities. *Updates* (for example changes in the law) are easier to disseminate and similarly, client’s information can be updated without having to make a new appointment. Updates on all levels are easier. *Anonymity* in different online programs can create more openness. Questions about informal uses or possibly illegal practices can be asked without being judged by a case manager. Some problems can be discussed easier online than face-to-face. *Relevant information* can be added at any point, documents can be added by either the case manager or the client without having to set up appointments. Client and case manager can *take time* in studying the material. As with online support, online education has benefits and limitations over face-to-face education. The best results also seem to be generated when education is offered in a blended form³¹.

31 <https://www.procademy.nl/effectiviteit-e-learning-volgens-wetenschappelijk-onderzoek/> (12/01/2020)

Blended social work support is a combination of online support and face-to-face assistance. The combination of online access and personal support has created a form of support that builds on the benefits of both forms of support. Technical issues can be avoided and security risks can be at least partially resolved. The support is not solely dependent on case worker or client: because of physical interaction, external motivation can increase.

In the last few years, different applications and websites have been developed for refugees in the Netherlands. The municipality of Amsterdam developed the NL-app where information about the city and services of the city can be found in four languages (<https://www.nl-app.nl>). The welcome app (<https://www.welcomeapp.nl/>) is a national initiative where 'native' Dutch are connected to recent arrivals. Questions can be answered in the app, and events and activities are posted and promoted. Pharos, an expertise center for health and mental health questions, developed a site with information about health and wellbeing of recent refugees (<https://www.pharos.nl/thema/gezondheid-vluchtelingen-asielzoekers-en-statushouders/>). This site connects to facebook sites for Syrians (<https://www.facebook.com/syriersgezond/>) in Arabic and Dutch and for Eritreans (<https://www.facebook.com/eritreersgezond/>), in Dutch and Tigrinya. Other sites, as that of the Dutch Council for Refugees (<https://www.vluchtelingenwerk.nl/forrefugees/belangrijke-informatie-je-eigen-taal>) offer information in the own language. Most of the websites provide general information. The application Refugees@Business (www.immigrationguidance.eu) offers information for refugees that want to start a business. They have created an elaborate information structure where different questions are answered in different steps for different contexts. The app does not just provide general information but helps in specific situations with specific circumstances.

The founders of the Immigration Guidance Foundation started with a legal question: *"when you look at the different levels, European, national or local, you see a large variety in the implementation. The base is European (EU) law but when you get to the local level – you are very dependent on who is in front of you, who is your case worker."* The foundation set as its prime goal to battle those differences in legal practices of the same laws. The initiative started in the Netherlands but will expand to other European countries: ultimately, refugees should be treated in accordance to EU law.

Figure 11 Overview Refugees at Business /IGF

CONTACT DATA	
Name of the organization implementing the action	Immigration Guidance Foundation (IGF)
Website/Social Network	www.immigrationguidance.eu refugees@business (app)
Address (Town and Country)	Den Haag, the Netherlands
Are you part of any national, European or International thematic network	Sdu Lefebvre Sarrut
INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	15 from different disciplines and expertise
It involves:	Refugees Migrants in general Operators and educators working with migrants/ refugees Local Communities Universities Coaches Municipalities The app is designed as a support system for refugees that want to start a business. The app is developed to support and empower refugees.
Characteristics of participants (nationality, age, any other interesting characteristic)	Recognized refugees with different backgrounds/ nationalities: Eritrean, Syrian, Iran, Irak etc Ages average: 35+ - 55
Average number of learners	Everybody can download the app. Around 10.000
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	University of Amsterdam, Free University of Amsterdam, University Groningen, Qredits
Have you established a satisfactory collaboration with other civil society activists?	With COA and Eritrea Fietst
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Jusoor (Syrian entrepreneurship), Techfugees
Have you created a link/value chain with local social and educational services?	With local municipalities like Arnhem, Nijmegen, Rotterdam, Groningen, Zoetermeer etc
Training kits or tools available online	Within the app Refugees@Business we have tutorials, help etc
How is the activity financed (public, private funds, project based)	Gifts, Donations, Sponsors, public

The legal context is now provided for in the app, the foundation is still working on the financial part. And the app is, for now, based on the Dutch context. They want to link the information of the app to municipal information. Each municipality has a different implementation of the legal context so that information has to be specified. The app now has a tree-like structure where the person can look for information specific to his or her circumstances. You have to answer a question which will lead you to the next 'branch' of information. In the future, municipal circumstances will be linked.

In municipal approaches, the route to self-employment often is not prioritized, according to the founders of the app. The specific information to start a business is complex, and it is difficult for case workers of the municipality to have all the specifics, especially in smaller municipalities. The app is created to provide this information: *"We want to give the status holder access to information. We want to provide them with the legal context and options. We hope that this can help them prepare better – not just to start the business but also to start the conversation with their case worker at the municipality."* The app is a tool for empowerment of the 'client': the person can look for information, in the own language, in a structure that has the same information in the same location in Dutch. As such, client and case manager can walk through the steps simultaneously. Or the status holder can use the app to find a way in the system – in interaction with the case worker. The relation with the case worker can change with the use of the app, the status holder is less dependent on (the information of) the case worker. Mutual interaction and knowledge exchange can become the basis of the relation.

Conclusions and recommendations

In the wake of the growth of numbers of refugees between 2014 and 2017, the Netherlands is struggling with the reception, education and labor market access of recent refugees. The legal context is not optimal for an integrated road to access to society. The current integration law will change in 2021 to better facilitate a holistic approach of integration but municipalities and different organizations have already started to search for options for the current status holders. The importance of integration of different goals, as labor market participation, integration, and active citizenship is stressed by research and by the participants of this study.

The municipality of Leiden is one of the pioneers that do not wait for the changes in the law. They follow the current law but use all in their power to make sure people are not slowed down in their way to active participation.

