

Bachelor Thesis

School of Management & Governance

CIVIC INTEGRATION COURSES IN ENSCHEDE:
WHAT ARE POSSIBLE EXPLANATIONS FOR (DIS-)
SATISFACTION OF THE PARTICIPANTS?

UNIVERSITEIT TWENTE.

January 6, 2013

Authored by: Frederik Busche

Bachelor Thesis

School of Management & Governance

Author: Frederik Busche
Address: Alt Moabit 120, 10559 Berlin/Germany
Student number: s0210447
Email: f.busche@student.utwente.nl
Study: European Studies
Faculty: Management and Governance
Supervisor: Prof. Dr. Sawitri Saharso
Second supervisor: Dr. Jörgen Svensson

*Civic integration courses in Enschede:
What are possible explanations for (Dis-)
satisfaction of the participants?*

by Frederik Busche

Abstract

The implementation of civic integration courses dates already more than a decade back and a lot research has been done about this topic. Researchers made specific studies about the efficiency of the trajectories in terms of learning and the chance for employment Furthermore evaluations about personal guides of the participants have been done, too. But the number of studies going in depth and ask about satisfaction or dissatisfaction of single participants is relatively limited. What are the factors leading to positive or negative feelings toward the trajectory? Therefore, this qualitative research tries to deepen the understanding why individual migrants appreciate a program or why not.

This study firstly indicates that the reflection of quality of the trajectory, the right selection and how expectations and objectives are communicated play the most significant role in appreciating a trajectory or not. Furthermore, the chance for economic gain, the higher educational background as well as a younger age play a significant role on a person's positive attitude toward a civic integration course. Furthermore, gender has an impact on satisfaction with in terms of the selection procedure. Women who are willing to work tend to be unsatisfied with those civic integration courses which are related to child education. The existence of a native Dutch partner has a positive partner when he/she takes an active role in the integration process of the migrant.

Content

ABSTRACT.....	2
1. INTRODUCTION	4
2. THEORETICAL FRAMEWORK	8
3. THE CURRENT NATURALIZATION POLICIES IN ENSCHEDE	14
4. METHODOLOGY	18
4.1 RESEARCH DESIGN	18
4.2 CASE SELECTION, SAMPLING AND DATA COLLECTION	18
4.3 STRENGTH AND WEAKNESSES	19
4.4 OPERATIONALIZATION	20
4.5 CONCLUSION	25
5. FINDINGS AND ANALYSIS	26
5.1. SATISFACTION INDEX OF THE PARTICIPANTS	26
5.2 FACTORS INFLUENCING THE DEGREE OF SATISFACTION	30
6. CONCLUSION	40
7. LIST OF REFERENCES	43

1. Introduction

The need for unskilled labor due to the redevelopment of the Dutch economy after World War II led to the increase of immigration on a high scale. At the end of the 1950's, bilateral agreements with countries like Turkey, Morocco or Spain gave people from these countries the opportunity to work in the Netherlands. Therefore, thousands of people found new jobs especially in the industrial centers like 'Randstad' or in Eindhoven. Originally, the guest workers intended to stay only a few years to earn enough money for having a good life in the country of origin after returning. But after a several years, many immigrants created a new life in the Netherlands and began to alienate themselves from their country of origin. A new governmental law in the 1970's enabled the migrant workers to bring their spouses and children to the Netherlands. The family unification led to a high increase in the number of foreigners living in the Netherlands. The increase of Moroccan people from 22,000 in 1973 to 335,127 in 2006 is mainly based on family unification (NIDI, 2006). The common doctrine of the Dutch state in 1960's and 1970's was primary based on multiculturalism. No effort was made toward integration because it was assumed that the labor migrants were only seen as temporary residents. The labor migrants were encouraged to remain their own cultural identity. This would disburden their reintegration in their country of origin (Entzinger, 2005, p. 3). Furthermore, multiculturalism was also based on the common pillar system in the Netherlands. The pillar system enabled religious and ideological communities to make their own institutional arrangements like schools, hospitals, political parties etc. These institutions were paid by the state while the state remained neutral. One of the clearest expressions was the introduction of mother tongue lessons for immigrant children in Dutch primary schools from 1974. The authorities stimulated migrants to set up their own associations and consultative bodies (Entzinger, 2005, p. 3). Foreigners were seen as ethnic minorities having their own need for separated institutions. Therefore, in many spheres this doctrine caused institutional arrangements that were separated from the mainstream ones. The separateness which was a part of the pillarization was justified by the special characteristics of the immigrant cultures (Entzinger, 2005, p. 4).

Furthermore, the Netherlands became also a destination for refugees since the 1980's due to persecution and civil unrest which increased in many countries after the fall of Communism. Also the refugees were seen as temporary inhabitants so that no effort toward integration was done.

In the early 1990, scientists and politicians like Pim Fortuyn and Frits Bolkenstein started to criticize laissez-faire policies due to significant lacks in the integration of migrants (Entzinger, 2005, p. 5). According to Joppke, the economic integration of migrants in the Netherlands lacks behind the European average. The unemployment rate for Dutch non-EU migrant unemployment rate has been at a minimum three times above that of natives in the past seven years, in 1999 being 5.4 times more. In comparison the EU average for non-EU migrants is about twice that of natives. In 1999, only one-third (33.7 percent) of non-EU foreigners were gainfully employed in the Netherlands, so that according to Joppke immigration is often a direct march into welfare state dependency. The welfare dependency of native Dutch is ten times lower than for non-Western foreigners. 20 percent of all non-Western migrants were depended on welfare in 1998. In other sectors, the level of integration cannot be seen as better, the school drop-out rate of immigrant children in 1998 was 2.5 times higher than for native Dutch ones (19 per cent and 8 percent, respectively). The drop-out rates of Moroccan and Turkish children representing the most frequent and

fastest growing immigrant groups were even higher: Moroccans (39 per cent drop-out rate) and Turks (35 per cent). Furthermore, also the situation in Dutch prison did not show a successful integration: in 1997 32 percent of the Dutch prisoners were foreign which shows an overrepresentation of 6.3 times. This was the highest rate in Europe during that time (Joppke, 2007, p. 6). In the beginning of the 2000's, Paul Scheffer argued that the multiculturalist approach failed. The Dutch politician of the Labor Party explained that a new ethnic underclass was emerging of people who did not feel attached to Dutch culture and society. Therefore, it was argued that immigrants should have a much better knowledge of Dutch culture and history (Entzinger, 2005, p. 7). A turning point in terms of public opinion toward integration was 9/11. Skepticism on Islam and parallel societies increased as well as public discussion on the topic integration. Furthermore, politicians rejecting multiculturalism reached a high popularity like Pim Fortuyn. He argued that parallel societies especially signified by conservative Islam are a threat for freedom and individualism. After, the assassination of Pim Fortuyn, Dutch integration policies went quickly away from the multiculturalist approach to a more assimilationist civic integration system (Entzinger, 2005, p. 9). Therefore, the multiculturalist approach got replaced by more assimilationist practices (Entzinger, 2005, p. 1). This change goes in line with a European wide trend of an increased governmental responsibility concerning civic integration. In Germany, one of the leading critics of laissez faire policies, the famous social democratic mayor of the Berlin district Neukölln Heinz Buschkowsky explains that the inactivity of the state causes parallel societies and may lead to social unrest (Buschkowsky, 2012). Similar developments can be observed in Scandinavia, Austria and France (Entzinger, 2005, p. 1).

The Dutch government had a primary task in the introduction of civic integration measures in Europe. The first integration policy WIN (Wet Inburgering Nieuwkomers) was already introduced in 1998. It has made the participation in a 12-month integration course consisting out of 600 hours of Dutch language instruction, civic education, and preparation for the labor market obligatory for non EU immigrants. This was introduced with the idea to increase the number of women participating in the courses. Before that, women tend to stay at home due to the protectionists cultures of a number of immigrants vis-a-vis women (Entzinger & Scholten, 2011, p. 4). The obligation to participate in a civic integration course for both men and women is seen as condition for successful integration into Dutch society (Entzinger & Scholten, 2011, p. 4). Furthermore, In 2006, a revised civic integration law was approved by the parliament. The restrictiveness of punishment of the policy was increased. Therefore, residence permissions became dependent on the success in the integration course. Furthermore, the responsibility of the state was decreased and replaced by the philosophy of 'autonomy' and 'self-sufficiency' (zelfredzaamheid) so that migrants are required to pay fully for the integration courses. Additionally, the provision of integration courses has been given to private organizations and companies so that state involvement is now reduced to the holding of standardized tests at the end of the course. Therefore, the Dutch government does not care whether the courses are attended; only the results count at the end. The Dutch government argues that the civic integration law should have several positive effects. Liberalization of the market of integration courses has led to a significant reduction of costs for the municipalities due to giving away bureaucratic obligations. Open tenders increase also competition between the providers the integration courses which should cause a higher quality of the educational programs. Furthermore, the doctrine of self-sufficiency aims to increase the own initiative of the immigrants to reach economic independency. (Joppke, 2007, p.7). The Dutch integration model can best be summarized with the three step model mentioned by Entzinger (2005).

Firstly the multicultural approach was the most common procedure by the Dutch government until the late 1990's. It was succeeded by the structural approach which identifies predominantly economic integration as the most important indicator for successful integration. The recent policies by the Dutch government are predominantly related to the cultural approach. It identifies cultural integration as a precondition for structural integration. Thus, without cultural integration structural integration cannot be successful.

The liberalization of the naturalization programs in the Netherlands has led to an involvement of a high number of private providers. They compete with each other and thus have thought economically. This leads to many kinds of courses with different contents and target groups. The municipalities are able to mandate several providers alongside to each other which enable them to provide naturalization courses with different emphases. Migrants can be assigned to courses according to their preference which should lead to a higher satisfaction and better results. Therefore, also the City of Enschede introduced several naturalization programs. The actual ones during the research period were DCW Workstep and 'Opvoeding, Gezondheid and Onderwijs (OGO) by the company IVIO. Workstep is addressed to migrants who should be integrated into the labor market soon whereas OGO covers those migrants who acting as caregivers for their children. The liberalization of the courses has not only increased the range of offered integration courses. Nowadays, migrants are actively involved in the integration process. They have to organize several aspects related to the courses themselves and even have to pay for their participation. These significant changes over the past years created a completely new situation for the migrants, with new chances but also new responsibilities. This study focusses on these aspects with the emphasis on the integration programs given in Enschede. It is assumed that satisfaction is measureable when using a specially developed satisfaction index. Therefore, following research questions should be answered by this study:

To what extent are the participants of DCW Workstep and OGO participants satisfied with the civic integration courses?

According to Seveker et al. immigrant integration is a very personal process which is determined by several personal characteristics. Therefore, a couple of theories which might influence the degree of satisfaction are presented in the theoretical framework in order to include them in the analysis of this study. The aim is to get an overview about different explanation influencing satisfaction or dissatisfaction of the participants with their trajectory.

