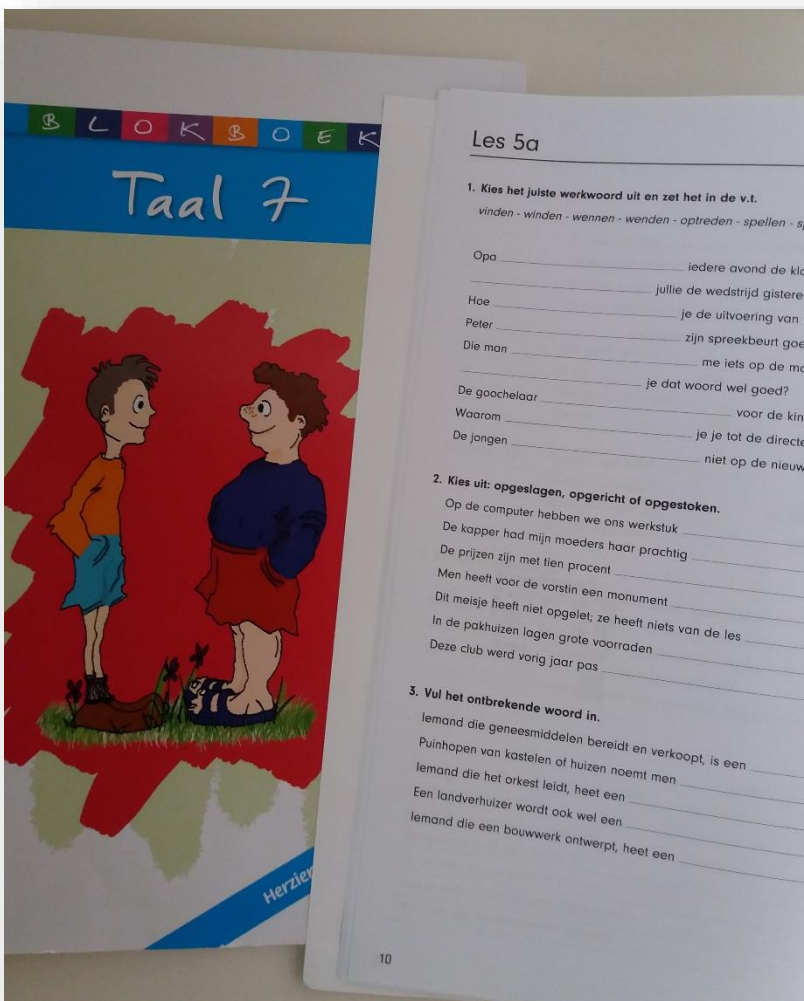


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The different ways in which immigrants integrate

A research comparing city and countryside



**Bachelor thesis Human
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Summary

In this bachelor thesis, the different ways in which immigrants integrate are being explored. The goal is to compare an urban environment with a rural environment. The reason for doing this is that the literature hardly distinguishes between the urban and rural environment against which the integration effort plays out. It is interesting to find out whether this matters for immigrants from a policy as well as a human-interest perspective. As an urban environment, the city of Groningen has been chosen. The rural environment is Beilen, which is a village in the countryside of Drenthe. The central question for this research is 'what are the differences in the way immigrants integrate in the city of Groningen, compared to the way immigrants integrate in the countryside of Drenthe?'

To answer this question, semi-structured interviews are used. This qualitative data collection is inductive, which means that literature will be searched for based on the outcomes from the interviews. All the interviews taken have been coded. After the coding the literature was linked to the results to find out what the differences and similarities are and to answer the research question.

Most of the literature did not focus on a division between urban and rural. Much was about integration in general. Part of the responses from the interviews fitted to the literature, while other parts did not fit at all. When only looking at the differences found in the interviews that matched the existing literature, two differences between the city and the countryside can be found: a difference in the amount of activities on offer for immigrants and a difference in attitude towards immigrants. There are both differences and similarities between the city and countryside and part of it is confirmed by the literature, part is not.

A lot of time and effort has been put in this thesis to make it in to what it is right now. Altogether, it was a very interesting and challenging field to explore. A lot has been learned in this new pathway of research.