The stress on language is important but omits to look at other qualities of the status holders. Additionally, people learn languages in different ways. Practicing in a relevant context is often important: the experiences of Queridon show that people learn fast when they can actively participate. To have people learn a language first, and then give access to the labor market seems a long route to language learning and labor market participation. Employers should be encouraged to overlook deficiencies in language: lack of language skills is not a permanent disability. Stagestraat@ gives a good example of matching employers with employees, even if their language skills are not perfect. Other skills and capacities are valuable.

Employers, municipal case workers, and others involved should emphasize the qualities and capacities of new arrivals. Learning is not a one-way process; Dutch society can also learn from its new inhabitants. There are different ways to facilitate mutual learning. One way is to make sure people have access to the relevant information, as with the Refugees@ Business application. Another way is through intensive collaboration as is done in the social cooperation. Both examples come from the context of entrepreneurship but should not be confined to that context.

The approaches in this study were 'non-traditional': they deviate to a certain extent from the formal, general structures of dual education systems in the Netherlands. JA Statushouders is formally not allowed to be part of the civic integration. The approach of Queridon is centered around civic integration but aims to contribute more language training and some labor market skills. They did not provide the training in an official way but relied on informal interactions and training. Their approach actively involved the neighborhood as part of an interactive learning process for all involved. Similarly, social cooperations involve larger networks of people. The networks of participants grow, knowledge and experiences are interconnected. The common goal is intertwined with individual achievements: group cohesion and 'belonging' is important part of the process of entrepreneurship. All these

processes can be enhanced with increased access to information – in blended forms where digital information is complemented with face-to-face interaction. For some groups, as the Eritreans, additional programs are needed. Lemat is an example of a 'self-organized' organization where volunteers support newcomers in their own language, which is crucial for groups that come from origins far-removed (not per se geographically) from Dutch society. In these processes, the needs of the migrants are central: approaches should be created in collaboration with migrants instead of 'for' newcomers.

The cases of this study try to support status holders based on specific needs. There is a general overarching notion but the approaches are as much tailor-made as possible. Refugees@Business carefully analyzed each step of the start of a business to supply legal advice for each step. The tree-like structure can combine general information with information in specific situations. Access to information is crucial for each person, to his or her capacities, and should be extended to many more fields of the labor market. Recent refugees are lost in the Dutch bureaucracy where there is little information in their own language and where they are dependent on the knowledge their specific case worker has. Case workers try their best in providing the best path for each of their clients but face time and information constraints. The Dutch system is too complex for one person to understand. Each municipality needs to have experts on every field, every target group, and every detail which is impossible, especially in smaller municipalities. The decentralization of integration, participation and activation has made that each municipality needs to understand the load of legislation and regulation. It would be advisable to at least centralize some aspects.

Simplifying the bureaucratic and regulatory systems will need a lot of work. One way of simplification could be done by combining the goals of integration, participation and activation. These are now separate fields of policy with specific demands and regulations and separate budgets. The call for these recommendations is not new and hopefully, the new Integration Law of 2021 will be a step towards a focus on dual approaches where different goals are integrated for newcomers. Ultimately, migration will be an ongoing process, and Dutch society can greatly benefit, on multiple levels, from the skills, capacities and knowledge newcomers bring.

In short:

- Focus on capacities, knowledge and skills of new arrivals
- Work together with refugees to create programs
- Work together with all parties involved (refugees, municipalities, local governments, employers, employees)
- Create situations where mutual learning is enhanced
- Combine different aspects: do not solely focus on language training but simultaneously support in other areas
- Give full access to information, support digital information flows with face-to-face interaction
- Simplify the bureaucratic and regulatory systems

References

- Antenbrink, P., Boers, I., Burgert, H., Kusters, L., Lamboo, D., de Neyn van Hoogwerff, A.S., Oosterwijk, P.R., Streppel-Kroezen, M.L. (2017). *Inburgering. Eerste resultaten van de Wet inburgering 2013*. Den Haag: Algemene Rekenkamer.
- van Baren, R., & Igwe, A. (3 januari 2020, https://www.groene.nl/artikel/de-weg-naar-werk?utm_source). De weg naar werk. Iedere gemeente begeleidt statushouders op haar eigen manier naar werk. Maar wanneer kies je voor de helpende hand en wanneer voor de harde hand? *De Groene Amsterdammer*.
- Booijink, M., Stavenuiter, M., & Taouanza, I. (2017a). *Vrijwilligerswerk, (taal)stages en werkervaringsplaatsen als opstap naar werk. Evaluatie-instrument werkend leren door vluchtelingen*. Utrecht: Kennisplatform Integratie & Samenleving.
- Booijink, M., Stavenuiter, M., & Taouanza, I. (2017b). *Werkend leren als opstap naar werk voor vluchtelingen. Handreiking voor de begeleiding van vrijwilligerswerk, (taal)stages en werkervaringsplaatsen*. Utrecht: Kennisplatform Integratie & Samenleving.
- Duyvendak, J. W., & Rijkschroeff, R. (2004). De bronnen van het integratiebeleid. *Sociologische Gids*, 51(1), 3-17.
- Engbersen, G., Dagevos, J., Jennissen, R., Bakker, L., & Leerkes, A. (2015). *Geen tijd verliezen: Van opvang naar integratie van asielmigranten. Door gelijktijdig te werken aan huisvesting, taalverwerving, opleiding en werk verliezen overheden bij de integratie van asielmigranten met een status zo min mogelijk kostbare tijd*. (No. WRR-Policy Brief 4). Den Haag: WRR.
- Gans, H. J. (2007). Discussion article. Acculturation, assimilation and mobility. *Ethnic and Racial Studies*, 30(1), 152-164.
- de Gruijter, M., Razenberg, I., & Tinnemans, K. (2019). *Monitor gemeentelijk beleid arbeidstoeleiding vluchtelingen 2019. Succes en stagnatie bij arbeidstoeleiding van statushouders*. Utrecht: Kennisplatform Integratie & Samenleving.
- Klaver, J., Mallee, L., Ode, A., & Smit, W. (2015). *De integratie van statushouders of lokaal niveau: Belemmeringen en oplossingen*. Amsterdam: Regioplan.
- Klaver, J. & Ode, A. (2009). Inburgering. In: M. Gijsberts & J. Dagevos (Eds.), *Jaarrapport Integratie 2009* (pp.68-93). Den Haag: Sociaal en Cultureel Planbureau.

