

# EUROPE 4 ALL

## Research Report



This project was made possible by funding from Grundtvig.



Vocational Research Institute

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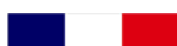
**Project leader**



**Consortium Partners**



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## **PREFACE**

Within the framework of the project 'Europe for All' Vocational Research Institute carried out research on integration. The results of this research are written down in this report.

This research would not have been possible without the help of the following people:

Fred Bastemeijer of Albeda College, The Netherlands  
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## TABLE OF CONTENT

<b>1. INTRODUCTION .....</b>	<b>6</b>
<b>2. INTEGRATION AND THE “EUROPE FOR ALL” PROJECT .....</b>	<b>7</b>
2.1 CENTRAL AIM & SUB GOALS OF THE PROJECT “EUROPE 4 ALL” .....	8
<b>3. INTEGRATION: DIMENSIONS, CAPITALS AND APPROACHES .....</b>	<b>9</b>
3.1 TYPES OF MIGRANTS IN THE EU.....	10
3.2 CAPITALS FOR INTEGRATION.....	11
3.3 SUCCESSFUL INTEGRATION .....	13
<b>4. BARRIERS AND CHALLENGES FOR INTEGRATION .....</b>	<b>14</b>
4.1 LANGUAGE AND EDUCATION .....	14
4.2 WORK AND INCOME.....	14
4.3 HOUSING AND RELATIONSHIPS.....	15
4.4 FEELING AT HOME .....	15
<b>5. EXISTING METHODS AND INSTRUMENTS TO ENHANCE INTEGRATION ....</b>	<b>17</b>
5.1 EDUCATION AND TRAINING .....	17
5.2 SECOND LANGUAGE ACQUISITION .....	17
5.3 ACCESS TO THE LABOUR MARKET .....	18
5.4 SOCIAL CONTACTS WITH CITIZENS OF THE NEW COUNTRY .....	19
5.5 LEARNING ABOUT THE NEW SOCIETY .....	19
<b>6. THE E4A INTEGRATION LADDER .....</b>	<b>20</b>
6.1 EFFECTIVE OR LESS EFFECTIVE INTEGRATION .....	20
<b>APPENDIX I.....</b>	<b>22</b>
A BLUEPRINT OF THE E4A INTEGRATION LADDER .....	22
<b>APPENDIX II.....</b>	<b>30</b>
EXISTING METHODS, TOOLS AND INSTRUMENTS TO ENHANCE INTEGRATION .....	30
<b>APPENDIX III.....</b>	<b>36</b>
FURTHER READING .....	36

# 1. Introduction

In the European Union many migrants experience difficulties with the integration process in their 'new countries'. Some of these difficulties relate to finding a position on the labour market, or learning a new language. Others refer to new ways of communication and adapting to a new culture with different customs and habits. Besides these difficulties there are also expectations that migrants have of their new countries. Sometimes they do not stroke with the real situation they come into, when moving to these new countries. A large group of migrants might therefore not finish their language courses, being discouraged and seeing no opportunities to participate fully in their new country. For a lot of migrants the problems they experience contribute largely to the fact that large groups of migrants stand on the sideline of society in their new country. It seems that making yourself understood, understanding your new country, but also working and having social contacts are key factors for migrants to participate and integrate in a new country.

But what are necessary skills and competences and what is necessary knowledge for a successful integration? These questions are central in this report.

The above mentioned questions will be answered in the following chapters:

Chapter two describes the "EUROPE 4 ALL" project and puts the project into a European perspective. It shows how the project connects to the European definition of integration.

Chapter three will continue with the topic of integration. A theoretical concept of integration is given and placed into a European context.

The following chapter summarises some barriers and challenges migrants and new societies have to cope with to make integration possible.

Chapter five tries to explain which tools and instruments are available for migrants to deal with these barriers and challenges.

The concluding chapter explains the intention of the tool that will be developed within the E4A project and how this tool intends to enhance the integration of migrants in the European Union.

## 2. Integration and the “Europe for All” project

Integration is a long standing issue on the European agenda. It has been a central theme in European politics since the 1990's. In that period it became clear that Europe changed into an immigration continent. Many migrants settled or were envisaged to settle in Europe and this had complex and differential impacts on the receiving societies. Migration and settlement patterns of migrants have been diverse and have evolved unevenly, creating longer immigration histories for some countries than for others. The response on these migration flows is also very diverse between receiving countries, as is the way countries perceive the concept of integration of these newcomers in their society.

Because of this flexible and contextual nature of the integration process there is no agreement in the EU on what can be regarded as 'successful integration'. That is to say; which aspects should become apparent both for the immigrant population and the host population to show that successful integration has been achieved.

Despite the indistinct nature of successful integration, the process of integration is defined by the EU as follows:

“Integration should be understood as a two-way process based on mutual rights and corresponding obligations of legally resident third country nationals and the host society which provides for full participation of the immigrant. This implies on the one hand that it is the responsibility of the host society to ensure that the formal rights of immigrants are in place in such a way that the individual has the possibility of participating in economic, social, cultural and civil life and on the other, that immigrants respect the fundamental norms and values of the host society and participate actively in the integration process, without having to relinquish their own identity.” (European Commission 2003: 17-18).

In this definition the European Union makes a distinction between three major dimensions of the integration process: the socio-economic, the legal-political and the cultural dimensions respectively. Any policy that aims at promoting integration should take account of each of these three, individually, but also of their complex interrelationship.

The core elements of integration can then be defined as follows (European Commission 2003: 45):

- respect for fundamental values in a democratic society;
- the right for an immigrant to maintain his or her own identity;
- rights comparable to those of EU citizens, and corresponding obligations;
- active participation in all aspects of life on an equal footing (economic, social, cultural, political, civil).

Formulating definitions and core elements of integration by the European Commission shows that European cooperation and European support is necessary for the integration of migrants in Europe. Therefore, a consortium of European organisations<sup>1</sup> began working on the project “Europe for All” (E4A).

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<sup>1</sup> The international project consortium consists of the following countries/organisations: Denmark – VUC VESTEGNEN; Finland – MJK Instituuti; France – ADPI; Greece – KEK Kykladon; Italy – MATER; The Netherlands – Albeda College.

## 2.1 Central aim & sub goals of the project “Europe 4 All”

The E4A project aims at developing a self-assessment tool migrants can use to assess their integration in a new country and to achieve a fuller integration into their new environment. This tool should be useful for all migrants that (have) come to Europe and everybody else who is interested in the integration processes of migrants in the European Union.

Besides the development of a self-assessment tool, the E4A project wants to obtain the following objectives by means of the newly developed tool and the possibilities it creates to define a Personal Development Plan (PDP):

- 1) Increasing the (sustainable) labour market participation of migrants;
- 2) Prevent drop-outs (from language courses, training, et cetera);
- 3) Empowerment of migrant women;
- 4) Help to avoid cultural traps for newcomers;
- 5) Provide newcomers with practical tools to strengthen their chances for a smooth and sustainable integration;
- 6) Provide newcomers with easily accessible and up-to-date information;
- 7) Make integration of migrants easier.