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1. Introduction

1.1 Background

Since the '90s, there have been many refugees coming to the Netherlands (VluchtelingenWerk Nederland, 2012). This is mostly due to violence and prosecution of people in their respective homelands (Hollands, 2006). There are many different opinions on these refugees coming to the Netherlands. A society which consist of different cultures living next to each other is not something that everyone wants (WisselWerk, 2007). One of the opinions is that people are afraid that those asylum seekers are going to make trouble, partly due to a confrontation with norms and values that are different from theirs (Stafleu van Loghum, 2003). Learning about these norms and values is part of people their integration. There are different ways of understanding how immigrants integrate and there is disagreement about what integration means (Scholten, 2011). What this thesis is interested in is what differences in integration can be observed between a city and the countryside, or in other words; urban and rural. For the urban part the city of Groningen was elected; for the rural part, a village in the countryside of Drenthe was elected.

The refugee crisis and immigration are subjects that got a lot of attention in Drenthe a while ago. There has been quite some fuss about a group of refugees being sheltered in Oranje, in 2014. Oranje is a small village in the municipality Midden-Drenthe, with no more than 140 inhabitants. These people were promised that there should not come more than 700 refugees into the shelter, located in their village. Suddenly it was decided that an additional 700 immigrants were to be taken up in the shelter, bringing it to a total of 1400 refugees. The inhabitants were not informed about this and completely overtaken (Fontein, 2015). Currently, the shelter is almost empty but this is still a touching topic for the inhabitants. Like most municipalities, Midden-Drenthe has to deal with immigrants who have to integrate. I originally come from Beilen myself, which is a village in Midden-Drenthe. Because some people were already known in this village, it was an opportunity to get in contact with the immigrants living there. Nowadays, I live in the city of Groningen where many different cultures exist next to each other. Groningen is an example of a very diverse multicultural city, which makes it very suitable to investigate the integration processes here as well.

The main reason to choose this topic is because it is very interesting to see the processes of integration, which involve many people. On a personal note, I want to know more about these people their lives, now that they are here. Their lives are very different from mine and that is why it is interesting to get in touch with them. We should give these people a chance of having a good life, which will be easier when they integrate in a good way. Moreover, the integration of immigrants is something that involves many people and for that reason it is of interest for the scientific world to learn more about this phenomenon.

1.2 Research questions

With this research, it is investigated whether there are differences in the way immigrants integrate between the city of Groningen and the countryside of Drenthe. The central question that arises is:

What are the differences in the way immigrants integrate in the city of Groningen, compared to the way immigrants integrate in the countryside of Drenthe?

Integration can be measured in many ways, as is discussed in the theoretical framework below. From the discussion, several additional secondary research questions follow:

-What kind of activities do the immigrants participate in?

-Is their participation in activities influenced by a difference in how they experience living in one of the two communities?

-Is their participation in activities influenced by problems the immigrants face with settling in one of the two communities?

1.3 Structure of thesis

This thesis starts with discussing theories concerning immigration. This results in a theoretical framework, in which relevant concepts are combined. Next, chapter 3 discusses the methodology. Here, the choice of research method and the data collection will be explained. Also ethical considerations will be addressed. Chapter 4 gives the results of the interviews and discusses to what extent the results fit the existing literature. Also a summary of this is provided. Chapter 5 describes the strengths and weaknesses of this study and it also makes recommendations for further research. Last, chapter 6 gives a summary of the thesis and answers the central question.

2. Theoretical framework

2.1 Different definitions

One of the difficulties for this research is that the terms migrant, asylum seeker and refugee are used interchangeably in the literature, and also a clear definition of these different concepts is lacking. The term migrant is a difficult word to interpret because there are many different definitions (Anderson & Blinder, 2012). The term asylum seeker is also being used (VluchtelingenWerk Nederland, 2017). A “refugee” is someone who flees his or her country to survive. He or she hopes to get a better life for his or herself and his or her family (Simich & Andermann, 2014). In this thesis, the definition of Nicolaas & Sprangers (2012) is followed which is that immigrants are people from abroad who settle in the Netherlands. So, when discussing integration, this means that it concerns immigrants.

2.2 Variables for measuring integration

For the term “integration” a few variables are needed to explore the different ways of integration. Integration can be described as adopting elements of a new culture without losing elements of one’s own culture (Stuart & Ward, 2011).