- Korteweg, A. C. (2005). De moord op Theo van Gogh: Gender, religie en de strijd over de integratie van migranten in Nederland. *Migrantenstudies*, 21(4), 205-223.
- Maletic, A. (2016). *Integration through education, building bridges in divided societies*. LLLPlatform Position Paper.
- Nijhoff, K. (2019a). Dutch assimilation versus migrants' hybridism: Narratives of Poles in The Hague. *Social Identities. Journal for the Study of Race, Nation and Culture*, doi:<https://doi.org/10.1080/13504630.2018.1564266>
- Nijhoff, K. (2019b). *Support programs for entrepreneurial refugees in the Netherlands. An overview of practical experiences*. The Hague: The Hague University Press.
- van Oers, R. (2013). Integratietoets zorgt voor uitsluiting. *Sociale Vraagstukken*, doi:<http://www.socialevraagstukken.nl/integratietoets-zorgt-voor-uitsluiting/>
- Omlo, J., Cankaya, S., & Bouras, N. (2013). Schaf het integratiebeleid af! *Sociale Vraagstukken*, doi:<http://www.socialevraagstukken.nl/schaf-het-integratiebeleid-af/>
- Onderwijsraad. (2017). *Vluchtelingen en onderwijs. Naar een efficiëntere organisatie, betere toegankelijkheid en hogere kwaliteit*. Den Haag: Onderwijsraad.
- Oostveen, A., Ode, A., & Mack, A. (2018). *Duale trajecten taal en werk. Inventarisatie van duale trajecten voor statushouders*. (No. 18046). Amsterdam: Regioplan.
- Peeters, R. (2013). Ambigüiteit in het integratiebeleid. Eenduidige politieke taal en meervoudigheid van beleid. In L. Coello, J. Dagevos, C. Huinder, J. van der Leun & A. Ode (Eds.), *Het minderhedenbeleid voorbij. Motieven en gevolgen* (pp. 27-40). Amsterdam: Amsterdam University Press.
- van Rijn, A. S., Zorlu, A., Bijl, R. V., & Bakker, B. F. M. (2004). *De ontwikkeling van een integratiekaart*. Den Haag: WOCD.
- Rijneveld, W., & Pieterse, J. (2019). *Coöperatief ondernemen in Nederland. Een evaluatie van cordaid's programma*. Amsterdam: Avance Impact.
- Schalken, F. (2013). *Handboek online hulpverlening. Met internet zorg en welzijn verbeteren*. Houten: Bohn Stafleu van Loghum.
- Schinkel, W. (2008). *De gedroomde samenleving*. Kampen: Klement.

Schinkel, W. (2011). [Integratie]? Nee, dank u! In R. Frissen, & S. Harchaoui (Eds.), *Integratie en de metropool. Perspectieven voor 2040* (pp. 39-55). Amsterdam: van Genneep.

SER. (2016). *Nieuwe wegen naar een meer succesvolle arbeidsmarktintegratie van vluchtelingen*. (No. Signalering/December 2016). Den Haag: Sociaal Economische Raad.

Vluchtelingenwerk (2018). *Vluchtelingen in getallen 2018*. Vluchtelingenwerk Nederland.
https://www.vluchtelingenwerk.nl/sites/default/files/u640/20180719_vluchtelingen_in_getallen_%202018_allerdefinitiefste.pdf

Appendix 1: Manifesto of Inclusive Learning

“To know in order to welcome; welcome to include”

“Throughout history, people have migrated from one place to another. People try to reach European shores for different reasons and through different channels. They look for legal pathways, but they risk also their lives, to escape from political oppression, war and poverty, as well as to find family reunification, entrepreneurship, knowledge and education. Every person’s migration tells its own story.”

European Agenda on Migration

The Manifesto of Inclusive Learning puts each citizen with his/her cultural heritage at the centre of continuous education and recognizes the diversity of education and training approaches as an opportunity to promote social change and build a Europe for all from grassroots.

The Manifesto was co-created from the experiences of over 150 participants at the EPALE National Seminary “La Formazione Accogliente” (Welcoming training) held in La Spezia on 14-16 September 2017.

Through the Manifesto the signatories design a shared horizon to their educational agency, putting in common objectives and language.

The principles of the Manifesto

In a transition phase between a society that no longer exists and one that we are still designing, the following ten general principles apply:

1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.
5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the

design of an inclusive society, as the result of the meeting and the metissage between different stories, cultures and interpretations of the world

6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation
8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance

Who is the Manifesto addressed to?

The manifesto puts the focus on three main stakeholders recipients of the actions that are developed in the CPIA, SPRAR, CAS and all the other areas of response to migrants. The three groups interact and for each one the following necessary actions are identified below:

Applicants for international protection (asylum seekers) and migrants

Thanks to an adequate and personalized training process, they consolidate knowledge, skills and attitudes useful for realizing their life project through:

- Recognition of formal, non-formal and informal skills and support in the construction of a personal and professional project
- Literacy in the language of the host country
- Vocational training for the labour market
- Guidance (eg job grants and traineeships)
- Access to University and tertiary education
- Civic education, on the rule of law and guidance to compliance with the rules of the host country
- Accompaniment to know and understand the characteristics and culture of the host territory
- Training on career management skills, in particular critical thinking, effective and transformative communication, creativity, team working, just to name a few
- Recognition of one's own cultural heritage, including the freedom to profess one's religion while respecting all the others