The project activities are focused on the following target groups:

- Newcomers: adult migrants who will migrate or have just migrated to a European country and will have to start the process of integration in their new society.
- Old comers: adult migrants who have already migrated to a European country, who have started the integration process in their new society, but have become a ‘drop-out’ from the integration process (for example: they did not successfully terminate the integration process by dropping out of the language learning and learning of intercultural competences).
- Teachers / trainers of adult migrants: teachers, trainers that are involved in intercultural and language teaching for adult migrants.

In the project “Europe 4 All” the partner countries decided to connect with the European definition of integration and decided on the following working definition:

**Integration is a process of the acquisition of citizenship and participation in society in 3 social areas:**

- **social-economical**
- **social-cultural**
- **legal-political**

With this definition in mind the content of a self-assessment tool will be developed.



### 3. Integration: dimensions, capitals and approaches

Research on integration shows that integration is a many-faceted phenomenon. Although it's many-faceted, at least a distinction is made between an institutional dimension and a normative dimension of integration. The institutional dimension refers to an increase in immigrants participation in the institutions of a society, like the labour market, education or politics. An increase in participation is seen as better integration. A normative dimension of integration refers to changes in the immigrants' cultural orientation and identification. Both dimensions are not necessarily connected, i.e. an increase in participation does not necessarily mean that the cultural orientation or identification of the migrant will change.

As we have seen in the above chapter, integration consists of a few "spheres" or dimensions, such as a socio-economical dimension, a socio-cultural dimension and a legal-political dimension. An immigrant who is well integrated into one dimension need not display an equal degree of integration into another dimension. For example, a person of immigrant origin may have a good education and a good job in a 'mainstream' company, and at the same time have all his friends within his own community. This example shows an additional problem in the discussion of integration. What is the larger context into which an individual should be integrated? Is it 'society' at such or is it sufficient if an individual is well integrated into his own community or local neighbourhood?

The governments of the Member States of the European Union all favour a fuller integration of immigrants, but at the same time they cherish the principle of cultural heterogeneity, albeit to different degrees and in different ways. Clear is that the Member States try to promote immigrant participation in the institutional arrangements of a society. But what successful integration then actually contains is not very clear. Important is that integration is connected with participation of the migrant in the new society.

Efforts to promote integration and participation in society show a growing number of similarities among the EU Member States. In all countries measures have been adopted by now that aim at securing legal residence rights, at facilitating equal access to employment, housing and education. All Member States more or less agree that incorporation of immigrants into the labour market as well as a sufficient level of education constitute most important objectives for securing a successful integration. Labour market participation and a sufficiently high level of education are generally seen as a potential for income security, and therefore as instruments for a fuller participation in society. A certain degree of familiarity with the mainstream language and culture of a country is also a relevant determinant of a successful integration.

The European Union decided after extensive research on eleven Common Basic Principles (CBPs) for integration in the EU. These Common Basic Principles are:

1. Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States;
2. Integration implies respect for the basic values of the European Union;
3. Employment is a key part of the integration process and is central to the participation of immigrants, to the contributions immigrants make to the host society, and to making such contributions visible;
4. Basic knowledge of the host society's language, history, and institutions is indispensable for integration; enabling immigrants to acquire this basic knowledge is essential to successful integration;
5. Efforts in education are critical to preparing immigrants, and in particular their descendants, to be more successful and more active participants in society;

6. Access for immigrants to institutions, as well as to public and private goods and services, on a basis equal to national citizens and in a non-discriminatory way is a critical foundation for better integration;
7. Frequent interaction between immigrants and Member State citizens is a fundamental mechanism for integration;
8. The practise of diverse cultures and religions is guaranteed under the Charter of Fundamental Rights and must be safeguarded;
9. The participation of immigrants in the democratic process and in the formulation of integration policies and measures, especially at the local level, supports their integration;
10. Mainstreaming integration policies and measures in all relevant policy portfolios and levels of government and public services is an important consideration in policy formation and implementation;
11. Developing clear goals, indicators and evaluation mechanisms are necessary to adjust policy, evaluate progress on integration and to make the exchange of information more effective.

### **3.1 Types of migrants in the EU**

Because of the different ways and times in which migration currents have occurred in the various EU member states, we can see a great disparity in the constitution of the immigrant population in the various European countries. There is also no uniformity in the EU in the definition of the immigrant population. We find several names like '(im)migrants', 'foreigners', 'ethnic minorities', newcomers, allochtonous people etc. to refer to the migrants and their children.

Nonetheless, migrants that have come to the EU can be subdivided into 4 different categories:

1. Post-colonial migrants. Because of the former colonial ties these migrants are - compared to other groups of migrants - more or less prepared for the situation in their new country.
2. Migrant workers like the migrants from Turkey and Morocco who have come to the EU in the sixties. More recently there has been a large influx of East European labourers from the new EU member states
3. Migrants who have come to an EU-country to form a family with somebody already living there or to be reunited with family members already living in that EU-country. By now this is the largest group of migrants in most of the EU-countries
4. Refugees: the most diverse group of migrants with – often – the largest distance to European society and culture.

## 3.2 Capitals for integration

While describing and explaining the processes that lead towards integration one can distinguish 4 types of resources or types of capital migrants have access to when structuring their lives. These are the driving factors behind integration<sup>2</sup>:

### Human capital

Education and obtaining qualifications (including language acquisition) are important indicators of the acquisition of this type of capital and are therefore the 'engines' that drive integration.

### Financial capital

Labour participation is not only an important producer of the *capital of good finances* (*particularly income*) but is also an essential integration domain

### Social capital

The extent to which people use social resources of (autochthonous) persons in and between their networks. There are 2 important indicators of social capital:

1. Places where people can amass social capital (and can offer social capital to others), for example:
  - the workplace
  - neighbourhoods people live in
  - schools
  - contacts with the GP (family doctor)

2. Marriage

Marriage can be considered as a long term social contract and is an important producer and distributor of social capital

### Cultural capital

This term refers to knowledge about norms, values, ethics, and customs of the host society and the ability to act accordingly (you can also see this as a differentiation of human capital).