This study has a social relevance due to the focus on the satisfaction of the participants with their courses. The thesis aims to contribute to a better understanding and development of an important issue of society: the quality of the civic integration courses. A good result can only be achieved if the participants are satisfied with the programs and if their expectations are fulfilled. The opposite can lead to demotivation and frustration causing a quite negative effect on exam and course performance as well as on integration in general. Alongside to the course participants, the municipality of Enschede and the society in general have an interest in useful civic integration courses. A program without any positive effects is purely a waste of resources. The state still has to pay a high percentage of the trajectories due to the high amount of immigrants depending on the welfare services. Furthermore, the municipality of Enschede has to be interested in the reduction of migrants getting supported by the welfare system. Only effective civic integration programs can be a useful support of getting employed. Otherwise, the migrants will remain an

ongoing cost factor.

This study has scientific relevance because it reflects the perspective of the participants. Former studies are predominantly quantitative and interpret the results out the view of an independent narrator. In comparison, this study sees the integration process out of the view of the participants and is therefore very close to the feelings of the different participants. This leads to a deeper view in the integration process of the participants. Furthermore, the relevance of this study is also related to the theoretical reflection and the process of the research. This case study enables the development research questions and guidelines further researches on naturalization trajectories in other cities. As already mentioned, this study evaluates the satisfaction of integration courses different than related studies. Another point stressing the scientific relevance of this study is the fact that the general amount of available literature about the current naturalization programs in Enschede is relatively low (Klaver & Odé, 2009).

This study is structured as follows:

After the introduction the second chapter starts with the explanation of the theories. The third chapter describes naturalization trajectories OGO and DCW Workstep. The next section presents the research design and the case selection. The fifth chapter shows the analysis of the single cases, in this part it will be attempted to find evidence for the hypotheses formulated. Also, some explanations are offered as to why certain opinions are occurring. Finally, in the conclusion chapter the research questions are answered through the use of the information received in the analysis of the different hypotheses.

2. Theoretical Framework

This section presents a discussion about the assumptions and concepts concerning the factors influencing the satisfaction of participants with the trajectories taught in Enschede. Firstly, a definition of integration is given which is also used to clarify the theoretical explanations having an impact on satisfaction. The theories presented are based on already existing literature which should be applied to this study. The discussion itself will lead to several hypotheses which specify the theoretically expected causal relationships between the dependent and independent variables. There is a need for concepts and theories to make things measurable. Furthermore, a hypothesis enables the researcher to get an impression about how the outcome could be at the end. In particular, this chapter presents several theories retrieved from related literature which are considered to have an impact on the level of satisfaction on the civic integration courses.

Integration

There are many different concepts and theories describing the term immigrant integration. The following section should provide a discussion about the different ideas of integration. The concepts presented are aiming to focus both on the macro (society) and on the micro (the individual) perspective.

In general, Entzinger and Biezeveld describe that integration is often used as a term but not as a concept (2003). In order to develop a study there is need for establishing concepts which can be measured. Therefore, the authors describe multidimensional indicators of integration. The view from a macro perspective defines integration as a characteristic of a social system, such as the society. Therefore, the level of integration of a society depends on how closely and the more intensely its constituent parts (groups or individuals) relate to each another. The term social cohesion has become important in the recent years as an equivalent for integration as a characteristic of a society. According to Entzinger and Biezeveld, a society itself has several domains: socio-economic domain, the cultural domain and the legal-political domain. In this section, the thematic background of these domains and their roles in terms of integration should be evaluated.

Therefore, Entzinger and Biezeveld identify four dimensions to integration covering the three domains of society: (1) socio economic integration; (2) cultural; (3) legal and political; and (4) the attitude of recipient societies towards migrants. Firstly, socio economic integration is seen as the most recognized indicator for a successful integration. It refers to the independence of migrants from the social welfare through employment or entrepreneurship. Economic independency leads to social security, a better housing situation and higher acceptance. The Dutch government identifies building up an independent existence as one of the most important aspects in the integration process (Government of the Netherlands, 2012).

Therefore, in Dutch civic integration courses socio economic integration plays a significant role.

Nowadays, linguistic education related to practical training and internships are important parts of the programs. This gives the participants of the civic integration programs hope that their participation in the course leads subsequently to employment (Entzinger & Biezeveld, 2003, p. 19).

The second dimension of cultural integration has received more attention in the past years. Nowadays it is considered to be a precondition for a successful integration. In general, cultural integration refers to the acceptance of Dutch norms and values such as gender equality, respect for democracy, rule of law and especially learning the language. In daily life, cultural integration facilitates the migrants to get a job or to increase informal contact with native Dutch people. An indicator for cultural integration is for example

marriage with a native person (Entzinger & Biezeveld, 2003, p. 22).

The third dimension refers to legal and political integration. It can be achieved through receiving a Dutch passport after participating in a naturalization program. The European Union stressed that this is a precondition for successful integration. Legal and political integration enable the migrant to be an equal part in the society and disburden political participation. Furthermore, being equal to others has a psychological effect as well. Due to the fact that this provides a lot of chances like voting power and better chances on the labor market, legal and political integration are considered to be factor for satisfaction. Furthermore, finalizing the course successfully and receiving a Dutch passport may lead to pride because the participants got the feeling to achieve something (Entzinger & Biezeveld, 2003, p. 25).

Returning to the macro perspective it can finally be said that the integration of the migrants is higher the more their characteristics are correlated with the nationwide standard of the earlier mentioned domains. The last dimension of integration refers to the attitude of the society toward migrants. It gives an indication on how the society and the state deal with migrants. Is there a welcome-culture within society or a permanent exclusion? Does the state want to include migrants into its own structures? In comparison with other European countries the Netherlands are relatively migrant friendly. The waiting time for obtaining Dutch citizenship is much lower than in other European countries like Germany or Switzerland. Furthermore, xenophobia and violent racist assaults against migrants are not likely to happen in the Netherlands as compared to other countries like Russia, Italy or Germany (Entzinger & Biezeveld, 2003, p. 28).

Furthermore, on the micro level integration has two dimensions according to the sociologist Granovetter.

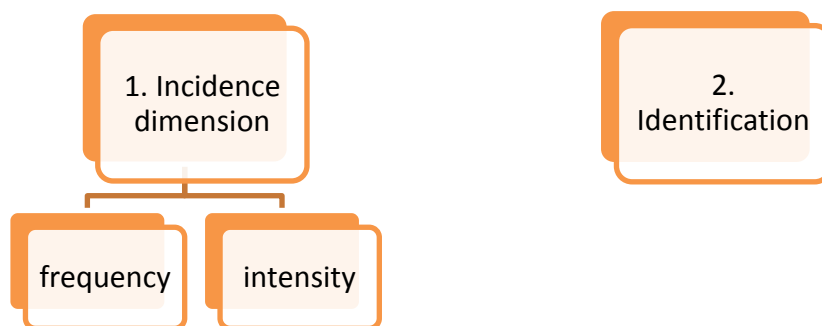


Figure. 1: Dimension of integration by Granovetter

Firstly, the *incidence dimension* which includes characteristics: *frequency* and *intensity*. *Frequency* is related to the number of bindings of a certain person or group with their surrounding as well to actual contacts with others. On the other hand, the *intensity* characteristic is much more correlated with the quality of these contacts and to feelings of belonging and familiarity. According to the author, a person may see the colleagues more often than his/her family but however he/she still has a much closer relationship to the family members. Therefore, *frequency* is not automatically correlated with *intensity*. The second dimension

mentioned by Granovetter is *identification*. He explains that the ties are closer the more a person identifies with others, the environment or a certain activity. The contacts do not have to be intensive or frequent to get a strong level of identification. A migrant can have a strong identification with the country of origin while having the most contacts in the country of residence.

Theory: Quality of the trajectory determines satisfaction

Like in school education the quality educational facilities, teachers and lecture rooms are not similar. There are good teachers having good educational skills and being able to provide knowledge in an adequate and qualitative way. On the other hand, there are also teachers being harsh and unfriendly. Furthermore, also the curriculum might be interesting for some of the participants but for others not. In addition, some facilities provide a comfortable atmosphere whereas others do not. All these factors have one effect: The migrant's judgment on the quality of the trajectory and thus also the satisfaction. According to intrinsic motivation something is only valued if the worth of a choice and the chance to receive a benefit in relation to the effort and the time invested (Benabou & Tirole, 2003, p. 490). An important aspect for a positive attitude vis-a-vis the course is the assignment to the right trajectory. The trajectory must fit to the personal capabilities as well as to the wishes and goals of a certain migrant. Enthusiasm can only be reached if the participant gets what they want. Furthermore, satisfaction cannot be reached when contents, expectations and goals of a certain course are not communicated very well by the teachers. Furthermore, dissatisfaction occurs when promises from the beginning are not fulfilled during the course. The perception of a person is seen as very important. The concrete definition of this depends on the individual expectations of the migrant. Therefore, when evaluating the opinions about the quality of the trajectory following factors will play a role: Content of the course (Interesting? Useful?), teachers/way of teaching, selection to the right trajectory (high/low level, difficult?), internship (positive? Negative?) expectations/goals (fulfilled?/not fulfilled) and the communication with the participants. Therefore, the degree of satisfaction on the civic integration course depends firstly on the characters of the course but secondly also on the personal characteristics of every single participant.

Theory: Satisfaction through economic gain

According to the authors Dagevos and Esser employment and economic independency are one of the most important factors for successful integration (Dagevos, 2001 & Esser, 2004). Also Entzinger & Biezeveld, 2003, p.19). The research conducted in the study 'Migranten integreren' shows that there is a high correlation between employment and economic independence. Therefore, it can be recognized that getting a job leads to a better economic situation at home (Seveker et al., 2008, p. 65).

Furthermore, Gokdemir and Dumludag confirm that there is a correlation between employment, the level of income and individual well-being. They explain that satisfaction increases when a higher standard of living is reached by a job. Therefore, it is assumed that getting a job is one of the primary goals of a migrant

after entering a country in order to improve the own level of satisfaction (Gokdemir & Dumludag, 2011, p. 411).

It is assumed that a participation in the labor market is not only positive for the financial situation of the migrant, the spill-over effects in terms of further integration are also quite significant. According to Seveker et al., there is a significant correlation between having a job and the language capabilities of the migrants. Therefore, it can be said that employment leads to a further increase of Dutch through the practical use of language skills learned during the classes (Seveker et al., 2008, p. 67). The important role of employment is also stressed by Michalowski and Snel. They consider independency from social-welfare as one of the most important indicators of successful integration (Michalowski & Snel, 2005).

According to the research accomplished by the municipality of Hoorn it became obvious that the orientation on work within the trajectory is significantly valued by the participants (Gemeente Hoorn, 2004, p. 9). 32 % of the migrants who participated in the trajectory in 2003 define getting a job as their main reason to follow the course. Another 15 % stress the orientation on work as the most important issue of the course (Gemeente Hoorn, 2004, p. 9). In comparison, support in child education is only seen as important by 10 % of the participants.