In the literature, there are different concepts used for measuring integration. Entzinger & Biezeveld (2003) describe that you can measure the extent of integration of both individuals and groups in different dimensions. The first dimension relates to the number of contacts people have and the feeling of belonging and familiarity with these contacts. This leads to the second dimension, which is identification. Ties get closer the more someone can identify him- or herself with other people. A problem here is that identification not necessarily means someone has frequent contact with other people. The two dimensions do not necessarily correlate with each other and the influence of one dimension on the other is unsure (Entzinger & Biezeveld, 2003). This makes it not useful for this research to measure integration.

According to Jacobs (1999, in Phalet & Swyngedouw, 2003), in the case of Belgium the integration of immigrants is not complete until they have political rights & full citizenship. Both are broad concepts which will be too difficult to measure for this thesis. Stuart & Ward (2011) discuss that integration has been measured as the balancing of multiple cultural orientations. However, this is not suitable because integration is only concerned about two orientations, namely an ethnic orientation and a host orientation according to Berry (1997, in Stuart & Ward, 2011) and not the balance of multiple orientations (Stuart & Ward, 2011).

Bijl & Verweij (2012) show a Danish integration policy which describes that education and knowledge of the language are important conditions to find a job, to be an active citizen who participates and to connect to the community. Collins (2013) describes integration in the case of Australia. It states that integration can be measured based on what the outcomes for integration are and how the immigrants feel about their settlements. Integration into Australian society is successful when immigrants have equal chances in life, with their cultural background not being of influence. With equal life chances are meant the possibility to participate in the educational, economic and social sphere (Collins, 2013). Kymlicka (1998,

in Harles, 2004) describes integration as immigrants participating in social institutions which are based on a language that everyone who is participating understands (Harles, 2004). Immigrants often have the desire to learn the language of the country they integrate in because it is part of the adjustment to this society (Harles, 2004). Above sources show that participation, jobs, education and speaking the host language are subjects that are mentioned several times. Moreover, these concepts are clear and will be measurable for this research. These concepts also fit to the secondary questions about participation, already mentioned in section 1.2. That is why it is decided to use these concepts into creating the following 3 variables for measuring integration:

1. *Participation in social activities*
2. *Participation in jobs and/or education*
3. *Speaking or learning the Dutch language*

Not much research has been done on this topic yet which lead to this research being inductive. But also with inductive research, still certain guidelines are needed to be able to conduct the data collection. This means it is impossible to rule out the use of literature before the data collection has been started. Together with the secondary questions mentioned in section 1.2, above variables are the guidelines of this research its data collection. Integration has not yet been measured with these three variables. With this, new information might be added to the academic literature on integration.

2.3 Conceptual model

Below, figure 1 details the conceptual model that is being used for this research. The literature on immigration only revealed one case study where the ways of integration were compared between a city and the countryside. As this study is deliberately set up as a case study, it adds to the current academic research on immigration.

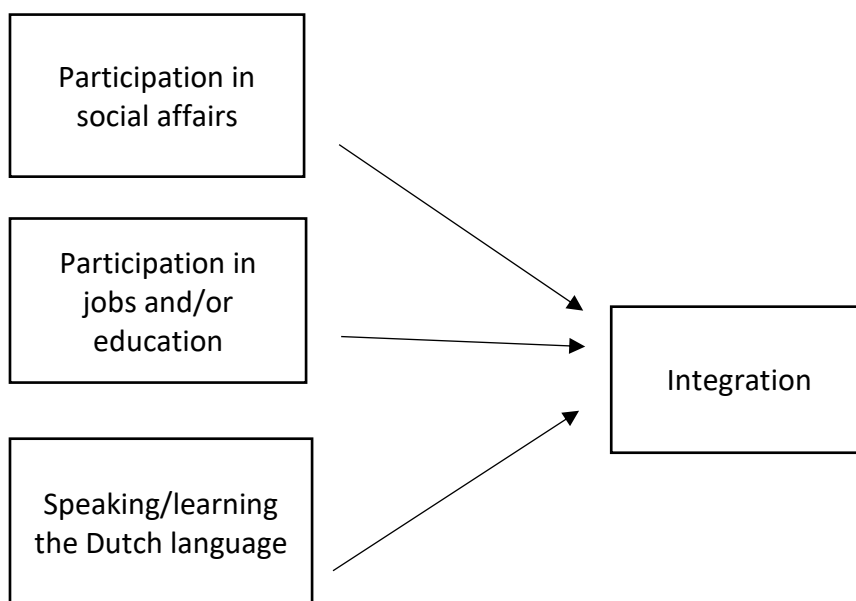


Figure 1: The conceptual model for this research.