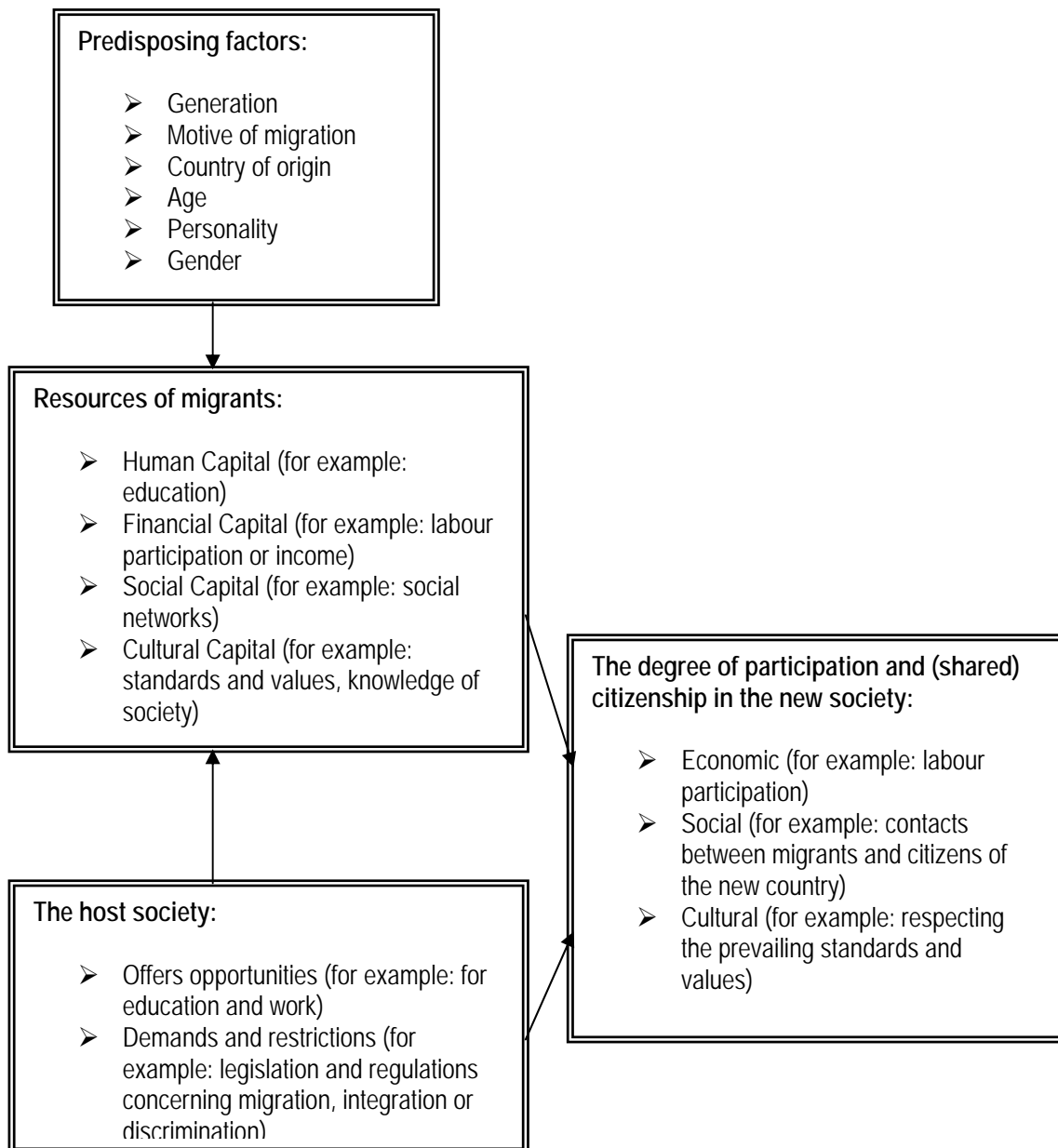
Like we said before, the relation between the types of capital people dispose of (acquire) includes more than only the behaviour of individuals. Also the characteristics and institutions of the host society influence the opportunities to amass capital. The scheme below represents the correlation between the relevant social processes and factors regarding integration<sup>3</sup>.

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<sup>2</sup> 'Status and progress' of the integration monitor. R. Jennissen & J. Oudhof, WODC, The Hague, 2007.

<sup>3</sup> 13: Immigrant Integration Indicators. A proposal for contributions to the formulation of a system of common integration indicators. EU, 2006. p. 58.  
"Status and Progress" of the Integration Monitor. R. Jennissen & J. Oudhof, WODC, The Hague 2007. p. 13.

## Scheme 1: Integration: relevant social processes and factors



### **3.3 Successful integration**

The concept of successful integration depends on the idea of integration itself. A few approaches of integration are visible in the European Member States.

#### **Assimilation**

In this approach integration is seen as a one-way process in which the migrant should change and adjust to a homogenous culture and set of values. A complete adjustment of the migrant to the mainstream culture is seen as successful integration.

#### **Cohesion**

Integration in this approach entails an emphasis on unity and stability between communities. Successful integration is achieved when difference and interdependence between different communities is recognized.

#### **Equality**

Integration in the 'equality approach' means that migrants have equal access to, and participation in, a society's resources, institutions and mechanisms. Successful integration would be achieved when migrants have equal responsibility to shape and contribute to society.

#### **Multiculturalism**

This approach recognizes the existence of multiple cultural groups that are able to hold on to their cultural and religious rights. Successful integration is achieved when migrants feel at home in their new society while being able to hold on to their cultural identities.

Any of the above mentioned approach will stress different "capitals of integration" as being the most important for a successful integration. However, many migrants experience some barriers and challenges in every capital of integration, despite the integration approach of a European Member State. These barriers and challenges will be shortly dealt with in the next chapter.

## 4. Barriers and challenges for integration

Integration, as we have seen, consists of a few dimensions. Within these dimensions, many migrants experience certain, comparable barriers which makes integration into a new society difficult. These barriers also create new challenges migrants have to face to integrate into a new society. They also create challenges for the host society whose responsibility it is to ensure that the individual migrant has the possibility of participating in economic, social, cultural and civil life. Both, barriers and challenges, will be shortly addressed below.

### 4.1 Language and education

#### Barriers:

Taking part in society begins with speaking the language. Language difficulties form one of the main barriers migrants can experience when coming to or being in a new society. These difficulties make it not only hard to communicate and to make oneself understood, but also to follow education or find work and participate in other societal institutions.

Another important barrier is the perception of the educational background of newcomers and the educational performance of so called 'old comers' in the new society: the education of newcomers is seen or perceived as lower than the comparable level of education in the new country. This makes access to the labour market and structural participation in the new society more difficult.

Old comers can also experience difficulties in education because of language problems or disappointment in possibilities in the new society. Dropping out of the integration process can then become a reality.

#### Challenges:

Increasing language proficiency and the education level of migrants creates more possibilities for participation. This will improve their integration into a new society.

For the individual migrant this means he has to be determined to learn the new language as soon as possible. Not only by following a course at school but also - and maybe even more important - by practising the language by talking frequently with others who already speak the language. If necessary, he also has to invest in following an additional educational program necessary for obtaining his objectives in the new society: i.e. studying or finding a job.

On the other hand the host society has to offer the new citizens access to the educational institutions on basis equal to national citizens and in a non-discriminatory way.

### 4.2 Work and income

#### Barriers:

Like education and language, work and income are also themes many migrants in the European Union experience difficulties with. A variety of reasons make finding work complicated. Language skills and educational background are, as we have seen, important factors for finding and keeping work.

Many migrants seem to work below their actual educational level or skills. Reasons for this reality might be: the perception of the host country of the education and skills

of the migrant, not recognizing qualifications a migrant possesses, structural discrimination, et cetera.

The prospect of not finding work easily, of not being able to communicate and many other reasons, turn many migrants into entrepreneurs. Being self dependent creates opportunities and possibilities in the new society. Unfortunately not every migrant is very successful, mostly because of a lack of knowledge of the rules of a new society or lacking the correct network.

A structural and stable income is difficult to get. This makes future planning very vulnerable.

#### Challenges:

To improve participation on the labour market and to give migrants a more structural financial situation, stimulating the employability of the individual migrant is necessary. Facilitating equal access to employment, improving their labour market skills, (professional) language proficiency and knowledge about the new society and the shop-floor will strengthen their integration in this domain.