The importance of employment in the integration process is also stressed by the European Union. The Press release 321 by the Council of the European Union explains that employment is seen as a 'key part of the integration process and which is central to the participation of the immigrants' (Council of the European Union, 2004). Furthermore, it makes contribution of the migrants to the host country visible. They pay taxes and add thus their part to the overall welfare of society. The Council explains that integration can be promoted at the work place by the recognition of qualifications, by training opportunities providing more skills and by policies and programs leading to a better access to jobs (Council of the European Union, 2004, p. 20).

- Therefore, those migrants with the willingness to work will be satisfied about a course which provides them the opportunity of getting employed afterwards. On the other hand, not fulfilling this expectation leads strong dissatisfaction.

Furthermore, special emphasis in the analysis is given to immigrant women. The recruitment agreements with several countries in the 1960 led predominantly to a male migration for the industrial sector. This development changed with the increase of family migration in the 1970's. Also a significant number of women decided to move to the Netherlands. According to Kofman, the distribution between man and woman with a migration background is nearly equal (Kofman, 1999, p. 277). Immigrant men are more likely to be employed whereas women staying home. This can be based on traditional expected role model by other spouses of the family (Tastsoglou & Preston, 2005, p. 4). On the other hand, in the last decades a certain degree of emancipation among immigrant women can be investigated leading also to a wish to become employed as well. For those women participation in a trajectory with the focus on child educational and medical topics like OGO might be senseless because they are rather interested in finding a job than in educating children.

- Therefore, it is assumed that participation in trajectories directed on child education is not valued by those women aiming to enter the labor market.

Theory: A native partner as a promoter for a higher motivation during the course

A further theory is related on the effect of relationships between a native and a foreign partner and its effects on integration. The number intermarriages increase through globalization and immigration. In some cases, the reason for immigration is exclusively a marriage with a native partner. Migration from East Asia includes a significant percentage of this kind of immigration and is mostly reduced to woman marrying a European man. The brides are mostly coming from Thailand, the Philippines or Indonesia (Berlin Institut, 2009, p. 23). According to the Dribe and Lundh, the integration of these persons takes a different direction than classical migrants marrying in their own community. Firstly, the author explains that marriage of a migrant with a native partner is an indicator for a higher level of education (Dribe & Lundh, 2008, p. 331). Furthermore, bicultural marriages show a certain degree of connection to the culture of the host country and interest in it (Berlin Institut, 2009, pp. 29, 50). This is also confirmed by Dagevos and Esser. They consider the ethnical background of the partner as one of their indicators of integration. It is argued that this indicator shows in a very obvious way the degree of contacts between certain immigrants and the native population (Seveker et al., 2008, p. 37). Persons living in intercultural relationships have in general the positive attitudes toward integration, host culture and the higher education in general (Seveker et al, 2008). The satisfaction can also be positively influenced through additional stimulation by the Dutch partner. Furthermore, it is assumed these migrants know better what to expect of a certain trajectory because the native partner is able to give further explanations and advice about the trajectories alongside to the teachers.

- This leads to the assumption that persons living in an intercultural relationship with a native Dutch partner have a higher satisfaction index concerning the integration courses than participants living in monoculture relationships

Theory: a higher level of education increases motivation and satisfaction concerning the integration programs

This theory should present the impact of education on the satisfaction on the trajectories. It is assumed that immigrants are higher educated if they have a finished professional education. According to a Russian study, the migrant's level of education has a significant influence on the further integration in the host country. The authors consider that a high level of education is an individual value that enhance competitiveness in the labor markets and facilitate further education and training (Vitkovskaya et al., 2011, p. 57). The authors explain that those descendants from families of *intelligentsia* – intellectual ethnic Russian residents from former of capitals and major cities of ex-USSR Republics re-immigrating to Russia - have a significantly higher percentage of university students than other migrant groups. In terms of attitudes toward higher integration of this specific group, 92% of migrants-high school graduates would prefer to get higher education and 94% of parents would like to give their children higher education (Vitkovskaya et al., 2011, p. 57).

- Therefore, it is considered that higher educated migrants have a more positive attitude toward education in general than lower educated ones. In relation to the integration program in Enschede it is assumed that the acceptance of the trajectories by the migrants is relatively high. The migrants are able to

identify the benefits of education and have a faster progress in learning. This leads automatically to a higher degree of satisfaction.

- On the other hand, educated migrants tend to be unsatisfied when they learn together with weaker participants due to the slower progress in course.

Theory: young migrants have a level of motivation and satisfaction concerning the integration programs

According to a Swedish study, the age at migration has a significant influence on the further integration in the host country. This is especially visible on schooling. Recent empirical research shows that the younger the migrants are the better they perform at school. In average, individuals who arrive to the US in early childhood will have more education than migrants arriving in their teens (Institute for the Study of Labor, 2009, p. 4). This leads to the conclusion that age has also an influence on the performance in the integration courses. Younger migrants are able pick up things more quickly because they are not yet coined that much by their own culture and language. Furthermore, according to the Institute for the Study of Labor young people have a higher flexibility and better capabilities to deal and integrate to new environments. Furthermore, older migrants tend to segregate themselves to their own ethnic group causing less opportunity to increase the language skills (Institute for the Study of Labor, 2009, p. 27).

- It is assumed that a younger age causes more satisfaction and understanding for the benefits of the naturalization courses.

Conclusion

The theoretical framework identified quality of the trajectory, the economic gain, a native partner, the level of education, age and gender as factors having an impact on the level of satisfaction. The next step in the following chapter is show how these factors can be measured.

3. The current naturalization policies in Enschede

This chapter gives brief introduction to the current naturalization programs in Enschede based on the article of Saharso and Svensson (2011).

The current integration policy of the municipality of Enschede was introduced in March 2007 based on the naturalization law. The city government considers that the integration process is best stimulated when class education is paired with practical assignments in terms of internships or other voluntary activities in society. Furthermore, the selection procedure of the participants which is done the municipality should keep in mind the different educational levels and backgrounds of the immigrants. Therefore, the immigrants should be individually assigned to the different courses according to their capabilities. The welfare dependency is considered as a significant obstacle for a successful integration in society. Thus, one trajectory is offered to people who want to be reintegrated into labor market as well as pass the naturalization test. The municipality of Enschede offers a trajectory related child education, health and education Immigrants without welfare dependency. Furthermore, day-care facilities are offered to parents with small children. The municipality focuses its priority on those migrants depended on social welfare and parents with small children. Through the nationwide development of shifting integration courses to private organizations the municipality of Enschede has engaged two companies for providing the courses: IVIO and DCW.

DCW Workstep

DCW providing the integration trajectory Workstep focuses on immigrants depended on the social welfare system. This trajectory is signified by four main goals:

1. The primary goal is to pass the naturalization test concerning the rules of the naturalization law.
2. Secondly, the trajectory should stimulate a quick integration into the labor market.
3. Education of Dutch should be provided until the level B1
4. Structure, content and roosters should be flexible (for example through evening classes)

The trajectory primary focuses on work and is therefore related to workless immigrants depended on social welfare. Therefore, the program does not only focus on language classes but also on practical education. This is mostly done through internships in companies. The content of the DCW trajectory are determined individually for every participant through the use of a menu card. According to his/her wishes, the participant can choose between several possibilities on the card in the different stages of the three year program. Therefore, one week of Workstep can for example have the following composition (Table 1):

Table 1: Example composition of one week DCW Workstep

3 CP classes according to method KleurRijker (classes in groups)	9 hours
Training of certain skills (Communication and job application)	3 hours
Grammar lessons	2 hours
E-learning according to the method KleurRijker	8 hours
Practical assignments	3 hours
Internship/Work	10 hours
Coaching by a trajectory guide	1 hour
Total Hours per week	36 hours

The total amount of hours in the sections e-learning and group lectures depends both on the pre-education of the migrants and the desired end level (Common European Framework of Reference for Languages level A1 or B1). Therefore, the total amount of hours in the trajectory is between 480 until 740 hours. The main goal is to finish the naturalization within 1.5 years whereas the other goals have to be achieved within three years.

The 'OGO program' by IVIO

The provider of the second naturalization course is the company IVIO from Almere. It offers the two different trajectories namely 'IVIO parcel 1' and 'IVIO perceel 2'.

Participants of the 'IVIO parcel 1' aim to pass the naturalization exam with the focus on the profile 'OGO'¹. This is combined with an optional internship which should give a deeper view in Dutch society. The main target groups of 'IVIO perceel 1' are those migrants who are not being considered to reach the Dutch B1 level within a period of two years. Furthermore, IVIO covers those migrants who are not intending to enter the labor market through several reasons such as child education or incapacity to work. Therefore, the amount of women is relatively high in the IVIO programs because women are often considered to be responsible for child education in many immigrant cultures. In general, the introduction of obligated participation in the naturalization for non-EU immigrants is primarily aims to include woman more in the integration process. According to Entzinger and Scholten, the integration of woman is a very important issue because women are the primary caregiver in the most immigrant societies. They authors argue that badly integrated woman also lead to badly integrated children. Therefore, there is a need for an inclusion of woman in the integration programs (Entzinger & Scholten, 2011). Integration courses were created which are primarily addressed to woman due to the focus on educational and medical topics. This assumption implies strict traditional gender roles: women educate and men work. The general aim is to

¹ 'OGO' stands for opvoeding, gezondheid and onderwijs in Dutch meaning child education, health and education in English

increase the level of integration immigrant woman so that they can give their knowledge further to the children (Scholten & Entzinger, 2011).

The trajectory has to be finished within three years in order to get successfully naturalized. The selection of the migrants according to his/her capabilities is considered as very important. Therefore, before the start of the IVIO trajectory an individual plan is established with the migrant in order to define personal goals and agreements. This includes:

1. Individual goals of the participants
2. Composition of the trajectory
3. Composition of the exam
4. Duties and rights of both participants
5. Consequences of not fulfilling the agreements

Through the individual plan the assignment of the participants to feasible trajectory should be done according to the capabilities and wishes of the persons. IVIO works with ongoing groups changing their composition after in- and outflow. New participants are placed in already existing groups when entering the integration program. Persons performing well during courses can be placed to another trajectory with a higher level. In order to keep individual education on a high level a 'leerlingvolgsysteem' is used in the case that participant changes their course level or by change of a docent. Therefore, the docents can keep an overview about the study progress of every single participant. In comparison to the first trajectory of IVIO, 'IVIO perceel 2' has a higher emphasis on language education. Therefore; the final goal is to reach knowledge of Dutch on the linguistic level B1. The other sectors of the course have the same or similar characteristics to the first IVIO trajectory.

In 2010, 780 immigrants participated in one of the trajectories. The majority subscribed in one of the IVIO courses (650) whereas 130 participants were registered for DCW Workstep.

Conclusion

Coming back to the theoretical framework, it can be recognized that there is a growing number of women who wish to participate in the labor market. Therefore, related to the targets of the two different trajectories also Workstep should be a serious option for a significant number of women. But while taking a look on the composition of the two trajectories it becomes obvious that Workstep is only marginally frequented by women. Therefore, mostly men become assigned to Workstep by the municipality. So, it can be assumed that there are still a significant number of women in a course which does not represent their wishes. Therefore, this study takes a look whether dissatisfaction of women is maybe correlated with this issue. A further obstacle for OGO which might be occurs through its structure. The program by IVIO receives the migrants who are not seen as capable to become employed or being able to reach the B1 level of Dutch in the next three years. This is potentially based on low intellectual capabilities or even worse, on laziness. In other words, OGO functions as a gathering place for the rest or a second choice program as compared to Workstep. This may have negative impact on the quality and the dynamic of the courses. The curriculum and the progress are more likely to be adapted to the weakest persons of the course. This again can cause irritation by those participants who demand a faster progress concerning the teachings. Therefore,

this study takes a look on the impact of this kind of course composition on the overall satisfaction of all OGO participants.