The signatories of the Manifesto, therefore, propose to put in place an integrated model of training and guidance to sustain knowledge of territory and labour market

Operators of the reception chain

Each operator must receive appropriate training and develop skills, knowledge and attitudes in line with national and European policies in order to:

- Listen, guide, mediate and support migrants with methods and techniques appropriate to them and their specific needs (only as an example: unaccompanied minors, women survivors of violence or adults with post-traumatic stress)
- Manage the various stages of the reception chain, according to their skills and knowledge (consistent with needs in the legal, psychological, pedagogical, health sectors etc.)
- Understand and collaborate with the entire network of public and private institutions at a local, national and international level
- Enjoy continuous training, pre-service and at the workplace
- Propose, plan and implement innovation of services and projects, based on own experience and continuous evaluation, be it internal self-assessment and impact evaluation, based on shared and validated indicators
- Collaborate with teachers of the Provincial Centres of Adult Education (CPIA) that are public schools and service networks intended as point of departure and arrival of each asylum seekers' training process
- Design and nurture creative opportunities for information, intercultural dialogue and activation for the common good among local autochthone and migrant communities
- Communicate correctly with migrant communities taking into account the intercultural dimension
- Get to know basic elements of the history and cultural heritage of the migrants' countries of origin
- Communicate and disseminate their work, including through ICT, in order to make information and initiatives accessible to all.

The signatories of the Manifesto therefore propose to recognize a new professional figure, the so called “operator of migrants’ reception chain”, trained to act as indicated, at the levels of the European Qualification Framework EQF from 5 to 8

Local educating communities

They are the protagonists of change and represent the educating community that welcomes and includes migrants. They should be activated in collaboration with the Institutions, the service network and the Third Sector and contribute to building a territory that is fit for everyone, with a social and productive fabric that generates inclusion, labour and well-being.

Therefore it is important to stimulate the following non-formal and informal education process:

- Create opportunities for sharing and participation that foster mutual knowledge, dialogue and overcoming of prejudices, fear and hatred
- Open doors, or make them transparent, of places and spaces for training of asylum seekers. The CPIAs with a structured and well-defined staff must be recognized and made visible to the local population, as the public school responsible for the education of ALL adults, without distinction
- Involve primary and secondary schools, universities and vocational training institutions through research in order to build a culture of reception, evidence and knowledge (also through work school alternation, for example)
- Build vocational training programmes, in collaboration with local authorities, private companies and Schools, that take into account local cultural heritage, artisanship and vocation of each territory
- Involve trade associations in the planning of vocational training and launch awareness campaigns for companies
- Activate the community of artists, intellectuals, sportsmen, show business figures and other excellences of human creativity to stimulate dialogue and interest towards the incoming new citizens
- Organize convivial and cultural events in neighbourhoods and small towns - including the suburbs of large urban areas and rural areas - which, starting from the enhancement of the everyday and the common aspects of all cultures, promote mutual understanding and respect.
- Connect with local and national networks to promote the rights of universal citizenship

The signatories of the Manifesto therefore propose both to public and private bodies to take all the concrete and necessary measures for the implementation and impact evaluation of the proposed activities.

La Spezia 15th September 2017

Appendix 2: Interview tool

MANIFESTO FOR INCLUSIVE LEARNING INTELLECTUAL OUTPUT 1 ADVOCACY TOOL KIT

Collection of successful practices of inclusion of migrants through education and training

Description of existing practices (carried out by the partner or within in its network)

The objective of the following grid is to describe existing practices on migrants' and asylum seekers/refugees' integration in hosting societies through education and training. Each partner should select from 3 to 5 practices that he/she deems coherent and consistent with the principles of the Manifesto for Inclusive Learning (please see below). The practices will be presented at the training in Berlin and they should provide evidences/demonstrate the value of applying an education and training-based strategy in inclusive policies and practices for a welcoming Europe.

The data collection can take place through interviews or asking the interviewee to fill out the form on his/her own. There must be a contact with the practice provider (download from the Internet is not enough!)

PART I CONTACT DATA	
Name of the organization implementing the action	
Website/Social Network	
Name of Contact Person and Role within the project/teaching programme	
E-mail	
Phone (not mandatory)	
Address (Town and Country)	
Are you part of any national, European or International thematic network	

PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE

Number of teachers/educators/trainers/volunteers or other operators involved	
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	
Characteristics of participants (nationality, age, any other interesting characteristic)	
Average number of learners	
Sex disaggregation of participants (if available)	
Concise description of the learning experience ()	
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	
Have you established a satisfactory collaboration with other civil society activists?	
Have you established a satisfactory collaboration with migrant communities representatives, if any?	
Have you created a link/value chain with local social and educational services?	
On line platform or app for e-mobile learning, if available	
Strengths of the approach	
Weaknesses of the approach	
Indicators of success	
Story telling (anecdotes) worth to be reported	
Project Homepage/Social Network if any	
Training kits or tools available online	
How is the activity financed (public, private funds, project based)	
Pictures	

Principle	How is it met?
1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.	
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.	
5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the metissage between different stories, cultures and interpretations of the world	
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	
8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance	