Migration implies building up a new life and, in succeeding one needs to have a realistic idea of his (labour market) possibilities in the new country. Sometimes this will mean one has to take up the challenge to set out a new course. It will take a lot of determination to find a job suitable to the individual competences and expectations.

### **4.3 Housing and relationships**

#### Barriers:

Many migrants settle in cities when they arrive in their new country. Due to financial reasons they cannot afford expensive housing so they cluster in cheaper, mostly old and not well maintained, areas. This segregation from other people creates less opportunities to meet and integrate with the citizens of the new society.

Alienation and loss are often bound up with arriving in a new country and uncommonly newcomers choose to withdraw into the relatively safe community of family (in law) and people from the home country. But also the native citizens can be imposed to the newcomers and this mutual reaction enhances the segregation between the migrants and the local citizens. (see also 4.4.)

#### Challenges:

Becoming an active member of social or cultural associations or doing voluntary work can be methods to increase the contact between migrants and citizens of the new society. It will enhance their integration.

(Local) government has to find an answer to the segregation. The frequent interaction between migrants and the local citizens has to be stimulated because this interaction is a fundamental mechanism for integration.

### **4.4 Feeling at home**

#### Barriers:

Apart from learning the second language, taking additional courses, finding a job, and making contacts, integration is above all about the will to be part of society, about feeling at home in the new country. Feeling at home depends on many factors. Both, immigrants and host country often feel ambivalent about the way they live

together. Immigrants want to feel at home, but they also want, to varying degrees, to keep their original values and culture. This is possible in many countries, but less in other countries. The chances a migrant takes or a migrant is given by society, discrimination against migrants, being part of a minority group, knowledge about society and acceptance of the new society by the migrant, all play a part in the feeling at home of a migrant in a new society.

#### Challenges:

Feeling at home is a very individual process. Knowledge of the language, the history, the culture and the institutions of the new society, frequent contacts, work, being accepted, and being able to lead the life you want to live make people feel at home. It might be a bigger challenge for the receiving society than for the individual migrant to create a feeling of home. It's not only the migrant who has to reconsider his cultural traditions, integration demands also critical self-analyses of the receiving society. If the EU member states promote the full participation i.e. active citizenship of the immigrant in society it has to be clear what a shared citizenship implies.

To help migrants overcome the barriers mentioned in this chapter and help them with taking up their challenges, many (educational) methods, instruments and tools are available in the participating Member States. In the next chapter you can find a short overview of different types.



## 5. Existing methods and instruments to enhance integration

Measuring integration is an impossible task. As we have seen in previous chapters migrants can be well integrated in for example the field “work” but not in the field “education”. When do we say that a migrant is integrated and how is the level of integration measured? This chapter tries to give an overview of existing methods, tools and instruments that try to measure the processes inherent in integration or to help migrants integrate.<sup>4</sup>

### 5.1 Education and training

Education and training come in many shapes and guises. Besides all the language training, additional professional trainings or education to gain knowledge about the new society, adult migrants can enter the ‘normal’ educational systems of their new society like vocational training or university.

A few years ago it was normal first to learn the language and only when a migrant had enough command of the language he could take up a further training. Nowadays more and more the language training and the professional training are combined in a very early stage of the integration process. This dual training shortens the integration course considerably.

Study skills are not only individual but also culturally determined. There also exists toolkits for migrants for learning how to study, portfolio’s to improve competences, et cetera.

Mostly migrants have earned a diploma in their home country. If they want to work or (continue their) studies in one of the EU member states they need to know what a particular diploma or certificate is worth in terms of the system of the host country. Every EU member state has one or more centres of expertise in the evaluation of international credentials.

Furthermore the European Qualifications Framework (EQF) is currently being implemented in the EU member states. The EQF acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

The recognition and validation of prior learning - also of nonformal and informal learning - (VPL) is also an important tool for creating opportunities for migrants in order to give them a second or alternative change to formal education and learning.

### 5.2 Second Language Acquisition

Integration starts with learning the language of the new country. Many didactic and linguistic approaches and tools exist in the various EU countries for second language acquisition. The most prevalent being the communicative approaches: a teaching approach where negotiation for meaning is critical. The teacher becomes facilitator. Collaborative learning and peer interaction is important and students and teachers select and organize curriculum contents by mutual consent.

Within each member state a large range of teaching materials for learning, diagnosing, measuring and assessing the second language is available. Many of these tools try to learn the migrant cope with the language difficulties of the new

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<sup>4</sup> In Appendix II an overview is given of titles and a short description of tools available in the partner countries of the project ‘Europe for All’.

society, with the help of “real life” situations a migrant encounters in the new society. They promote to use the language in practice by talking frequently with native speakers of the second language.

To shorten the integration program, the second language learning has to focus as soon as possible on the objectives of the migrant in society. In these so called dual courses the learning of the language goes hand in hand with gaining work experience, doing a professional training, parenting or social activation. Internships in which the learning of the second language is combined with acquiring other competences are often part of this kind of courses.

E-learning, internet, television and distant learning are already being applied in many second language programs in the EU. Also games, virtual communities and other applications are used more and more.

The Common European Framework of Reference (CEF) provides a basis for the mutual recognition of language qualifications. Today the CEF is used in most European language institutes. The European Language Portfolio has been developed for use by adults for work or social purposes.

### **5.3 Access to the labour market**

As access to the labour market can be problematic for many migrants, there are tools and instruments to help them improving their chances. Labour market orientations, internships, VPL-strategies, diploma validations, competence training, et cetera, all help facilitating access to the labour market.

Many migrants already have a working background and are vocationally or higher educated. For these migrant it will not be the first time to partake in the labour market, they worked already in their home countries. A reintegration process on the labour market of the new society will be a necessity. The assessment of their skills and knowledge will be necessary to find a suitable position on the labour market or to decide which training is needed to enter the labour market. The above mentioned tools and instrument can all be helpful during this reintegration process.

Doing the same kind of work as a migrant did in the home country is often not possible. Different rules and regulations make it necessary to have certain certificates and diplomas; different competences are found important in the new society; and the education a migrant received in their home country might be seen in a different light and be valued lower. Instruments that help migrants orientate on the labour market, guidance in choosing a professional career, and the validation of skills, competences and diplomas are important tools to find access to the labour market.

Every EU member state has one or more centres of expertise in the evaluation of international credentials. And, as already described in paragraph 5.1 the European Qualifications Framework (EQF) is being implemented in many EU member states. This framework works as a translation device to make national qualifications more readable across Europe, promoting workers mobility between countries and facilitating their lifelong learning. The EQF also promotes the recognition of nonformal and informal perceived skills and knowledge. This too enhances the chances of having access to the labour market for migrants.

## **5.4 Social contacts with citizens of the new country**

Contact with the citizens of the new country is not easy. It depends on many factors if contact is possible or wanted. Some tools try to improve this contact, such as tools that teach about voluntary work and other forms of social activation, or getting active at the school of a migrant's children or teach about cultural habits and customs. Recently new tools are brought on the integration market that make use of multimedia applications like serious gaming, social networking and interactive television with the objective of stimulating the social participation of migrants.