4. Methodology

This chapter should give an explanation about the methodology used for this qualitative research. It should be shown how the different concepts are measured. This includes the research design and the case selection as well as the sampling and data collection. At the end, the theoretical parts should be connected with the practical ones in the section operationalization. In particular, the section explains the correlation between the accomplished practical researches with the theoretical framework.

4.1 Research Design

The aim of the study is to find an appropriate answer for the research question “*To what extent are the participants of DCW Workstep and OGO participants satisfied with the civic integration courses?*” According to the research question, there is a need for a design which focuses intensively on the individual evaluation of the courses rather than on an overall satisfaction rate for all participants. Therefore, the best way is to conduct an in depth study in order to get an impact about the personal opinions concerning the current integration program in Enschede. According to Swanborn, this can be best represented through the use of an intensive research design in form of a case study (Swanborn, 2010, p. 5). According to the author, this study represents a combination of micro- and meso level actors with the involvement of more than one actor. The micro-level refers to the analysis of persons and interpersonal relations whereas the meso-level put its emphasis on organizations and institutions (Swanborn, 2010, p. 6). According to Swanborn, the research consists out of a number of characteristics which are considered to be typical for a case study. The author stresses the definition of a case study as a study of a social phenomenon. The phenomenon in this case is the satisfaction and acceptance of the civic integration courses by the participants. The research itself is accomplished in a natural environment which is seen as a very important condition of a case study. A further fulfilled condition is related to the data collection which is conducted through the use of multiple sources like interviews, documents and observations. The analysis will also will also comprehend several typical aspects of a case study. Firstly, the emphasis should be put on detailed descriptions, interpretations and explanations that ‘several categories of participants in the system attach to the social process’ (Swanborn, 2010, p. 23).

4.2 Case selection, sampling and Data collection

The participants were randomly assigned from a database provided by ‘Werkplein’ by a staff member of the company. All interviewed migrants are non EU citizens and required to take part in the trajectory. The inclusion of voluntary participants would affect the results asymmetrically because it is assumed that these people have a t higher motivation in general. In total, nineteen interviews were conducted: ten participants of the OGO program and nine others from DCW Workstep. A certain number of migrants took part in both programs due to the closing of the Workstep program next year. A special attention will paid on this group because of their experiences in both trajectories. The different emphasis of the trajectories (employment respectively education) have the effect that OGO is commonly composed of women and Workstep of men. This is also represented in the gender distribution of the participants. In order to be biased by typical gender characteristics there is also a number of male IVIO and female Workstep

participants.

The interviews were held between November 2011 and June 2012 mostly at the immigrant's home or in the rooms of IVIO at the Central Station in Enschede. The duration of the interviews was between 15 till 45 minutes depending on the extensiveness of the statements by the participant. The questions are based on an already prepared questionnaire provided by the supervisor. The questions were adapted in order to reach a higher correlation and to leave out unimportant topics. In order to guarantee anonymity for the participants the study abandons to publish the real names. Instead of that, only the first latter (which is also changed) and the country of origin of the migrant are mentioned during the analysis.

4.3 Strength and Weaknesses

The main strength of the study is related to the in depth-questioning giving a very extensive and personal view about the opinions, meanings and experiences of the participants. According to Shadish et al. this has a very positive effect on the external validity of the study (Shadish, Cook and Campbell, 2002, pp.55-59). Furthermore, the high amount of hypotheses can count the problem of third variables and spurious relationships because the analysis aims to cover multiple factors influencing the attitudes toward the trajectories. The use of the satisfaction index as numerical indicator of satisfaction alongside to the clearly qualitative information increases the accurateness of the outcome of every single migrant and makes comparison much easier. Alongside to the strengths, the study threatened by a number of limitations. The small sample leads to a low representativeness in relation to the total number of all OGO and Workstep participants in Enschede. Therefore, this study is not able to take conclusion concerning all participants. On the other hand, this is not the incentive of this research. It should rather focus on the opinions within this specific group. In order to tackle this problem the study predominantly focuses on characteristics of the single participants. The results should give new impressions why a single migrant evaluates the trajectories on a certain way. This may lead to new questions or ideas for a further study. Another problem can be language- and communication barriers between the researcher and the respondents. Mostly, the participants of integration courses live in the Netherlands for only a few years. Therefore, there could be the threat that the people do not understand the questions correctly or that they are not able to express themselves in a right way. Furthermore, another bias occurs through other family members who were often present during the interview and trying to influence the outcome. In addition, sometimes the impression was given that the migrants answer the questions with a low degree of honesty in order to hide personal weaknesses and to make things better as they are. These threats can best be ruled out with a special attention in the analysis. The researcher has to keep in mind these points when making conclusions about certain things. During the interview these weaknesses were ruled out through additional question and specification when the researcher got the impression when something went wrong. The small sample size decreases the representativeness of the study. In order to deal with this problem it is clearly said that the representativeness is clearly limited to the two trajectories in Enschede and cannot be related to other trajectories in other cities. This study suffers by an additional threat due to the dependency on the interpretations of the researcher. The researcher is not omniscient and can make mistakes leading to wrong interpretations and conclusions. Critical self-reflection is an important way to increase validity of a qualitative research according to Merriam (2002, p. 31). Therefore, the researcher pays special attention on

the findings and involves third persons who are able to more give an additional neutral control. This strategy is called peer review (Merriam, 2002, p. 31)

4.4 Operationalization

This section gives a description about the operationalization of the primarily discussed theories. It is shown how the theoretical concepts are used practically in the research.

The questionnaire used in this study covers several is characterized by open ended questions which the topics addressed to the participant. In comparison with fixed process it has the advantage that a flexible way of interviewing is possible. This flexibility enables the researcher to re-design the questions throughout the process of interviewing (Babbie, 2007, p. 305-306). This has a positive effect on the personal sphere because it seems to be more a conversation than an interview. Furthermore, it is possible to go more in depth when a participant puts his/her emphasis on a certain topic. The open method is considered as to be necessary due to the high amount of theories which may have influence on the satisfaction and expectation of a certain participant and to detect unexpected patterns. The interviews used in this study are based up on the problem-centered interview method by Witzel. The main characteristic of this kind of interview method lies in the framing of the problem by the researcher in advance (preceding cognition). The researcher provides relevant previous knowledge to the participant without mentioning the exact purpose of the research (Witzel, 2000, p. 2). This enables the participant to give substantial answer without being influenced by the researcher in terms of his/her meaning in general. The question used in the interviews for the analysis of this research can be divided in the different categories related to the theoretical framework of this study: firstly those descriptive questions with the purpose of gathering basic information of the participant. These questions are about age, gender, country of origin and the family status. The information based on these questions is especially used to answer those research questions related to the dimensions cultural background, gender and age specific issues and intercultural relationships. A further category covers those questions dealing specifically with the satisfaction and expectation of the participants with the trajectories. The other theories (economic gain, native partner, educational background and age) are operationalized through comparisons of the characteristics of the individual participations and their degree of satisfaction. Following questions can be related to the satisfaction and expectations (Table 2):

Table 2: Questions related to satisfaction and expectation

Questions Related to Satisfaction	Question Related to the Expectations
Did you want to participate in a civic integration program on your own? Why? Why not?	Was the type of civic integration course and its contents discussed with you?
How were the first classes?	Did you know what to expect from the trajectory?
Did you like the course? Or not?	Went something different than expected?
Do you think that the program was interesting/useful?	Which things of the program have to be changed?
What do you think about the time frame of the program? Good? Too long?	
Have you been motivated to finalize the program successfully? Why?	
Would you recommend the program to other people?	

Other questions in the questionnaire cannot be related directly to one of these categories but will play a role in the analysis as well.

The purpose of this study is to get an overview about the level of satisfaction of the different participants. In order to make a comparison easier every participant gets a satisfaction index by the researcher. This number is given as an average number and should show the degree of satisfaction of every participant. Therefore, all answers to the question related to satisfaction are classified in an ordinal framework by the researcher depending on the satisfaction of the participant. This framework consists out of following categories:

1. Very good/positive (Five points)
2. Good/positive (Four points)
3. Intermediate (Three points)
4. Bad/negative (Two points)
5. Very bad/negative (One point)

The participants will receive points depending on the categories on a ordinal scale from 1 till 5. Five points can be received for a very positive answer whereas one point is given for a very negative one. In order to make the categorization more transparent there are several indicators which give an impression on the evaluation of a certain question. The indicators are especially based on the wording but also on the gestures

and facial expressions during the interview. An overview on how a certain question is categorized is provided in the following table (Table 3). This should also be an attempt to increase reliability of this study.

Table 3: Categories of the Questions	
Question	Wording determining the indicator on the category (Ordinal)
Did you want to participate in a civic integration program on your own? Why? Why not?	Five points: really satisfied, happy, looked forward
	Four points: nice, positive,
	Three points: okay, did not care,
	Two points: negative, not interested, unsatisfied, no sense
	One point: very unsatisfied
How were the first classes?	Five point: really satisfied, very nice, very good, very positive
	Four points: good, nice, positive, satisfied
	Three points: okay
	Two points: not good, bad, negative, unsatisfied
	One point: really bad, waste of time, not good at all, very negative, very unsatisfied
Did you like the course? Or not?	Five points: liked it very much, really nice, very positive, very good, really satisfied
	Four points: nice, positive, good, satisfied
	Three points: okay
	Two points: not good, bad, negative, unsatisfied
	One point: really bad, waste of time, not good at all, very negative, very unsatisfied
Do you think that the program was interesting/useful?	Five points: very interesting & useful
	Four points: interesting and/or useful
	Three points: it was okay
	Two points: not interesting and/or useful

	One point: not interesting and useful at all
What do you think about the time frame of the program? Good? Too long?	Five points: precisely good
	Four points: good
	Three points: okay
	Two points: a little bit too long/short
	One point: really too long/short
Have you been motivated to finalize the program successfully?	Five points: really motivated
	Four points: motivated
	Three points: okay, a little bit
	Two points: not motivated
	One point: not motivated at all
Would you recommend the program to other people?	Five points: extremely recommended to others
	Four points: recommended to others
	Three points: it could be okay for other
	Two points: not recommend to others
	One point: not recommended at all
Was the type of civic integration course and its contents discussed with you?	Five points: everything extensively discussed
	Four points: was well discussed
	Three points: received basic information
	Two points: information was not well provided
	One point: no discussion at all
Did you know what to expect from the trajectory?	Five points: Expectations were totally clear
	Four points: Expectations were clear
	Three points: More or less clear
	Two points: expectations were not clear
	One point: did not know at all what to expect
Went something different than expected?	Five points: Everything went just as expected
	Four points: Everything went mostly than

	expected
	Three points: things went more or less than expected
	Two points: things went mostly different than expected
	One point: everything different than expected

The last question “Which things of the program have to be changed?” cannot be categorized and is therefore not determining factor for the satisfaction index. The answer can more be seen as an explanatory why a certain participant is satisfied or dissatisfied. Furthermore, this question will be one source for the recommendations which are presented are presented at the end of this study.