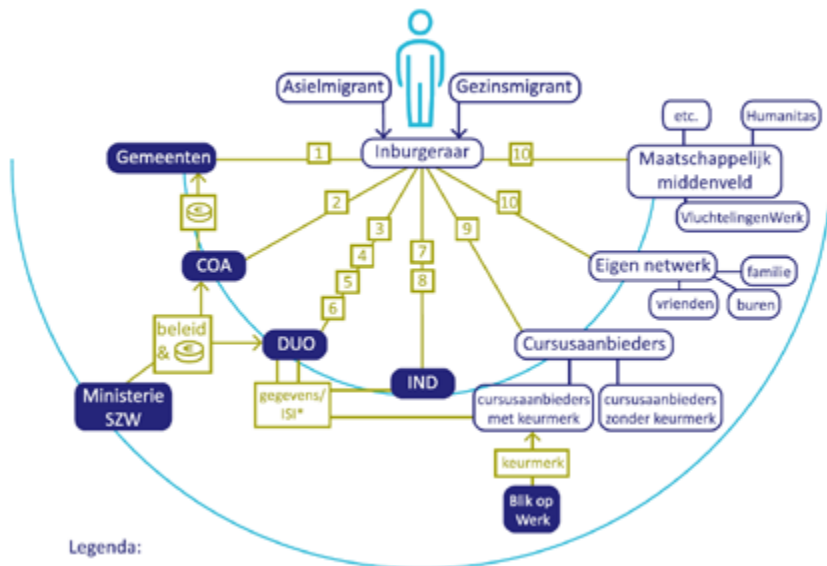
Please add anything you might see fit

Name of the person in charge of filling out the grid

Date and Place

Appendix 3: Overview of actors in Dutch integration process for status holders

De inburgeraar in netwerk van actoren



Legenda:

Overheid

- Gemeenten:**
 - 1 Maatschappelijke begeleiding van asielzoekers
- Centraal Orgaan opvang asielzoekers (COA):**
 - 2 Voorinburgering van asielzoekers
- Dienst Uitvoering Onderwijs (DUO):**
 - 3 Informatievoorziening richting inburgeraar
 - 4 Uitvoering van het leerstelsel
 - 5 Organisatie inburgeringsexamens
 - 6 Handhaving inburgeringsplicht
- Immigratie- en Naturalisatiedienst (IND):**
 - 7 Bepaling verblijfsrecht
 - 8 Uitvoering verblijfsrechtelijke sancties

*Informatiesysteem Inburgering

Maatschappij

- Cursusaanbieders:**
 - 9 Aanbieding cursussen
- Eigen netwerk / Maatschappelijk middenveld:**
 - 10 Formele ondersteuning en informele initiatieven

Source: Antenbrink, et al., 2017, p. 7

Appendix 4: Principles of the Manifesto per organization

JA Statshouders

Principle	How is it met?
1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.	It is important to dedicate enough time and intensity to the trainings so that bonding and mutual trust between trainer and trainee develop
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	We always work from equality and solidarity. In the training "The Conversation" of 18 weeks, there is broad attention for the different backgrounds and aspirations of the participants. In the groups that train on orientation on the labor market, the dream of each individual is central; in the follow-up, the dream is placed in the context. Together with the participant, a plan is designed
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Solidarity is common in each and every culture, the content of the word differs per context. In our trainings we look at the meaning of solidarity in the Dutch context and it is contrasted with other cultures
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.	This is a direct consequence of the answer of 3. So yes
5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the <i>metissage</i> between different stories, cultures and interpretations of the world	We explicitly give room to people to learn and exchange knowledge, experiences, and dreams. We do not only teach but we want to be taught, and together with the participants, we shape the content of the trainings
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	Continuous quality checks and monitors. Transparency and accountability towards participants

<p>7. Networking to strengthen collaboration and stimulate creative synergy and social innovation</p>	<p>We organize a number of meetings annually with our partners in the city to look for ways to best support recent refugees. We collaborate with a number of partners in the region: as UWV (employment agency), MBO (school) and the general reintegration partner of the municipality. We also work with the Refugee Council (VluchtelingenWerk)</p>
<p>8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.</p>	<p>We use social innovation as a method to improve our trainings and training materials. We rely on scientific research and experiences in practice</p>
<p>9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"</p>	<p>We use evaluations, written and oral, to improve our training and to shape new policies</p>
<p>10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance</p>	<p>We hope to learn at least as much from the participants as they learn from us. We aim for a valuable exchange of experiences, knowledge and dreams.</p>

Queridon

Principle – distilled from the interview, not directly asked	How is it met?
1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.	Queridon has integrated teaching and learning as a 'lifestyle' – all and everyone is involved and included
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	Focus on the individual, on individual circumstances and needs
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	See above
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.	Even though the goal is to help people pass the integration test, the means have become much wider. Participants are trained in more skills than needed for the test, to help them face and cope with Dutch society.
5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the <i>metissage</i> between different stories, cultures and interpretations of the world	A piece of Dutch society is transformed by the work of the organization – the integration is mutual through Queridon. Multiple forms of learning
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	See above. Accountability not just through Blik op Werk but in many ways. Their story is very public
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Opportunities are used to create a better structure for learning – as the collaboration with Color Kitchen will show.
8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	See above
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	See above
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance	In every way possible – not just from the stories of the managers but also from the stories of the students.

Blue Umbrella

Principle	How is it met?
<p>1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.</p>	<p>In the Blue Umbrella learning is done in formal and informal ways. There are workshops by external and internal experts. Members can subscribe to an educational track if necessary and relevant for their business. But most learning is in informal ways. People start their business, and soon discover where they need help. For example with the design of a website, and another member can help. So there is a lot of mutual learning without a formal educational relationship.</p> <p>Learning is central in the BU. People often do not realize how much they have to/can learn because the business- process is step by step in the BP, not all at once. Similarly, the coordinator/counsellors learn a lot in this relatively new organizational form.</p>
<p>2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination</p>	<p>Members of the BU commonly have a long(er) history of welfare dependency. The dependency and inactivity is often connected to low self esteem, self confidence and lack of a network. They often experience stereotyping and negative treatment based on poverty and welfare dependency (lazy, fraudulent).</p> <p>At the BU we welcome and accept anybody and everybody. That is one of the main core values – acceptance of all. We experience the positive impact of acceptance, people grow mentally, in self esteem, in confidence when they are treated positively. People need acceptance, acknowledgement and appreciation.</p>
<p>3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help</p>	<p>Members of the BU support each other whenever they can. Solidarity is central</p>
<p>4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.</p>	<p>The BU is started to help people that have difficulties finding work and that are labelled as ‘having a long distance to the labor market’. It often concerns people that have a (non diagnosed) psychological or physical limitation, or people with a history of addiction. These are often vulnerable people. They find a safe place at the BU where they can develop themselves and their business</p>

5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the <i>metisage</i> between different stories, cultures and interpretations of the world	The BU aims for an inclusive society, not just for migrants and refugees but for all. Meeting is central
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	The BU is a cooperation and as such member owned. Everything is shared and each decision is made by all the members. Transparency is essential for the functioning of the cooperation
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	The BU is aimed to work with others and other organizations. We see the BU as an active actor to create innovation in the social domain.
8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	There has been studies (of the BU but also on a national level) on the effects of a social cooperative. All results are positive ☐
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	We measure impact on a qualitative manner, using people's stories to discover the impact of the organization.
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance	We battle the stigmas attached to welfare-dependency, regardless of background.