On a local level many projects are initiated by government in cooperation with educational institutions and other social partners to promote the interaction between migrants and the native citizens.

## **5.5 Learning about the new society**

When migrants enter a new society they have to learn many different things about a country; history, habits, values, institutions, laws and regulations, standards and values et cetera. There are many instruments, methods and local projects that help migrants with improving knowledge of their new society. Also in this field we see appearing cross connections of new technological possibilities and integration.

All these tools, methods and instrument facilitate the integration process of migrants. The next chapter tries to explain how the Europe 4 All Integration Ladder tries to comprehend and measure this integration and how the existing tools are used in the creation of a Personal Development Plan (PDP).

## 6. The E4A integration ladder

As seen in previous chapters successful integration depends on the concept of integration itself and is very difficult to define. What should be the scope of integration? Which dimensions are more important than others? Or in what way does society influence integration? All these questions influence a definition of successful integration. It looks like an impossible task. That's why the self-assessment tool that will be developed in the course of the Europe for All (E4A) project will use the terms "effective" or "less effective" actions for integration.

### 6.1 Effective or less effective integration

Integration is seen in the E4A – project as a multi purpose ladder which you can climb up and down or sideward. The start of the ladder is seen as the situation in which a migrants doesn't know anything about the new society, doesn't speak the language and does not participate in work, school or social environment. The first step is usually learning the basic principles of the second language. The next parts of the ladder a migrant has to climb are defined by his personal goals for the near future. The highest sport on the ladder is more difficult to define. This would mean defining "successful integration" and we have seen that such a definition depends on the integration approach of a country. Where the integration ladder stops is therefore subject to the interpretation of each user.

The E4A Integration Ladder aims to represent the current position in the integration process of an individual migrant. By answering some questions, a migrant receives a 'score chart' which gives an indication of the integration process per defined capital.<sup>5</sup> It tries to give an overview of a probably less or more effective performance of integration. Effective integration is then seen as all activities that facilitate the participation in society, i.e. having a higher level of education than secondary level creates more opportunities for participation in society. Therefore it is seen as more effective and scores a higher score. Having a lower educational level automatically means less effective integration and is scored lower. The total score of all questions should show the current position in the integration process.

What the E4A – integration ladders does not 'measure' is the process itself. That means that when a migrant is for example doing a language course to improve his/her language skills, it is the currents skills that are scored and not the willingness to improve those skills. The integration ladder also does not indicate future possibilities and opportunities for integration in EU Member States. These depend very much on the receiving society and predisposing factors of the individual migrants, such as:

1. Age
2. Previous education and qualifications
3. Period of time in new country
4. Individual Migration Motives:
  - a) Work
  - b) Study
  - c) Parenting
  - d) Social/cultural participation

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<sup>5</sup> All questions are written down in the blueprint of the E4A – integration ladder in Appendix I.

The 'score chart' that all the answers on all questions will generate, should result in an overall advice or a personal development plan for the individual migrant. The above factors can influence this advice given after finalizing the assessment tool. The score given by the tool must therefore be interpreted by a professional coach or trainer. This coach/trainer should keep the above factors in mind while creating a personal development plan (PDP) for the individual migrant. In this PDP a migrant can be guided to certain methods, tools and instruments which can make his/her integration more effective.

# APPENDIX I

## A blueprint of the E4A Integration ladder

Indicators for assessing a position on the integration ladder:

INDICATORS HUMAN CAPITAL				
FIELD	1. EDUCATION			
Competences		Indicators effective behaviour or performance	Score: Not relevant = no score 0 = probably less effective 1 = probably partially effective 2 = probably effective	NATIONAL Instruments, best practices etc. for: - self study (target group = individual migrant) - formal education (target group = teachers & trainers)
1.1 Learning in the country of origin	1.1.1 What is the highest education you did attend?	No school education – primary education	0	
		Secondary education and lower vocational training	1	
		Third level education (intermediate vocational training, higher professional education, university)	2	
	1.1.2 For how many years have you attended education in your home country?	No – 6 years	0	
		6 – 12 years	1	
		12 or more years	2	
	1.2 Learning in the new country	1.2.1 What is the highest diploma you obtained in the new country?	Not relevant because I didn't need to obtain a diploma in the new country	NO SCORE
Not relevant because I am still studying			NO SCORE	
I don't have diplomas in the new country			0	
Secondary (adult) education or lower vocational diploma			1	
1.2.2 Do or did you attend trainings that are relevant for your professional or personal development on a regular basis?		Third level education (intermediate vocational training, higher professional education, university) diploma	2	
		Never	0	
		Sometimes	1	
		Often	2	

## INDICATORS HUMAN CAPITAL

FIELD	2 LANGUAGE			
Competences		Indicators effective behaviour or performance	Score: Not relevant = no score 0 = probably less effective 1 = probably partially effective 2 = probably effective	NATIONAL Instruments, best practices etc. for: - self study (target group = individual migrant) - formal education (target group = teachers & trainers)
2.1 Motivation to learn the 2 <sup>nd</sup> language	2.1.1 Did you partake in a 2 <sup>nd</sup> language course and received a certificate?	No course	0	
		A course but no certificate	1	
		A course and a certificate	2	
	2.1.2 Do you find it important to learn the language of the new country as soon as possible?	No, not important	0	
		In due time	1	
		Yes, important	2	
2.2 Command of the (2 <sup>nd</sup> ) language of the new country	2.2.1 What is your average level of the 2 <sup>nd</sup> language?  If you don't know what your level is, please estimate	Beginners level (A1) or lower	0	
		Pre-intermediate (A2) or intermediate (B1) level	1	
		Upper intermediate (B2) or advanced (C1) level	2	
	2.2.2 How do you assess your level of listening? If you don't know what your level is, please estimate	Beginners level (A1) or lower	0	
		Pre-intermediate (A2) or intermediate (B1) level	1	
		Upper intermediate (B2) or advanced (C1) level	2	
	2.2.3 How do you assess your level of reading? If you don't know what your level is, please estimate	Beginners level (A1) or lower	0	
		Pre-intermediate (A2) or intermediate (B1) level	1	
		Upper intermediate (B2) or advanced (C1) level	2	
	2.2.4 How do you assess your level of spoken interaction? If you don't know what your level is, please estimate	Beginners level (A1) or lower	0	
		Pre-intermediate (A2) or intermediate (B1) level	1	
		Upper intermediate (B2) or advanced (C1) level	2	
	2.2.5 How do you assess your level of spoken production? If you don't know what your level is, please estimate	Beginners level (A1) or lower	0	
		Pre-intermediate (A2) or intermediate (B1) level	1	
		Upper intermediate (B2) or advanced (C1) level	2	
	2.2.6 How do you assess your level of writing? If you don't know what your level is, please estimate	Beginners level (A1) or lower	0	
		Pre-intermediate (A2) or intermediate (B1) level	1	
		Upper intermediate (B2) or advanced (C1) level	2	
	2.2.7 Do you experience any obstacles understanding spoken (2 <sup>nd</sup> ) second language?	Often or always	0	
		Sometimes	1	
Never		2		
2.2.8 Do you experience any obstacles reading the 2 <sup>nd</sup> language?	Often or always	0		
	Sometimes	1		
	Never	2		
2.2.9 Do you experience any obstacles speaking the 2 <sup>nd</sup> language?	Often or always	0		
	Sometimes	1		
	Never	2		
2.2.10 Do you experience any obstacles understanding writing the 2 <sup>nd</sup> language?	Often or always	0		
	Sometimes	1		
	Never	2		