The reason that the categorization is not left over to the participant themselves is based on the assumption of the neutrality of the researcher. In comparison to the researcher, the participants can make stories and categorization better or worse than they really are whereas the researcher is neutral. In order to prevent this bias the researcher categorizes the answer of the participants after the interview.

The scores of the participants can best be shown through summarize them in a table. This enables the researcher to compare the answers of the migrants related to the specific questions. The table provides the average scores and also the distribution of scores per item in the context of two separate trajectories so that it is visualized per trajectory. This is done as follows:

Table 3: Trajectory IVIO - Scores of the Evaluations by the participants (Example)

Respondent	Wanted to participate	Satisfied with first classes	Liked the course	...	Mean
1	4	2	3	...	3
2	4	2	3
3	2	2	5
4	4	1	4
...
Mean	3.5	1.5	3.75

Alongside to the satisfaction index, there are also some other indicators used for the comparison of the participants. The researcher will also pay attention to very similar/very different statements concerning one question, on the wording of the answers and on emotions during the interview. Furthermore, also the comparisons of personal characteristics and backgrounds will play a significant role in the analysis.

4.5 Conclusion

This chapter has developed a method to make factors influencing the level of satisfaction on the trajectories. The satisfaction index is calculated out of a valuation of a set of question related to the satisfaction with the trajectories. This index should give an impression on how satisfied a certain participant in the sample is with his/her trajectory. Alongside to the satisfaction index there are several other factors which are considered to give an indication about satisfaction such as special statements and personal/ethnic backgrounds. The next step is calculate the satisfaction index of every single participant and to figure out degree of influence of different factors having an impact on the degree satisfaction of the migrants with their trajectory.

5. Findings and Analysis

The chapter findings and analysis shows findings and results of the conducted interviews with the OGO and DCW Workstep participants. These findings are the basic for further qualitative interpretations and analysis of the statements and opinions of the migrants with the final aim to confirm or reject the hypotheses. Therefore, the chapter is built up as following: Firstly, the results of the calculations of the satisfaction indexes are shown for the participants from both trajectories. Furthermore, this section gives a brief overview about the basic data of the migrants such as origin and age which are used for interpretations later in the analysis. The second step deals with the different factors having an impact on the degree satisfaction of the migrants with their trajectory such as quality of the trajectory, age and gender.

5.1. Satisfaction index of the participants

Before being able to make any conclusions about the satisfaction it is necessarily to give an overview about the calculated satisfaction indexes of the participants of this research. The satisfaction index gives an indication on how satisfied a certain participant is with her/his civic integration program. The calculations are based on the method described in the fourth chapter 'methodology'. Furthermore, basic information about the migrants is presented such as origin and age needed for interpretations later in the analysis. An overall information is presented in table 4 in order to get a quick overview about all 19 participants. The exact calculations of the satisfaction indexes for every participant can be found in table 5 and 6.

Table 4: Overview about the participants and findings

Name	Trajectory	Origin	Age	Dutch partner	Satisfaction Index (mean)	Level of education
Mrs. I.	IVIO	China	30	No	3.7	high
Mr. L.	IVIO	Iraq	19	No	3.4	high
Mrs. C.	IVIO	Syria	52	No	3.3	low
Mrs. L.	IVIO	Thailand	29	Yes	2.4	low
Mrs. T.	IVIO	Syria	42	No	2.9	intermediate
Mrs. U.	IVIO	Indonesia	40	Yes	4.2	high
Mrs. Z.	IVIO	Turkey	33	No	4.8	low
Mrs. D.	IVIO	Syria	35	No	2.1	high
Ms. D.	IVIO	Guinea	22	No	3.5	low
Mrs. Z.	IVIO	Syria	42	No	2.2	intermediate
Mrs. T.	DCW	Dominican Republic	around 45	No	2.5	low
Mr. F.	DCW	Syria	45	No	4.3	high
Mr. C.	DCW	Sierra Leone	33	No	4	low
Mr. H.	DCW	Syria	43	No	3.9	intermediate
Mrs. P.	DCW	Brazil	40	Yes	1.9	low
Mr. L.	DCW	Turkey	43	No	4.1	low
Mr. H.	DCW	Morocco	52	No	3.1	low
Mr. S.	DCW	Iraq	34	No	2.9	high
Mr. D.	DCW	China	37	No	3	low

Table 5: Trajectory IVIO - Scores of the Evaluations by the participants

Respondent	Wanted to participate	Satisfied with first classes	Liked the course	Program interesting/ useful	Satisfied with time frame	motivated to finalize the program	recommend the program	courses and its contents discussed	know what to expect	something different than expected	Mean
Mr. L. from Iraq	5	4	2	4	2	3	4	4	4	2	3.4
Mrs. I. from China	5	2	3	5	2	5	4	4	2	5	3.7
Mrs. C. Syria	5	2	2	4	2	5	3	4	4	2	3.3
Mrs. L. from Thailand	1	2	2	3	4	2	1	4	1	4	2.4
Mrs. T. from Syria	5	2	3	5	2	5	4	1	1	1	2.9
Mrs. U. from Indonesia	5	5	4	5	5	5	5	2	4	2	4.2
Mrs. Z. from Turkey	5	5	5	5	5	5	5	4	4	5	4.8
Mrs. D. from Syria	4	2	0	3	1	5	1	2	2	1	2.1
Ms. D. from Guinea	3	3	4	4	5	3	1	4	4	4	3.5
Mrs. Z. from Syria	4	2	0	4	2	2	2	1	3	2	2.2
Mean	4.2	3	2.5	4.2	3	4	3	3	2.9	2.8	3.25

Table 6: Trajectory Workstep - Scores of the Evaluations by the participants

Respondent	Wanted to participate	Satisfied with first classes	Liked the course	Program interesting/ useful	Satisfied with time frame	motivated to finalize the program	recommend the program	course and its contents discussed	know what to expect	something different than expected	Mean
Mrs. T. from Dominican Republic	0	2	3	3	2	2	4	3	3	3	2.5
Mr. F. from Syria	4	5	5	5	3	5	5	3	4	4	4.3
Mr. C. from Sierra Leone	4	3	5	5	3	4	5	4	4	3	4
Mr. H. from Syria	3	5	4	5	3	5	4	2	4	4	3.9
Mrs. P. from Brazil	4	1	0	1	2	3	1	2	2	3	1.9
Mr. L. from Turkey	4	5	5	5	3	3	4	4	4	4	4.1
Mr. H. from Morocco	1	2	2	5	2	3	4	4	4	4	3.1
Mr. S. from Iraq	3	4	2	4	2	5	1	3	3	2	2.9
Mr. D. from China	2	4	3	2	2	4	4	3	3	3	3
Mean	2.8	3.4	3.2	3.9	2.4	3.8	3.6	3.1	3.4	3.3	3.3

5.2 Factors influencing the degree of satisfaction

According to the theory, it is assumed that the degree of satisfaction is relatively high if the immigrant has a positive judgment about the quality of the civic integration course. The evaluation about the opinions on the quality of the trajectory is primarily based on the questions dealing with following issues: motivation at the beginning, content of the course (Interesting? Useful?), evaluation of the first classes, teachers/way of teaching, selection to the right trajectory (high/low level, difficult?), communication with the participants about the course contents and objectives, internship (positive? Negative?) and expectations/goals (fulfilled?/not fulfilled). Furthermore, several secondary effects having an effect on the satisfaction are part of the analysis as well. These effects are the existence of a native partner, level of education, age and gender.

5.2.1 Motivation at the beginning

While starting the analysis it is interesting to get an impression about the migrant's motivation to participate in a civic integration course. When comparing this value with the satisfaction at the end of the trajectory it can be seen how dynamically the participant's development was during the course. After conducting the interviews it can be seen that the motivation of the migrants participating in IVIO is relatively high whereas DCW is average. The most significant reason why participants have a high degree of motivation is that they consider the course as a chance for getting (re-)employed. Within the sample 11 of the participants stress that they hope to get employed through the trajectory. In the case of Mrs. U. from Indonesia the trajectory actually led to employment. Through an internship in the hospital of Enschede she got a permanent contract as nurse assistant in the hospital. This was a significant reason that she reached a high satisfaction index of 4.2. Furthermore, there are several participants who hope to get a job through the trajectory. Mrs. I. from China said that she finally hopes to get employed through her diploma. For the calculation of the satisfaction index, five points are given to the question related to the motivation at the beginning according to her statement. Furthermore, a significant degree of Mr. L.'s motivation was based on the chance to get a job. The Turk received four points for the question concerning motivation at the beginning. This is significantly based on the chance to get a job. Similar statements were made by Mrs. Z. from Turkey and Mr. F. from Syria. Both have a high satisfaction index and received points for the question related to interest and usefulness of the trajectory. They stress that the participation will be an important chances to become economic independent through employment.

A further reason for a high degree of motivation at the beginning is to learn the Dutch language. Mrs. C. from Syria as well as Mrs. I. from China explains that daily life will become much easier when knowing the language well. Mrs. C. from Syria said that she considered the course as an important support to learn communication with public or medical institutions. She stressed it as very important due to her or illness. In addition, also Mrs. D. from Syria received her motivation from getting a chance to get profession education in Dutch language. Mrs. I. from China explained that she had many problems to read the ingredients from products in the supermarket and hoped therefore that the course to tackle that problem. Furthermore, she hoped be able to arrange things such as bank transfers on her own. Other participants like Mrs. Z. from

Syria or Mrs. T. from Syria told that she wanted to increase her writing skills. Mrs. T. from Syria hoped to be able to write letters in Dutch on her own.

Alongside to getting employed or improving Dutch skills several migrants were motivated to participate because of getting new contacts beside their familiar environment. Mr.Z. from Turkey saw the course as a chance to get new contacts with people from many different cultures.

After analyzing the different statement of the participants the hypothesis can be confirmed that the chance of getting employed increases motivation already at the beginning. Therefore, the chance to gain economically from participating in the courses increases the motivation of a significant number of the participants. Those participants have a higher satisfaction index in average and received a large number of points for the question related motivation at the beginning of the trajectory.

5.2.2 Satisfaction with the first classes and appreciation of the course

The answers of the questions dealing with satisfaction with the first classes give an impression how the migrants evaluate the trajectory after a short time. It is interesting compare this value with those one from the question dealing with “liked the course”. This impression gives an overview how the satisfaction of the migrants has changed during the course. In the case of IVIO it can be seen that the satisfaction of the majority of the migrants decreased a little during the course. The most significant decline can be discovered in the cases of Mr. L. from Iraq, Mrs. D. and Mrs. Z. from Syria. In both cases, the satisfaction dropped from two to zero points. On the other hand, three migrants got more satisfied during the course. A similar phenomenon can be discovered in group of the DCW participants. As compared to IVIO the decline is not that significant. Mr. S. from Iraq has the most significant decline from four to two points. On the other hand, also a significant decrease can be seen. Mr. C. from Sierra Leone has an increased satisfaction from three points to five during the course. The explanation for these inclines or declines are primarily based on the evaluation of the usefulness and quality of the course as well as on the communication with the participant. The explanations will be presented in the following sections.