Coöperatie EVA

Principle – <i>distilled from the interview, not directly asked</i>	How is it met?
1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.	Members help each other, support each other, and work together when possible. On a wellness day, all businesses linked to wellness work. Everybody is the teacher and everybody is learning. Experiences are different, past lives are different but the combination of competencies and strengths help the individual businesses and the cooperation grow.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	The only restriction in this cooperation is gender, it is for women only. The goal is economic independency of the members and of the cooperation but each member has its own timeline.

3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Clearly, this is one of the fundamentals of a social cooperation. The earnings go back into the cooperation
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.	Similarly, see 3)
5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the <i>metisage</i> between different stories, cultures and interpretations of the world	Focus on women, to help and support women, from different backgrounds in many ways. Sharing and collaborating to achieve (economic) independence
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	-
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	We work with different local organisations that support/organize migrants and women. Different types of organizations in The Hague
8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	Based on an approach that has its roots in the developing world
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	Yes
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance	Yes

Refugees @ Business

Principle	How is it met?
1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.	Anytime, anyplace, anywhere availability of the app with direct contact options to IGF for additional questions and help
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	Multilingual, easy accessibility, the app is a means to promote equal access to the law for everyone
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	The app is intended to promote self-reliance without bias and subjectivity
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.	Self-reliance and free access for anyone
5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the <i>metisage</i> between different stories, cultures and interpretations of the world	The app anticipates only on the strong belief that everybody has its own talent, no matter where you come from (geographic), gender, or culture (Syrian, Iran).
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	By usage of the app, we can measure and create a benchmark by comparing the application of law on a European, national and local level.
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	The app foresees in sharing outcomes with your peers and therefore it creates the start for conversation with for instance klantmanagers, coach and other professionals.
8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	In app measurement and collaboration with the university of Amsterdam to generate statistics for fundamental research and outcomes
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	Accessibility of the law is a fundamental right for every citizen in the world with refugees@business
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance	Yes, we agree, we fully underling the diversity of talents in the world and the contribution of each individual which has the right to exploit his or her talents

Appendix 5: Tool Manifesto for Inclusive Learning: Lemat and Stagestraat©

Lemat

PART I CONTACT DATA	
Name of the organization implementing the action	Stichting Lemat
Website/Social Network	www.stichtinglemat.com
Address (Town and Country)	Rotterdam, The Netherlands
Are you part of any national, European or International thematic network	-
PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE	
Number of teachers/educators/trainers/volunteers or other operators involved	1 coordinator and 9 other volunteers Between 30-40 participants
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Yes, since the project is focused solely on Eritrean refugees.
Characteristics of participants (nationality, age, any other interesting characteristic)	The project is focused on Eritrean refugees. The participants are all men, almost all of them are uneducated.
Average number of learners	35
Sex disaggregation of participants (if available)	There was no intentional focus on either gender. However, almost all participant throughout the project thus far are exclusively male. Quote of interview project coordinator: <i>"There was one young man, I met him the other day with his wife and child – I did not even know he had a family. He told me, he should bring her to the meetings, he said she is much smarter than him. I think women are a bit faster in their integration, in learning. They are a bit more patience, willing to practice. The men just want to start and do thing. But in general, it is mainly men that come here. And the male female ratio in migration is not even, commonly the men come first and the women join them when they are established, because of the dangers of the route."</i>

<p>Concise description of the learning experience</p>	<p>The goal of the project is to assist Eritrean refugees with their integration process in the Netherlands, specifically Rotterdam. This is done through organizing communal activities where day-to-day (potential) problems and challenges are discussed and explained.</p> <p>Through a cultural exchange with local Rotterdam neighbourhoods, the project seeks to increase their cooperation with the municipality.</p> <p>Furthermore, there is the opportunity to engage in language courses (which are not provided by the project itself). However, the project includes multiple volunteers who assist the participants with homework they receive from language and integration courses.</p> <p>One of the volunteers is working on a specific program with specific materials, suitable for different learning styles in the target group. In the future they might want to focus more on the transition to labor market participation – through internships or direct participation.</p> <p>The trainings they provide focus on empowerment. They cover eight different themes (see website).</p>
<p>Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?</p>	<p>Not satisfactory with the municipality. Could be more collaborative but it is not ruled out that this might happen in the future. This also has to do with the political climate in Rotterdam. Although representative of the district Zuid visited the project, and they reported positive findings.</p> <p>1 vocational training school (Zadkine) with whom the collaboration is satisfactory.</p>
<p>Have you established a satisfactory collaboration with other civil society activists?</p>	<p>At the moment not yet. There are however plans to involve church leaders in the future (also to increase the number of female participants).</p>
<p>Have you established a satisfactory collaboration with migrant communities representatives, if any?</p>	<p>With and for male participations yes.</p> <p>Quote from the interview with the project coordinator:</p> <p><i>“Recent refugees seem to find us rather easily. We are pretty well-known in Rotterdam among the target group. All our coordinators and organizers are fluent in Tigrinya and have a refugee background themselves (1st or 2nd generation). Most kind of come to look around, to see what we do, and then come back – they are kind of suspicious at first. The language helps, most Eritrean refugees do not speak English or speak it very poorly. They are having trouble finding the way in Dutch society and cannot solve their problems by themselves. The support of our volunteers helps them a lot and is very needed. And because they learn Dutch at a slow pace, on average, they stay connected to us.”</i></p>