2.3 Use of the new country (2 <sup>nd</sup> ) language	2.3.1 Do you have contact with native speakers?	Never	0		
		Sometimes	1		
		Often	2		
	2.3.2 Do you speak the 2 <sup>nd</sup> language to your partner?	I don't have a partner	NO SCORE		
		Never	0		
		Sometimes	1		
	2.3.3 Do you speak the 2 <sup>nd</sup> language to your children?	Often or always	2		
		I don't have children	NO SCORE		
		Never	0		
	2.3.4 Do you speak the 2 <sup>nd</sup> language at work?	Sometimes	1		
		Often or always	2		
		I don't work	NO SCORE		
	2.3.5 Do you speak the 2 <sup>nd</sup> language with others f.e. friends, family in law	Never	0		
		Sometimes	1		
		Often or always	2		
	2.3.6 Do you read magazines, news papers, subtitles etc. in the 2 <sup>nd</sup> language?	Never	0		
Sometimes		1			
Often or always		2			
2.3.7 Do you listen to radio or television in the 2 <sup>nd</sup> language?	Never	0			
	Sometimes	1			
	Often or always	2			
2.3.8 Do you feel at ease speaking the 2 <sup>nd</sup> language?	No	0			
	Sometimes	1			
	Yes	2			
2.4 Literacy	2.4.1 Can you read and write?	No, I can't	0		
		Yes, but in a different script	1		
		Yes, in a European script	2		
2.5 Command of the native language	2.5.1 What is your command of your native language?	Only oral language	1		
		Oral and written language	2		
	2.5.2 Do you speak 1 or more dialects of your country of origin?	I speak the standard language, I don't need to speak a dialect where I come from	NO SCORE		
		I only speak a dialect	0		
2.6 Command of other European languages	2.6.1 Do you speak other European languages?	I speak the standard language and 1 or more dialects	2		
		None	0		
		1 other language	1		
	2.6.2 Do you use an other European language to communicate with native speakers of your new country?	More than 1 other language	2		
		No	0		
		Sometimes	1		
		Often or always	2		



# INDICATORS FINANCIAL CAPITAL

FIELD	3 WORK & INCOME			
Competences		Indicators effective behaviour or performance	Score: Not relevant = no score 0 = probably less effective 1 = probably partially effective 2 = probably effective	NATIONAL Instruments, best practices etc. for: - self study (target group = individual migrant) - formal education (target group = teachers & trainers)
3.1 Work experience in the country of origin	3.1.1 On what level do/did you work?	I didn't work (yet)	0	
		Unskilled	0	
		Skilled	1	
		Highly skilled / academic	2	
	3.1.2 How much work experience do you have related to your education and age?	None	0	
		Some	1	
		A lot	2	
	3.1.3 Do you have any other extra professional competences (f.e. voluntary work, holiday job, hobby's)?	No	0	
		Yes	2	
3.2 Work experience in the new country	3.2.1 On what level do/did you work in the new country?	I don't work (yet)	0	
		Unskilled	0	
		Skilled	1	
		Highly skilled / academic	2	
	3.2.2 How much work experience do you have in the new country, related to your education and age?	None	0	
		Some	1	
		A lot	2	
	3.2.3 Do you have any other extra professional competences (f.e. voluntary work, holiday job, hobby's)?	No	0	
		yes	2	
3.3 Employment	3.3.1 Are you/do you have a....	Unemployed	0	
		Temporary contract/voluntary work	1	
		Permanent contract or entrepreneur	2	
	3.3.2 Do you plan to work or do voluntary work in the years to come?	No	0	
		Don't know yet	1	
		Yes	2	
	3.3.3 Is your partner employed or active as a volunteer?	I have no partner	NO SCORE	
		Unemployed	0	
		No, my partner is not looking for a job	1	
	3.3.4 Does your partner or family (in law) encourage you to go to work?	Yes	2	
		No	0	
		I have no partner / family (in law) in the new country	NO SCORE	
	3.3.5 Do you know a lot of people who have a (permanent) job or are active as a volunteer?	Yes	2	
		Not many	1	
		No	0	
3.4 Income	3.4.1 What are your means of income?	By social benefits	0	
		By partner	1	
		By work	2	
	3.4.2 How do you estimate your disposable income?	Low	0	
		Average / high	2	
	3.4.3 Do you have serious financial debts?	Yes	0	
3.5 Expectations	3.5.1 Do you have career objectives for the future in the new country?	No	0	
		yes	2	
	3.5.2 Do you know which steps to take to achieve your career objectives?	No	0	
		Yes	2	
	3.5.3 Did you already take some important steps to reach your career objectives?	No	0	
		Yes	2	
	3.5.4 Does your present situation match the expectations you had before you migrated to the new country?	No	0	
		Yes	2	

## INDICATORS SOCIAL CAPITAL

FIELD	4 SOCIAL CONTACTS & PARTICIPATION			
Competences		Indicators effective behaviour or performance	Score: Not relevant = no score 0 = probably less effective 1 = probably partially effective 2 = probably effective	NATIONAL Instruments, best practices etc. for: - self study (target group = individual migrant) - formal education (target group = teachers & trainers)
4.1 Social contacts	4.1.1 Marriage or partnership. Where does your life partner come from?	I have no partner	NO SCORE	
		Partner from home country	0	
		Partner from other country	1	
		Partner from new country	2	
	4.1.2 Social contacts during free time	More contact with the own group	0	
		As much contacts with the own group as citizens of the new society	2	
		More contact with citizens of the new society	2	
	4.1.3 Social contacts at work	I don't work	NO SCORE	
		More contact with the own group	0	
		As much contacts with the own group as the colleagues of the new society	2	
		More contact with the colleagues of the new society	2	
	4.1.4 Social contacts at school of the children	I have no children	NO SCORE	
		More contact with parents of the own group	0	
		As much contacts with parents of the own group as with parents of the new society	2	
		More contact with parents of the new society	2	
	4.1.5 Social contacts at school / university	I do not attend school / university	NO SCORE	
		More contact with students of the own group	0	
		As much contacts with students of the own group as with students of the new society	2	
		More contact with students of the new society	2	
	4.1.6 Social contacts in the neighbourhood: the area you live in consists of:	Mainly people from other countries and/or the country of origin	0	
		An even mix of people from other countries (and the country of origin) and citizens of the new country	1	
Citizens mainly from the new country		2		
4.1.7 When necessary, do you have contact with (social) institutions like the municipality / local authorities, bank, insurance company, housing corporation, employment office, health centre / GP etc.	No / sometimes	0		
	Yes	2		
4.2 Social participation	4.2.1 Do you participate in any social or cultural association where you are in contact with citizens from the new country? (f.e. cultural, sports, neighbourhood associations etc.)	No	0	
		Yes	2	
	4.2.2 Do you participate in voluntary work (f.e at the school of the children, at a community centre, at a sport club or other) on your own initiative?	No	0	
		Yes	2	
	4.2.3 Are you a member of a trade union?	No	0	
		Yes	2	