5.2.3 Selection to the right trajectory

The selection to the right trajectory is conducted through tests and conversation before. Therefore, it should be guarantee that every immigrant is assigned to the right course according to her/his capabilities. After analyzing the interviews it can be seen that most of the participants were satisfied with their trajectory. Only seven participants were unsatisfied with their selection. In particular, the most significant reason for that was the slow progress within the lessons according to six of the participants. This had especially an impact on the satisfaction of Mr. L. from Iraq and Mrs. D. from Syria. He explains that he got bored by the course and searched for new challenges. Therefore, he looked forward to a new study. Mr. L. would give IVIO the advice to increase the progress within class so that inquiring people such as himself not getting bored. According to Mrs. D., the level of her trajectory was too low making her unsatisfied already at the beginning. After a few difficulties with the language during the first classes Mrs. D. had a high

progress. Therefore, she expected to get transferred to a higher course level. This expectation was not fulfilled making her unsatisfied again. Furthermore, Mrs. Z. from Syria explained that the wrong course has a significant impact on the further motivation. At the beginning, she liked to learn something about the language but the program itself was not more than low average in her eyes. It was far from interesting because the level of it was simple to low. Therefore, the low level of the program made it impossible to deepen into learning Dutch. Mrs. Z. explained that the participation in the trajectory was a pure waste of time and that she spend one year for nothing. Several other participants made similar statements such as Mrs. I. from China. Furthermore, also Mrs. P. from Brazil explained that her selection to DCW was wrong and had nothing to do with capabilities. She felt uncomfortable with course and said that it was too much based on manual work. She was happy when she got transferred to IVIO. On the other hand, the transfer of Mr. F. from DCW to IVIO caused the opposite. He became unsatisfied with too much focus theory. Furthermore, there were a number of participants who were became unsatisfied that other new participants were continuously assigned to their course which is a common practice in the IVIO programs. According to Mrs. D. from Syria, Mrs. U. from Indonesia as well as Mrs. Z. from Syria the level and progress of the course decreased through that.

Therefore, the selection to the right trajectory related to the personal capabilities is a pre for a satisfaction during the course. According to the respondent in this study the selection procedure was mostly according to their wishes and personal capabilities. On the other hand, this study also concludes that a wrong selection is a very significant factor for dissatisfaction.

5.2.4 Communication of expectations and contents

One focus point of the interview was laid on the quality of communication between the trajectory provider and the participants. The aim of the question is to know whether the objectives of the trajectory, its contents and expectation are communicated well to the participants.

The analysis of the interviews showed that most of the IVIO participants received a points between three and four for the related questions. This indicated that the majority was satisfied with communication above average. The same can also be discovered for Workstep participants who have almost the same values for the related questions. On the other hand there are a few outliers especially in the IVIO who criticized communication in a certain manner. In total, five out of 19 participants were not satisfied with the way how DCW and IVIO communicated with them. This is related on how information is provided at the beginning of the course as well as how they deal with questions or complaints. Mrs. Z. from Syria explained that the first impression of the trajectory was negative for her. The kind of naturalization program was not discussed but everything was decided for her. Furthermore, Mrs. Z. did not get useful information about the content and the expectations of the trajectory. This was very disappointing for her. Furthermore, Mrs. T. from Syria mentioned that at the beginning, the explanations concerning the structure and objectives of the trajectory were weak. The expectations concerning the contents and goals trajectory were not obvious to Mrs. T. due to the lack of adequate explanations. Alongside to this, Mrs. P. from Brazil, Mrs. U. from Indonesia and Mrs. D. from Syria stressed that there were no explanations about the trajectory and its objectives. Mr. A. even had wrong expectations. After her quick progress she thought to become

transferred to a higher course level. Unfortunately nothing happened making her very unsatisfied. In addition, Mrs. D. explained that she wants to become a teacher again like in Syria. During the selection procedure she explained that her wishes to get reemployed did not play any role. Her wishes were simply not taken serious. Furthermore, the communication about complaints was negative according to Mrs. C. from Syria. She was simply not taken serious. It can be seen that five participants out of this sample were not satisfied with the communication between the provider and the participant. IVIO is faced more by this problem than DCW. Four participants were dissatisfied on how information is provided. They did not receive not enough information about goals or what to expect from the course. In some cases, like Mrs. D. from Syria the expectation were even not correct.

It can be concluded that the communication between the providers went well in the majority of the cases in this study. On the other hand the lack of adequate communication has a very significant impact on the degree of satisfaction. Wrong expectations which will not come real are quickly leading to extreme dissatisfaction like in the cases of Mrs. D. and Mrs. T. from Syria.

5.2.5 Quality of teachings, usefulness and interest of the civic integration courses

Usefulness and interest

This aspect deals with the satisfaction of the migrants with the content of the course. The focus is primarily based on the participant's evaluation of the usefulness, the interest and the quality of their civic integration course. The interviews indicate that there four IVIO participants who are really enthusiastic about the trajectory in terms of its usefulness and interest. Mrs. U. from Indonesia considered the trajectory as very useful for her life because she got reemployed in her old profession as a nurse. Furthermore, Mrs. Z. from Turkey described the trajectory as very interesting. She stressed especially her interest for the lectures about Dutch history and culture. Several participants such as Mrs. C. from Syria and Mrs. I. from China consider the participation in the course as a very useful thing because it brought them forward on daily life. They explain that learning the language enables them stand on their own feed. They are able to communicate with governmental and medical institutions. Alongside to the course content several participants such as Mrs. C. from Syria or Mr. L. from Iraq valuate the program because they got several new contacts and met new friends, Mrs. C. explains that she still has some contact with a few women from her course after finishing the program. The met regularly for drinking tea.

In comparison to that, five Workstep participants seemed to be very satisfied about the course due to its usefulness. Mr. H. from Syria, Mr. H. from Morocco and Mr. L. from Turkey stressed that learning about Dutch language and society had an added value for their understanding about the culture. Furthermore, Mr. F. from Syria especially appreciated the focus on politics and history during the classes. Mr. H. from Syria also stressed the practical usefulness of Workstep. He explained that the practical way of learning increased especially his capability of daily language in his job for example. The practical issue was also mentioned by Mr. L. from Turkey. He explained that he increased his skills terms of using the computer as well as to write application for jobs. On the other hand, there are several participants who are not satisfied with the content of the course. After analyzing the interviews it can be concluded that nine participants were not

satisfied with content related issues. It is recognizable that six of these migrants were subscribed in the IVIO program. Boringness was the most significant reason for dissatisfaction concerning the content of the course. Six out of the total number of seven stressed this reason of their dissatisfaction. This had especially impact on the satisfaction index of Mr. L. from Iraq. He can be seen as a good example that especially the content of the course decreased his satisfaction. During the interview, he made the impression of being very motivated. Furthermore, he picked up things very fast leading to a significant learning progress in a short time. The reason is that he was very unsatisfied with the progress of the course. Mr. L. from Iraq explained that “the same stuff was taught and discussed again and again”. This was an important reason that he only reached a satisfaction index of 3.4. Without this problem it would have been significantly higher. Similar statements are given by Mrs. L. from Thailand, Mrs. T., Mrs. Z. and Mrs. D. from Syria. Alongside to this, Mrs. T. from Syria also criticized that calculation was not a part of the course because it is very important for daily life. A further IVIO participant explained that there is too much focus on norms and values. He explained that information has to be taught which is useful for daily life. Furthermore, he said that certain values are exclusively based on personal opinions. Another factor, which is not related directly related to the content of the program but on the learning environment is stressed by several participants. After his replacement from Workstep to OGO, Mr. H. from Syria was unsatisfied that IVIO asked money for copying and coffee whereas DCW did not. This was also stressed by Mrs. Z. from Syria. She said that the promised free coffee was often not available or the milk was empty. Another negative aspect was mentioned by Mrs. L. from Thailand. She explained that the location of IVIO next to the station is in a very bad condition. It is old, dark and dirty and needs a renovation as fast as possible. A special determining factor of satisfaction with a trajectory is the quality of the teacher in a certain trajectory. It can be concluded that the satisfaction with the content has a significant impact whether a participant feels comfortable with the course or not. Without interest or identification with the curriculum no enthusiasm for the program can be developed. In this study the majority considered the trajectories as relatively interesting and useful.

Quality of teaching

This study concludes that most of the participants were satisfied with their teacher and had given private contact with the. Mrs. Z. from Turkey explained that she still has private contact with one female teacher even after finishing the course. Only six participants six participants were extremely unsatisfied with the teachers and their methods. The dissatisfaction with the teaching skills had especially an impact on the index of Mrs. D. from Syria from IVIO. She explained that the trajectory in general was not very interesting to her. The reason was not based on the contents but more on the way of teaching. She argues that the quality of the teachers was extremely bad. Teachers did not have enough time to practice. Furthermore, she heard many complaints from other fellow students about teaching. According to Mrs. D. not everybody was able to follow the course but the docents did not care at all. Another participant who has not happy at all is Mrs. C. from Syria. She and her colleagues were very unsatisfied about a certain teacher. Therefore, they even tried to get a new one. Mrs. C. explained that complaints were not taken seriously. Both, Mrs. D. and Mrs. C. explained that the low quality of the teachers had a significant impact on the general satisfaction with the

course. There were also two participants of DCW Workstep who had complaints about the teachers. Mrs. P. from Brazil said that she learned more behind the computers than during the classes. Furthermore, the teachers do not intervene when the participants constantly remain to speak their own languages with each other. This problem was also stressed by Mr. L. from Iraq in IVIO. In addition, Mr. F. from Syria was not fully satisfied with the way of teaching. He explained that it was sometimes really boring. As already said, the majority of the participants were satisfied with the way of teaching. On the other hand, it became obvious that dissatisfaction with the teachings can quickly lead to dissatisfaction with the entire course.