Have you created a link/value chain with local social and educational services?	Zadkine (MBO College – vocational training) assists the project, by looking at possible intern placements and even educational placement. The college however, expressed their concern that the level of education that they provide might be too complex for most refugees that we support. At this moment we are looking with the school if the refugees could start on a more basic level and where.
On line platform or app for e-mobile learning, if available	No this is mostly done through sharing experiences (mouth-to-mouth).
Strengths of the approach	Individual focus on and for the participant. Looking at opportunities specific for the individual's needs.
Weaknesses of the approach	<p>No female participants. They are looking at ways to involve women as well, but it is very hard to reach them (due to traditional gender roles at home). In the future they would also like to integrate the language courses in the project itself.</p> <p>Since the level of education in this particular group is extremely low, they ideally would have teachers that take them step-by-step through the materials. They find that language is really crucial, and notice that the people that have an internship or a job, learn much faster than the others.</p>
Indicators of success	The successes are measured on an individual level and are therefore hard to quantify.
Story telling (anecdotes) worth to be reported	<p><i>"Most of our target group escape Eritrea by traveling to Sudan and then to Libya. From Libya they try to take the boat to Italy and then find their way in Europe. The last few years, the war in Libya has created a lot of issues. The people do not talk much about their past and the journey but it was a journey with hunger, people dying on the way, rape, kidnappings where families had to send money. And then they had to make the boat trip from Libya to Italy in a small, weak boat. All of it is traumatic, some people survive but not all. And then they get to Italy they go their own way, often they get separated. So before they get here, they have been through a lot.</i></p> <p><i>When they first get to us, they have a lot of basic questions, about where to get the right paper work, questions about the integration trajectory. And we practice Dutch with them. We do not deal with the psychological issues because we do not have enough training for that.</i></p> <p><i>We did start a trajectory where they meet a training once every seven weeks and with whom they can talk about their experiences. They can talk about their feelings and emotions, how they feel about being here and about their future. We try to get a bit more insight in the people that visit us."</i></p>
Project Homepage/Social Network if any	The foundation has a website.
Training kits or tools available online	-
How is the activity financed (public, private funds, project based)	Through different (local-) Dutch funds: the VSB fonds, Oranje Fonds, Kans fonds, Sint Laurens fonds, Volkskracht and DBL-fonds.
Pictures	-

Principle	How is it met?
1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.	This is met through the structure of the project where they meet every Saturday and assist the participants in their individual educational needs. Especially concerning language.
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	By looking at the individual and at their individual needs.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	They sometimes encourage participants to help each other.
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.	By not only focussing on those who have the highest Dutch language comprehension level
5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the <i>metissage</i> between different stories, cultures and interpretations of the world	<p>Quote from the interview with the project coordinator:</p> <p><i>"I think the most important part is to consider the entry level of people. I understand that the Dutch government wants some standardization, but it is not realistic and ends up being even more expensive than personal programs. If you see how many of these people do not pass the integration tests... They will have a very difficult time to find any future here. They can of fall in between. If somebody misses the digital skills, you need to start on a whole different level. I don't know how to completely approach it but I think you need much more room for individual trajectories. They cannot find their way themselves, but they can do a lot once they have found a way – with guidance. That guidance is crucial. Intensive support.</i></p> <p><i>So look at the entry level of people and create a suitable program fitting their learning style. And don't wait with work till people have finished the integration program, help people find jobs and internships so they can learn the language faster and better. "</i></p>
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Networking is important in the search of job and intern placement.

8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	They adapt a more best-practice based approach. Mostly because it is focussed on individual participants.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	Because they are aware of this specific group's history and struggles they know how what to look for and how to better guide them.
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance	

Stagestraat©

PART I CONTACT DATA

Name of the organization implementing the action	StadenCo (organization) Stagestraat© Amsterdam (program) Districts within Amsterdam (projects)
Website/Social Network	www.stadenco.nl
Address (Town and Country)	Amsterdam, The Netherlands
Are you part of any national, European or International thematic network	-

PART III INFO ON THE INCLUSIVE EDUCATION & TRAINING PRACTICE

Number of teachers/educators/trainers/volunteers or other operators involved	1 project leader Some volunteers depending on the district. Several local business owners (depending on the district 3-8).
Does it involve: Refugees Migrants in general Operators and educators working with migrants/refugees Local Communities Other (please specify)	Mainly involved (young) unemployed residents of Amsterdam. A few district projects involved so called status-holders (refugees with a [temporary] residence permit).
Characteristics of participants (nationality, age, any other interesting characteristic)	The exact numbers are missing. Although they were generally Dutch residents, male, between the ages of 18-25. A few (former) refugees were involved as well, all of them were male and most of them came from Sudan, Syria or Iraq.
Average number of learners	7