4.3 Political participation	4.3.1 Are you interested in the politics of your new country?	No	0	
		Yes	2	

# INDICATORS CULTURAL CAPITAL

INDICATORS CULTURAL CAPITAL				
FIELD	5 CULTURAL IDENTITY & INTEGRATION			
Competences		Indicators effective behaviour or performance	Score: Not relevant = no score 0 = probably less effective 1 = probably partially effective 2 = probably effective	NATIONAL Instruments, best practices etc. for: - self study (target group = individual migrant) - formal education (target group = teachers & trainers)
5.1 Knowledge of society	5.1.1 How do you estimate your knowledge of the history of your new country?	I don't know much about the history	0	
		I know something about the history	1	
		I know a lot about the history	2	
	5.1.2 How do you estimate your knowledge of the culture and standards and values of your new country?	I don't know much about the culture	0	
		I know something about the culture	1	
		I know a lot about the culture	2	
	5.1.3 How do your estimate your knowledge of the (social) institutions of your new country?	I don't know much about the institutions	0	
		I know something about the institutions	1	
		I know a lot about the institutions	2	
5.2 Sense of belonging	5.2.1 Do you feel safe, accepted and not threatened in the new society?	No	0	
		Sometimes	1	
		Yes	2	
	5.2.2 Do you believe in the equal rights for man and women?	No	0	
		To a certain degree	1	
		Yes	2	
	5.2.3 Do you believe in equality of race?	No	0	
		To a certain degree	1	
		Yes	2	
	5.2.4 Do you believe in freedom of sexual inclination?	No	0	
		To a certain degree	1	
		Yes	2	
	5.2.5 Do you believe in freedom of religion?	No	0	
		To a certain degree	1	
		Yes	2	
	5.2.6 Do you believe in freedom of speech?	No	0	
		To a certain degree	1	
		Yes	2	
	5.2.7 Do you believe in freedom of political thought?	No	0	
		To a certain degree	1	
		Yes	2	
5.3 Identification with the own group and/or the host society	5.3.1 Do you feel yourself:	Mainly a member of the group of other people of the country of origin	0	
		A member of the own group as much as a member of the new society	2	
		Mainly a member of the new society	2	
	5.3.2 Family life. Would you like:	To hold on to the culture of the home country completely?	0	
		To hold on to the culture of my country of origin and to adjust tot the culture of the new country	2	
		To adjust totally to the culture of my new country	2	
	5.3.3 At work or at school. Would you like:	I don't work / attend school	NO SCORE	
		To hold on to the culture of the home country completely?	0	
		To hold on to the culture of my country of origin and to adjust tot the culture of the new country	2	
		To adjust totally to the culture of my new country	2	

5.4 Temporarily residence or permanent?	5.4.1 What are your future plans concerning your residence?	I don't want to settle permanently in the new country	0	
		I plan to stay permanently in the new country	2	
	5.4.2 Have you been naturalized?	No	0	
		No, but I want to be naturalized in the future	1	
		Yes	2	

## APPENDIX II

### Existing methods, tools and instruments to enhance integration

The methods, tools and instruments shown in this appendix are collected in a Europe 4 All database. Since the collection of methods, tools and instruments is an ongoing process, this appendix doesn't show all existing methods, tools and instruments. The appendix is an overview of instrument collected until September 2008.

DENMARK		
Title of method, tool or instrument	Objective of method, tool or instrument	Related Capital*
www.nyidanmark.dk/ new in Denmark	To provide all kinds of information about integration of migrants and refugees. Is extremely useful to newcomers to Denmark, or people who are contemplating a life in Denmark. Also oldcomers can benefit from the information, because the website is dynamic, i.e. changed as soon as new laws are passed, or new regulations of any kind introduced.	H F S C
Danish as a second language	To teach migrants Danish enough to - take part in ordinary conversation - read and write Danish well enough to follow general and vocational education at a higher level than the one with which they left language school - manage a job that requires competence in listening, reading and writing at a fairly low level.	H
General adult education	General, formal adult education is a second chance or supplement for anybody who has finished compulsory education, or more. The object is - to offer the level of education necessary to comply with demands of the knowledge society - to enable adults to qualify for access to further education - to help adults in work to keep their jobs or move on to another - to offer a possibility of studying almost any kind of subject in a framework of state controlled education, with teachers who meet heavy qualification demands, and tests/exams that secure a national level of competence.	H
Jobpackages, integration with a business perspective	The objective is to create a platform of basic knowledge of the Danish language and society and a staircase from that platform to the labour market.	F
Dansk.nu - Learn Danish on internet	To give immigrants and refugees an optimal possibility to learn Danish in speak and writing.	H C

\*The last column shows the kind of capital the instrument is trying to improve (see blueprint in appendix I).

H = Human Capital (education & language); F = Financial Capital (work & income); S = Social Capital (social network); C = Cultural Capital (cultural identity & integration).

FINLAND		
Title of method, tool or instrument	Objective of method, tool or instrument	Related Capital*
the Info Bank	<p>The website now provide basic information on what you will need before moving to Finland. The website also contains essential information relating to the whole country as well as local information on Helsinki, Kuopio, Rovaniemi, Turku, Tampere and the Kainuu Region on the following topics:</p> <ul style="list-style-type: none"> <li>➤ A variety of emergency situations and where to get help;</li> <li>➤ Information concerning health and health insurance services in Finland;</li> <li>➤ Culture and leisure information;</li> <li>➤ Associations information;</li> <li>➤ Emergency information;</li> <li>➤ Social service information;</li> <li>➤ Essential information relating to work;</li> <li>➤ Essential language information;</li> <li>➤ Essential education information</li> </ul>	H F S C
Selma (a "regional multicultural information centre" online)	<p>Selma is a cooperation forum for people working with multiculturalism and immigration in the Helsinki region. The aim is to increase knowledge, know-how and cooperation within the "field" of multiculturalism work in Helsinki + suburbs. The online service, created as a part of the Selma project, is an information bank gathering information about networks (both actual and virtual), laws and policies, research, statistics, topical discussions and happenings etc. that concern immigrants and people working with immigrants.</p>	H F S C
Monikulttuurisuus ja moniammatillisuus ohjaus- ja neuvontatyössä	<p>Giving different perspectives to not only "lifelong learning" but also "lifelong guidance"; finding education and job alternatives that correlate with individual skills, tendencies and motivation is becoming an increasable big challenge in today's complex society. Guidance of immigrants is especially demanding in many ways, which this book aims at grasping.</p>	H F S C

\*The last column shows the kind of capital the instrument is trying to improve (see blueprint in appendix I).  
H = Human Capital (education & language); F = Financial Capital (work & income); S = Social Capital (social network); C = Cultural Capital (cultural identity & integration).