Internship

The participation in an internship is part of both trajectories. Alongside to the theoretical parts of courses, the internship has an important influence on the satisfaction index, too. Most of the participants were satisfied with their internship. Some of them even consider the practical experiences as very useful for their future. Mr. H. from Syria hoped that the internship will give him the needed experiences to get a fully employed. He explained that the trajectory is thus very interesting and useful. Therefore, also five points can be given to the question related to usefulness. Mr. L. from Turkey considers the trajectory as very useful and got five points for the related question Mr. L. explained that he really appreciated to do the internship, it was a great experience. He worked more than one year in a tree nursery and hopes to get fully employed there soon. The analysis of the questionnaire indicates that only three participants were not satisfied with the internship during the trajectory. Two of them (Mrs. P from Brazil and Mr. S. from Iraq) participated in Workstep whereas the other one (Ms. D. from Guinea) took part in IVIO perceel 1. In comparison to the average it can be seen that the gross of the sample was selected to the right internship and satisfied with it. On the other hand, the dissatisfaction of those three immigrants is almost exclusively related to the internship. In detail this had especially an impact on the satisfaction of Mr. S. from Iraq. He was very unsatisfied about the internship provided by DCW. He worked in a bakery and as a packer for boxes. He explained that he was not suitable for his work due to his higher education. In Iraq he worked in the administration of a bigger construction company. He argued that the internships did not lead to any progress in his case so that it was a pure waste of time. Before the internship, there was not any discussion about the kind of job obligated for the participants. Furthermore, Mrs. P. from Brazil has with 1.9 the lowest satisfaction index in the entire sample which is predominantly on the dissatisfaction with the internship. She did her internship in a gardening company which was not a very experience to her. She explained that the work was really hard and dirty. Furthermore, Ms. D. from Guinea stressed that the internship in the industries related to Workstep program was very unsatisfying for her. She did not expect that. Ms. D. explains that this kind of work was simply not suitable for a woman. This was the only thing she complained about.

It can be concluded that the selection of the internship was the most cases suitable for the participants. For those who were not satisfied with the internship it became an important factor of stress. Therefore, the selection of a suitable internship has a significant impact on the overall satisfaction with the trajectory

Conclusion

It can be seen that all factors related to the quality of the course have a certain degree of influence on the satisfaction of the participants. Therefore, the theory that the degree of satisfaction is relatively high if the immigrant has a positive judgment about the quality of the naturalization course can be confirmed.

5.2.6 Native partner

According to the theoretical framework it is assumed that a native partner is a positive motivational factor who has a positive impact on the satisfaction of the participant. Furthermore, persons living in an intercultural relationship have in general the positive attitudes toward integration, host culture and the higher education in general (Seveker et al, 2008, p 18) In this sample only three participants have a native partner. Firstly, Mrs. U. from Indonesia came in 2010 to the Netherlands due to a marriage with her Dutch husband. Her satisfaction rate is with 4.2 one of the highest of all participants. She explained that the main reason for her satisfaction was the chance to get reemployed in her old job as a nurse. Mrs. U. had a relatively fast progress in the learning of the Dutch language. This is mostly based on the daily practice with her husband. Furthermore, she appreciated the trajectory from the beginning. The most interesting topics for her were topic which dealt with Dutch history and geography.

The second participant with a Dutch partner is Mrs. L. from Thailand and lives in Enschede since 2009. Her level of satisfaction with the trajectory is with 2.4 significantly below the average and one of the lowest in the whole sample. Mrs. L. from Thailand argued that she the course was more a time consuming obligation. She had difficulties to keep up with talking in the course due to her low level of Dutch compared to the other participants. Furthermore, she did not received additional support by her husband. They speak almost exclusively English with each other.

Mrs. P. from Brazil is the last person of the sample who was married with a native Dutch. Her satisfaction was the lowest of all participants. In general, she considered participation in the trajectory as a useful thing. The negative satisfaction in her case is primarily related to the dissatisfaction with Workstep. Mrs. P. explained that she broke up her relationship so that she plans to divorce. She explained that she did not receive so much support by her former partner.

After taking a look on the three persons, the satisfaction index of the first person is high whereas the two other have a low one. Therefore, it cannot be said that a native partner has generally a positive effect. It tracks attention that in the case of the unsatisfied migrants the partner did not help or support the participants. On the other hand, Mr. U. from Indonesia practices with her husband alongside the course with the result of a fast learning process. Therefore, it seems that the effect of a partner is only positive if he/she is actively involved in helping with course. Unfortunately, the low numbers of participants with native partners make generalization impossible. So, the only conclusion for this specific sample can be given. On the other, statements by the participants may lead to interesting starting points for new researches. Therefore, it would be interesting to conduct a research about the effect of the engagement of the native partners.

5.2.7 Level of education

According to the theory, it is assumed that higher educated migrants have a more positive attitude toward the trajectories in general than lower educated ones. The migrants are able to identify the benefits of education and have a faster progress in learning. While taking a look on the satisfaction rates the higher educated participants it can be seen that they are mostly relatively high (see table 4). This provides strong evidence that higher educated migrants have a more positive opinion about participating in a civic integration course. Furthermore, educated migrants also tend to be unsatisfied when they learn together with weaker participants due to the slower progress in course. In order to get an impression about the correlation of the level of education and the satisfaction rate in this sample a look should be taken on statements by higher educated immigrants. But what is with those ones having a low level alongside of being well educated? Is their dissatisfaction related to mixture of different educational backgrounds as said in the theory? There are two participants with very low values: Mrs. D. from Syria and Mr. S. from Iraq. Mrs. D. from Syria reaches only a value of 2.1 has several explanations for her dissatisfaction with the course. She participated in the trajectory IVIO perceel 2. According to her, the level of her trajectory was too low making her unsatisfied already at the beginning. After a few difficulties with the language during the first classes Mrs. D. had a high progress. Therefore, she expected to get transferred to a higher course level. This expectation was not fulfilled making her unsatisfied again. According to her, the level of her trajectory was too low making her unsatisfied already at the beginning. After a few difficulties with the language during the first classes Mrs. D. had a high progress. Therefore, she expected to get transferred to a higher course level. This expectation was not fulfilled making her unsatisfied again. She argued that it was useful to learn more about grammar and making sentences as well as reading texts. The trajectory in general was not very interesting to her. The reason was not based on the contents but more on the way of teaching. She stresses that it was really bad. Teachers did not have enough time to practice. Furthermore, she heard many complaints from other fellow students about teaching. According to Mrs. D. not everybody was able to follow the course but the docents did not care at all. The time frame of the program was quite too short to get an adequate level of knowledge. For all other motivated people it is not suitable because they will get bored after a certain time. She has a number of suggestions for increasing the quality of the course. Firstly, the quality of the teachers was extremely bad. According to Mrs. D. this was not a real class comparable with classes given at schools. Furthermore, she was unsatisfied that there was continuous input of new participants with a lower level. Furthermore, all educational backgrounds were mixed. Both led to a very low progress in class. According to Mrs. D., the low amount of courses is based on objective to save money. She argues that the trajectory is only a further opportunity for companies to make money. According, it can be seen that a significant factor for the dissatisfaction Mrs. D. from Syria was the mixture of educational backgrounds leading to a slow progress. This was also stressed by Mrs. C. from Syria. The explanation of Mr. S. from Iraq goes in the same direction as compared to Mrs. D. from Syria who participated in the trajectory Workstep. Mr. S. was very unsatisfied about the internship provided by DCW. He worked in a bakery and as a packer for boxes. He explained that he was not suitable for his work due to his higher education. In Iraq he worked in the administration of a bigger construction company. He argued that the internships did not lead to any progress in his case so that it was a pure waste of time. Before the internship, there was not any discussion about the kind of job obligated for the participants. The

time frame of the program was a little bit too long according to the Iraqi. He gives new migrants the advice that they definitely should not do DCW. Furthermore, he suggests DCW that the participants need an internship which is related to their intellectual capabilities. A wild mixture between lower and higher educated people does not lead to success. According to the two cases, it can be concluded that in this study the mixture of educated and uneducated migrants leads to dissatisfaction among the educated participants. Therefore, also the second hypothesis can be confirmed.

5.2.8 Impact age and gender

Age

In the theoretical framework it is said that young people have a higher satisfaction and understanding for the benefits of the naturalization courses than older ones because they have a higher flexibility and better capabilities to deal and integrate to new environments. Furthermore, there are not yet coined that high by culture of origin. In this study, those migrants are considered as being younger if they have not reached 35 years. In this study, seven participants can be categorized as 'young'. When taking a look on the satisfaction rates of the younger migrants it can be seen that it is high by all of them (see table 4). Therefore, it can be seen that younger have a higher degree of satisfaction than older ones. But is this satisfaction indeed related to age specific things like a higher flexibility or openness? In order figure this out, statements of the younger immigrants are analyzed more in detail. The participant with the highest degree of satisfaction is Mrs. Z. from Turkey who reaches 4.8. Alongside to many positive aspects in daily, she explains that her satisfaction is also based on new contacts with other people coming from other countries. She stressed that this was a very interesting experience for her. A further participant with a high satisfaction rate is Mr. C. from Sierra Leone. He appreciated the course because he wanted to increase his Dutch skills and had nice classmates and good teachers. At the beginning, he thought that the grammar and the exams would be difficult but finally it was even easier than he thought. He liked mostly to do assignments about grammar due to his personal interest for languages. Furthermore, information about Dutch society was also interesting according to the man. During his participation in the 'Workstep' program he also did an internship in a technical job. This gave him the stimulation to subscribe for a technical study in the next study year. It can be seen that Mr. C. from Sierra Leone really wants to be a part of his new environment. His interest in the Dutch language and the adoption of course contents as the internship to his private life are significant indicators for this. In correlation to that, Mrs. I. from China who participated to that considered her course as a good opportunity to get new contacts with native people through increasing her Dutch skills. A very good example of a young, flexible participant is Mr. L. from Iraq. He participated in the IVIO program and reaches a satisfaction index of 3.4. He saw the invitation for the course not as something negative but as a good chance to improve the language which is important for the future. His main goal is to study when his Dutch is improved. The first impression of the course of Mr. L. was positive. His favorite topics were related to Dutch culture as well as norms and values of the country. Mr. L. has plans to do a study on the ROC in the next study year. On the other hand, he already had a part time job since a few months. The participation in the IVIO program caused a number of changes in his life especially concerning his language

skills. He explains that without the fast improvement of his language skills it would not been able to for him get the part time job and speak with his colleagues. He made a very good impression through his extraordinary good language skills. He spoke Dutch almost fluently after 2.5 years staying in the Netherlands. This is a very good achievement when considering the Arabic background of the young Iraqi.

According to the degrees of satisfaction, it can be seen that young migrants of this study have a higher satisfaction rate than the average of the sample. Therefore, the hypothesis can be confirmed. Furthermore, in the theoretical framework is said that this satisfaction is mainly based on the higher flexibility and interest in the host country. After taking a look on the cases, also this hypothesis can be confirmed. In this sample, younger migrants are more flexible and have better capabilities to deal and integrate to new environments.

Gender

According to the theory, it is assumed that participation in OGO is not valuated by those women aiming to enter the labor market. The program OGO defines women as the primary caregiver and assumes that they are staying home to educate the children. This contradicts with the emancipation and those women who do not see their primary role as house wives but on the labor market. Therefore, it would be interesting to take a look on dissatisfied OGO women and to figure out whether their dissatisfaction is based on the traditional role models supposed by the OGO program.

Mrs. D. from Syria was assigned to the OGO program and made the impression of being emancipated. Alongside to her family life she explained that she wants to become a teacher again like in Syria. During the selection procedure she explained that her wishes to get reemployed did not play any role. Her wishes were simple not taken serious. After being part of the trajectory for a certain while Mrs. D. got very bored. She advises against the course because it is unsuitable for all motivated people who want to come further in their life. Furthermore, she was very unsatisfied that no further advice for activities after the course was given. These factors are significant reasons that she only reached a satisfaction index of 2.1.