Sex disaggregation of participants (if available)	There was no disaggregation. Unfortunately, the project did however, attract mostly male participants because of the intense commitment (32+ hours per week). Experience showed that female participants indicated that they were not able to combine these hours with their responsibilities at home. Namely, taking care of their children and household duties.
Concise description of the learning experience ()	<p>The project enables participants to enter the job market and assists business owners in hiring people through mutual contact. This is done in close collaboration with the municipality. Specifically, the municipality provided the project with a list of unemployed people who might be willing and able to participate in an internship for 6 months at a local business. They did so through the Werk Service Punt (WSP) of the municipality. This is an office who's main responsibility it is to guide and assist unemployed residents of a municipality. Ideally, the participants would stay on after the 6 months as a (fulltime) employee. The candidates were specifically matched to participating business through the project leader.</p> <p>First the participant (individual) would write a cover (motivation) letter about their goals and expectations for the internship. The project leader would match these letters with the business owners who indicated that they might be willing to participate. These business owners were approached by the project leader's network.</p> <p>After a potential match was found the project leader would facilitate an interview between the potential candidate and the business owner. The project leader was also responsible for guiding and assisting both sides in terms of contracts and other agreements specific their work. At the end of the 6 months the project leader would evaluate the internship separately with both the business owner, the intern and someone from either the WSP or the municipality.</p>
Have you established a satisfactory collaboration with the public service network, including schools, vocational centres and Universities?	<p>The municipality helps the project by providing a list of potential candidates to the project leader. These people were selected through their registration of the local unemployment desk. The status-holders were selected in a similar way. Not all of them were fluent in Dutch, they were not offered a language course but rather a different type of work placement setting (one that did not require Dutch fluency).</p> <p>Since the municipality purchased the project the collaboration was intense and there were numerous evaluation moments throughout the project.</p>
Have you established a satisfactory collaboration with other civil society activists?	It was never a goal in itself during the project; however, in some districts they did organize community meetings in a local venue.
Have you established a satisfactory collaboration with migrant communities representatives, if any?	Not specifically with migrant community-leaders. However, there was some form of snowball-effect after the first migrant was involved in the project. Which enabled more migrants to participate in the program.

Have you created a link/ value chain with local social and educational services?	-
On line platform or app for e-mobile learning, if available	Not specifically for participants. Although there was an elaborate website, Facebook page and Twitter account for (during) the project itself.
Strengths of the approach	Tailor made approach specific to each district within a municipality. Where they matched each individual candidate to a specific participating business. There had to be a mutual positive review as well (after the project leader arranged for an interview).
Weaknesses of the approach	<p>Not a lot of women were able to participate in the project because of the time commitment. The project leader indicated that a few women were almost matched to a specific business owner but could not commit to working 4 days per week because of household (children) responsibilities.</p> <p>It would have helped if the project provided some sort of language classes as well.</p>
Indicators of success	<p>It was considered a success when there was a mutual match and when the participant was still employed after 4 weeks.</p> <p>There is at least one former refugee who is still employed at the local business after all these years.</p>
Story telling (anecdotes) worth to be reported	The program started out with a specific focus on young (uneducated-) unemployed people. During one of the projects (in the Rijnstraat) the project leader worked with one status-holder (refugee). This turned out to be an incredible match which is why one of the later projects (in Oud-West) solely focusses on refugees. That project looked at the needs and wants of refugees in Amsterdam (looking for employment) and matched those needs and wants with business owners who were open to working with this specific group. The project in Oud-West (focus on refugees) was as successful as the other projects in Amsterdam who did not have this specific focus. The key was to look at the individual's wants and needs and matching those with the business owners'. Because of this individual approach it does not matter if the focus group is native Dutch or if they are refugees.
Project Homepage/Social Network if any	Not active anymore
Training kits or tools available online	-
How is the activity financed (public, private funds, project based)	The project was purchased by different municipalities. Each of them had a project leader.
Pictures	-

Principle	How is it met?
1. Centrality of education and training, be it formal and non-formal, understood as a relationship that transforms and connects those who teach and those who learn, in every place and time of life.	
2. Hosting, understood as the recognition of the common humanity of the other person and his/her needs and aspirations, without discrimination	By looking at the individual and at their individual needs.
3. Solidarity, intended as an enhancement of sharing, reciprocity and mutual self-help	Through completing this project more participants became (economically-) independent.
4. Protection of the weakest, understood as the ability to look at the world always from the point of view of the most fragile, offer them protection first and paths of autonomy than.	Their whole program was structured to assist in the needs of less independent people
5. Confidence in a shared future, intended as the conscious choice to include migrant people, starting from young people and women, first or second generation, in the design of an inclusive society, as the result of the meeting and the <i>metissage</i> between different stories, cultures and interpretations of the world	Because of one of the specific projects in the Rijnstraat – that worked with 1 refugee – another project was set up specifically for refugees (nu Oud-West). The aim in this district – the one that focussed on refugees – was to enable refugees to take part in the Dutch labor market thereby, assisting them in gaining economic/ financial stability and independence.
6. Accountability of the Institutions and the Third Sector, seen as an instrument of transparency and security for all citizens and their associations.	-
7. Networking to strengthen collaboration and stimulate creative synergy and social innovation	Networking is vital in this project. They need a big network to place the (potential-) participants.
8. Evidence-based approach, understood as the continuous tension towards the scientific analysis of change, based on quantitative, qualitative and mixed tools and methods, to overcome perceptions, stereotypes and information that are often distorted and manipulated.	They adapt a more best-practice based approach. Mostly because it is focussed on individual participants and experiences from previous projects.
9. Centrality of narrative approach, understood as a research method and a tool for respectful dialogue on the "stories" that make "History"	
10. Curiosity and respect for all the diversity of which everyone is a bearer against the culture of hate, xenophobia and any possible expression of intolerance	

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every receipt, invoice, and bill should be properly filed and indexed for easy retrieval. This not only helps in tracking expenses but also ensures compliance with tax regulations.

In the second section, the author provides a detailed breakdown of the company's financial performance over the past year. This includes a comparison of actual results against budgeted figures, highlighting areas of both success and concern. The analysis covers revenue growth, cost management, and overall profitability.

The third section focuses on the company's strategic initiatives and future outlook. It outlines the key goals for the upcoming year and the strategies being implemented to achieve them. This includes plans for market expansion, product development, and operational improvements.

Finally, the document concludes with a summary of the key findings and recommendations. It stresses the need for continued vigilance in financial management and a commitment to transparency and accountability. The author expresses confidence in the company's ability to overcome challenges and achieve its long-term vision.

The Hague University
Johanna Westerdijkplein 75
2521 EN The Hague