FRANCE		
Title of method, tool or instrument	Objective of the method, tool or instrument	Related Capital*
Dictées en couleurs		H
www.uneeducationpourdemain.org	To promote the Gattegno's pedagogical approach through a compilation of articles, information about learning courses for teachers and trainers, the sale of pedagogical material.	H
La lecture infuse	La Lecture Infuse is a rigorous, step-by-step program for learning the basics of reading. The program is designed for learners to become aware of all the skills they need to be able to read.	H
Rosetta Stone	To acquire language skills in real life settings.	H
Savoir-lire au quotidien	<i>Savoir-lire au quotidien</i> is a textbook that enables to learn how to read and write so as to be autonomous in everyday life, to restore the image of oneself through different situations.	H C
Savoir-lire au quotidien / guide du formateur	This manual helps trainers how to use the manual for learners.	H

\*The last column shows the kind of capital the instrument is trying to improve (see blueprint in appendix I).  
H = Human Capital (education & language); F = Financial Capital (work & income); S = Social Capital (social network); C = Cultural Capital (cultural identity & integration).



GREECE		
Title of the method, tool or instrument	Objective of the method, tool or instrument	Related Capital*
Οδηγός για μετανάστριες: Δικαιώματα και υποχρεώσεις	The guide for immigrant women offers useful information for every immigrant woman who is living or is planning to live in Greece. The objectives are: a) to support bilateral integration of immigrants into the Greek society b) to contribute to the battle of racist and xenophobic behavior against immigrants c) to give valid and credible information to every immigrant woman in order to help them integrate successfully into the Greek society and reality.	H F S
Εκμάθηση της ελληνικής γλώσσας ως 2ης σε εργαζόμενους μετανάστες	To teach Greek to immigrant employees. The certification they get is necessary in order to get the residence permission.	H
Ζω στην Ελλάδα. Τι πρέπει να γνωρίζω;	To facilitate the everyday life of immigrants, providing them in a clear way, the most reliable information on issues of their interest.	S
Ο συνήγορος του Πολίτη: Συνήγορος του μετανάστη, του προσφυγα, του ομογενούς	To protect legal rights of immigrants, refugees and expatriates.	F S C
Οδηγός του Μετανάστη	To offer useful information and facilitate everyday life of immigrants by providing them useful and reliable information on issues of their interest.	F S

\*The last column shows the kind of capital the instrument is trying to improve (see blueprint in appendix I).  
H = Human Capital (education & language); F = Financial Capital (work & income); S = Social Capital (social network); C = Cultural Capital (cultural identity & integration).

THE NETHERLANDS		
Title of the method, tool or instrument	Objective of the method, tool or instrument	Related Capital*
Toolkit Intake Wet Inburgering (TIWI)	The TIWI consist of a set of tests to determine: - the language level CEF of migrants (newcomers and oldcomers) in Dutch society (0 - A2+) - the degree of literacy - study skill second language acquisition - interviews Work experience and Knowledge of Dutch Society.	H F C
Intaketoets Nt2	It's an intake test.	H
Intaketoets Alfabetisering Nt2	To determine the study skills and proficiency of illiterate migrants in the oral and written language.	H
TOA: Toolkit Onderwijs en Arbeidsmarkt	To measure the language level (Dutch, English and German), the level of math and the study skills in adult education, vocational and higher education. Apart from that the TOA also assesses the competences for citizenship ( <i>Leren, Loopbaan &amp; Burgerschap</i> ).	H F S C
Trajectkeuzetoets	The <i>Trajectkeuzetoets</i> assesses the potential for language acquisition of migrants.	H
Communicatieassessments NT2	To assess the conversations skills of a 2nd language learner.	H
DISS: Diagnose-instrument spreken & schrijven	Diagnostic test for speaking and writing.	H
Staatsexamen NT2	The examination will result in a diploma, which shows the owner has a sufficient grasp of the Dutch language either start a Dutch study course or a job.	H
NT2 Toets Online	Testing the start level Dutch as 2nd language (NT2) of a (future) language learner for reading and listening.	H
Voorbeeldexamens Staatsexamen NT2	to give students and teachers an idea of the nature and content of the State examination Dutch as a 2nd language (NT2) Program I (B1) or Program II (B2).	H
Begintoets alfa	Intake test for literacy education Dutch as a 2nd language.	H
Raamwerk alfabetisering NT2	Transparency in levels in literacy education. However the framework has no formal status.	H
Portfolio Alfabetisering NT2	portfolio assessment literacy NT2.	H
Oefen assessments Inburgering	model assessments to become familiar with the assessments of the practical part of the integration examination in the Netherlands.	H
Voortgangsportfolio Inburgering	The progress portfolio helps learners to prepare themselves effectively for the practical part of the integration examination in the Netherlands.	H

\*The last column shows the kind of capital the instrument is trying to improve (see blueprint in appendix I).

H = Human Capital (education & language); F = Financial Capital (work & income); S = Social Capital (social network); C = Cultural Capital (cultural identity & integration).

THE NETHERLANDS (continued)		
Title of the method, tool or instrument	Objective of the method, tool or instrument	Related Capital*
Portfolio voor Opvoeders	An educational tool in courses Dutch as a 2nd language & parent participation. The aim is to increase the involvement of migrant parents at the (primary) school of their children.	H S
Portfolio Wonen & De Buurt	Social activation. The portfolio stimulates migrants to get to know their neighbourhood and to make use of the facilities and activities in the neighbourhood independently.	H S
Portfolio Taal en Werk	The portfolio <i>Taal en Werk</i> is meant for unqualified students who have move on to the labour market in a short period of time. And for those who already have a job but have to function better on the shop floor. The portfolio focuses on the competences necessary for finding a job and the competences necessary to function on the shop floor.	H F
Portfolio Taal en Werk, Praktijktoetsen voor werkzoekenden	To assess the competences of low educated students in adult education who are looking for a job.	H F
Werken aan houding, checklists sleutelvaardigheden	Worked out examples of core skills to be used in the intake, observation of progress in the class and self assessment.	H F S
Raamwerk NT2	The framework Nt2 is based on the Common European Framework of Reference (CEF). The framework Nt2 provides in a common base for the development of language courses, curricula and examinations for Dutch as a second language. The framework is divided in 5 skills: listening, reading, speaking, conversation and writing. Each language skill consists of 5 worked out levels: A1, A2, B1, B2, C1.	H
Stagnerend, moeilijk lerend of gewoon langzaam?	This publication gives an extended overview how to observe stagnation of a 2nd language learner and which are possible problems and solutions.	H
Wat mankeert eraan?	With this diagnostic instruments (remedial) teacher can observe which problems with NT2, reading and/or writing in the 2nd language are the cause of stagnation. On the base of the observations they can formulate an individual educational plan for the 2nd language learner.	H

\*The last column shows the kind of capital the instrument is trying to improve (see blueprint in appendix I).  
H = Human Capital (education & language); F = Financial Capital (work & income); S = Social Capital (social network); C = Cultural Capital (cultural identity & integration).

## **APPENDIX III**

### **Further reading**

- Entzinger, H. and R. Biezeveld (2003) *Benchmarking in Immigrant Integration*. European Research Centre on Migration and Ethnic Relations (ERCOMER), Erasmus University Rotterdam.
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