At the beginning, Mrs. Z. from Syria explained that participating in the trajectory and education in general are very important to get a job. Unfortunately, the type of trajectory was not discussed with her. She was simply assigned to the OGO program without getting information about the content and the expectations of the trajectory. According to her the program did not have any value to her daily life and to find a job. She considered the course as a pure waste of time. Finally, Mr. Y. she was very satisfied when the course was finished. At the moment, she participates in a schooling to become an administrative employee in a company. Both women exemplify the lack of IVIO to give women a real perspective to enter the labor market. Alongside to them, also Mrs. C. from Syria, Mrs. I. from China and Mrs. Z. from Turkey explained that her unemployment did not change unfortunately. In only one case, the IVIO program led directly to employment. Mrs. U. from Indonesia got a job in her profession as a nurse.

Due to the fact that the two OGO women with the lowest satisfaction index both want to enter the labor market is seen as an indication that this trajectory is not suitable for those persons. After taking a look on the statements of the participant it can be indicated that OGO is not valuated by those women aiming to enter the labor market. Thus, the hypothesis can be confirmed.

6. Conclusion

The analysis of this study gives an indication about the explanations for satisfaction and dissatisfaction of the participants with the trajectories. It can be seen that there are various issues influencing the migrant's opinion on the civic integration courses provided in Enschede. In accordance to the research question it can be seen that there are differences between DCW Workstep and OGO participants in terms of their satisfaction with the civic integration courses

The analysis of this research indicated that the chance to gain economically from participating in the courses increases the motivation of a significant number of the participants. The participants identifying an economic gain as the chance for employment have a higher satisfaction index in average. This can mostly be related to work step participants who are already busy in active learning for their future through increasing their practical capabilities in the internships. A further factor leading to a high level among the migrants is that the trajectory helps them significantly in their daily life. Through learning Dutch communication with governmental, medical and financial institutions becomes much easier for the migrants.

The study shows that the selection procedure of the majority of participants went according to their wishes and capabilities. On the other hand, selection to the wrong trajectory is the most significant factor for dissatisfaction in this study.

Communication of expectations and contents went satisfying according to the gross of the respondents. Only a few migrants complaint that they were not informed very well or expected the different things. Some of them had wrong ideas about the course or were not taken serious. So their expectations did not cover the real situation. In terms of communication Workstep participants appreciate their trajectory a little bit more than OGO participants because the program has clear defined expectations and goals: to get integrated into the labor market.

Both trajectories were evaluated positively by the majority of the participants in terms of their quality and usefulness. Alongside to the chance of getting employed they stressed the positive effects on their daily life because of knowing the Dutch language. This enables them to communicate with governmental or medial institutions. Furthermore some feel more accepted by the society through their better Dutch skills. Several other migrants consider teachings about Dutch culture, society and history as interesting. Alongside to the content of the course several participants explained that they met many new friends through the course. In terms of the classes and teachings the majority gave positive feedback during the interviews. On the other hand, a significant number of IVIO participants complaint about the mixture of weak and strong migrants, slow progress, and bad teaching. The internships were seen as a chance by a high number of the participants. They consider them as an entry to the labor market. In one case, the internship affected the study selection of a migrant. The selection to a non-feasible internship happened twice causing dissatisfaction by the participants.

Furthermore, this study found out that a native partner does not have automatically a positive effect on the degree of satisfaction. The researcher got more the idea that the satisfaction is increased if the partner is engaged and involved and stimulate the participant actively. Due to the small number of the participants with a native partner and the unclear answer there is a need for further research on this topic.

In terms of the educational background the study clarified that higher educated participants have also the highest average satisfaction in this study. On the other hand, higher educated persons tend to get unsatisfied when they become mixed together in one course with uneducated participants due to the lower progress.

Furthermore, the research indicated that younger participants have a higher satisfaction in average because they are more flexible and have better capabilities to deal and integrate to new environments.

In terms of gender, this study shows that OGO is not valued by those women aiming to enter the labor market because according to the participants IVIO gives the women not a real perspective to enter the labor market.

This study provides a qualitative analysis about explanation for satisfaction respectively dissatisfaction with the civic integration courses provided in Enschede. Even if this study is not feasible for generalizations it provides a new point of view which has not been discovered yet: the civic integration programs out of the perspectives of the participants. Furthermore, it can provide new incentives and ideas for further research. It would for example be interesting to get more information about the impact of the teaching qualities and communication on the satisfaction and performance or the influence of the engagement of native partners. This could also be done through the use of a quantitative research.

Alongside to the ideas for further and additional studies, the interviews with the participants provide created a number of recommendations which are directly related to the providers of the trajectories. These suggestions can help to increase the quality of the courses and thus also the satisfaction of the participants. These recommendations have advantage that they come directly from those people who need these improvements most. Therefore, alongside to their positive response the participants of both trajectories had a lot of ideas on how to increase the quality of the program:

- Firstly, the participants have to be assigned into courses according to the capabilities. It particular it means that there has to be a clear selection according to the educational background
- Furthermore, it should be better to work with fixed classes and teachers instead of assigning continuously new persons to the courses. This would guarantee a stable learning progress of the entire class and make the trajectory more personally
- Furthermore, IVIO also has to guarantee a high quality of its teachers. Bad teachings were criticized by a significant number of IVIO participants
- Expectations, possibilities and objectives of the courses have to be communicated clearly and truly to the participants in order to prevent dissatisfaction and disappointment
- Next to things directly related to the course, there are also invisible indicators influencing the migrant's satisfaction. The interior building in which the IVIO classes are held is in a bad condition and really needs a renovation. Everything seems to be old and dirty. Furthermore, there are other things causing that the migrants feel more comfortable such as coffee for free

- The most criticized part of the Workstep was the selection of the internships for the participants. It has to be kept in mind that not every person is suitable for all kinds of work. Therefore, internships for men and women as well as for all educational levels should be provided.

7. List of References

- Babbie, E. (2007). *The Practice of Social Research, Eleventh Edition*. Belmont, CA: Thomson Higher Education.
- Benabou, R., Tirole, J. (2003). *Intrinsic and Extrinsic Motivation*. Review of Economic Studies 70, 489-520.
- Berlin Institut. (2009). *Ungenutzte Potenziale: Zur Lage der Integration in Deutschland*. Berlin: Woellert, F., Kröhnert, S., Sippel, L., Klingholz, R.
- Buschkowsky, H.(2012). *Neukölln ist überall*. Berlin: Ullstein Verlag GmbH.
- Council of the European Union. (2004). *Press release 321*. Brussels.
- Dagevos, J. (2001). *Perspectief op integratie. Over sociaal-culturele en structurele integratie van etnische minderheden in Nederland*. Den Haag: WRR.
- Dribe, M., Lundh, C. (2008). *Intermarriage and Immigrant Integration in Sweden : An Exploratory Analysis*. Acta Sociologica 51: 329.
- Esser, H. (2004). *Welche Alternativen zur 'Assimilation' gibt es eigentlich?* In: Bade, Klaus/Bommes, Michael (Hg.): *Migration-Integration-Bildung. Grundfragen und Problembereiche*. IMIS Beitrage 23, 41-59.
- Entzinger, H. (2005). *Changing the rules while the game is on; From multiculturalism to assimilation in the Netherlands*. Published in: Y. Michal Bodemann & Gökçe Yurdakul, Eds. (2005) *Migration, Citizenship, Ethnos: Incorporation Regimes in Germany, Western Europe and North America*; New York: Palgrave MacMillan
- Entzinger, H., Biezeveld ,R. (2003). *Benchmarking in Immigrant Integration*. European Research Centre on Migration and Ethnic Relations (ERCOMER).
- Entzinger, H., Scholten, P. (2011). *Integration from abroad? A frame analysis of pre-admission integration policies in the Netherlands, Germany and the UK*. Erasmus Universiteit.
- Gemeente Hoorn (2004). *Klanttevredenheidsonderzoek Inburgeraars Gemeente Hoorn*. Hoorn: van Naem and partners organisatieadviseurs.
- Gokdemir, O., Dumludag, D. (2011). *Life Satisfaction Among Turkish and Moroccan Immigrants in the Netherlands: The Role of Absolute and Relative Income*. Soc Indic Res 106: 407–417.
- Government of the Netherlands (2012). *Integration Policy* .Retrieved December 6th, 2012, from: <http://www.government.nl/issues/integration/integration-policy>
- Institute for the Study of Labor (2009). *Age at migration and social integration*. Bonn, North Rhine-Westphalia: Åslund, O., Böhlmark, A., Nordström Skans, O.
- Joppke, C. (2007), 'Beyond national models: Civic integration policies for immigrants in Western Europe', *West European Politics*, 30:1, 1 – 22

Kofman, E. (1999). *Female 'Birds of Passage' a Decade Later- Gender and Immigration in the European Union*. International Migration Review, vol. 33, no. 2. pp. 269-299.

Merriam, S.B. (2002). *Qualitative Research in Practice*. San Francisco/California: John Wiley & Sons.

Michalowski, I., Snel, E. (2005). *Kann man integration messen?* Retrieved June 15th, 2012 from: http://www.muenster.de/stadt/zuwanderung/pdf/2005doku_michalowski-snel.pdf

Saharso, S., Svensson, J.S., (2011). *Het Enschedese inburiingsbeleid langs de eigen meetlat: rapportage voormeting*. Universiteit Twente: Institute of Governance Studies.

Scheele, A.F. (2010). *Home language and mono- and bilingual children's emergent academic language : a longitudinal study of Dutch, Moroccan-Dutch, and Turkish-Dutch 3- to 6-year-old children*. Universiteit Utrecht. Retrieved December 5th, 2012, form: <http://igitur-archive.library.uu.nl/dissertations/2010-0603-200158/UUindex.html>

Seveker, M., Svensson, J.S., Thränhardt (2008). *Migranten Integreren. Hoe kunnen we integratie optimaliseren?* Innovatieve concepten voor bevordering van integratie in Münster en Enschede. Gemeenten Enschede and Münster.

Shadish, W. R., Cook, T. D., and Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston / New York: Houghton Mifflin Company.

Swanborn, P. (2010). *Case Study Research*. London. SAGE publications Ltd.

Tastsoglou, E., Preston, V. (2005). *Gender, Immigration and Labour Market Integration: Where We Are and What We Still Need to Know*. Retrieved June 24th, 2012 from: <http://www.rhodes.aegean.gr/genderstudies/graduate/diimerida/2%20Tastsoglou.pdf>.

Vitkovskaya, G.S., Ivanova, T.D., Ledeneva, L.I, Tyuryukanova, E.V. (2011). *Immigrants in Russian regions: access to higher education as a factor of adaptation and social stability*. Retrieved June 24th, 2012 from: http://www.socpol.ru/research_projects/pdf/012vitkovskaya_eng.pdf.

Witzel, A. (2000). *The Problem-Centered Interview*. Retrieved June 26th, 2012 from: <http://www.qualitative-research.net/index.php/fqs/article/view/1132/2522>