The 3 variables taken up in the boxes on the left side are “participation in social affairs”, “participation in jobs and/or education” and “speaking/learning the Dutch language”. These three aspects are measured as a proxy for the different ways of integration. The arrows leading to “integration” portray this.

3. Methodology

3.1 Collecting the data

To answer the research question, semi-structured interviews are being used to collect data. With a semi-structured interview, it allows the researcher to ask the same questions to all interviewees, but still be open to receive additional information. Using this method is the best way to answer the research question as this research is for the main part inductive and oriented to theory development and less set on the testing of theories. Apart from that this method of interviewing gives the interviewees the possibility to open up and relay a good image of their life-story. Next, people prefer to speak in person about their lives, instead of filling in a survey. They also probably feel being taken more seriously when being interviewed. Furthermore, help can also be offered if they do not understand a question (for example: due to lack of Dutch or English understanding). When people do not understand a question, the problem might be solved by asking the question in a different and easier way. Taking surveys was also not an option in this case. Language problems, and above all, availability of sufficient respondents make that surveys were not possible. The focus was on taking the interviews in Hogeveen, which is a city in Drenthe, and Beilen in the first place. A lot of effort was put in to get in contact with people in Hogeveen through telephone and email but it was not achieved to find people who were interested. However, when going somewhere in person it did work out. That is when it was decided to go for the city of Groningen and the village of Beilen because here it was easy to ask people in person whether there were possibilities to take interviews. There was already a contact person in Beilen who works with immigrants and respondents in Groningen were found in a community centre.

3.2 Inductive data collection

The way this research is set up, is through inductive data collection. In this way, a phenomenon in the field is investigated being open-minded, not being biased by existing literature. Inductive data collection is also a suitable way of working when investigating something that has not been explored much yet, which is the case with this subject. First, the interview questions are being made based on the central and secondary questions, and the three variables for integration which were discussed in the theoretical framework. The theory used in section 2.2 for creating the three variables is needed to get guidance in the topics that will be asked in the interviews. After this the data is collected. Ten interviews were taken in total, 5 in Groningen and 5 in Beilen. It was decided to go for 10 interviews because it was not possible for both places to find more people who were willing to participate, and the number of interviews needed to be equal in both places to make a comparison. After the data collection, it is explored how well the existing literature fits to the outcomes of the interviews.

3.3 Ethical considerations

Through the whole process the respondents stay anonymous. Their names and addresses are not being recorded for the interviews. Before starting the interview, respondents fill in an informed consent to verify that they know that they are participating. They can always refuse to answer (part of) a question if they feel uncomfortable with it, they can always ask questions to clarify issues, or stop with the interview if they want to. Every interview report is assigned a number so that when analysing the interviews afterwards, there is no way that any information given in this thesis can be linked to a specific person. The results of the interviews will not be used for other purposes than the thesis and after the thesis is completed all the interview reports will be deleted.

3.4 The interviews

When taking the interviews, cautiousness is needed with showing too much compassion and emotion. As interviewer, you need to be objective and your emotions or reactions should not influence the interview. Appendices 4 and 5 specify the questions that were used in the interviews. There were 6 interviews with immigrants and 4 interviews with attendants of immigrants. In the case of Groningen, the attendants were people working in the community centre. In the case of Beilen, the attendants were people giving a language course. The first data collected was by interviewing 3 immigrants and 2 attendants of immigrants who were at this language course in Beilen. The second series of interviews was held two weeks later in the community centre in Groningen. Again, 3 immigrants and 2 attendants of immigrants were interviewed. Figure 2 shows the 2 places the respondents live. With the immigrants only women were interviewed. This was a coincidence. Both Groningen and Beilen only had female participants that day. Because it took quite some effort to get in contact with people, it was decided to use these interviews although a bias may arise as only women are included. Another danger in taking interviews is respondents giving biased answers. This means they answer in a way they think is socially accepted or it is what the interviewer wants to hear, while it is maybe not their honest answer. This has been tried to intercept in two ways. First, by informing people about that there are no wrong answers. Second, by interviewing attendants of immigrants as well. In this way it is tried to get a more complete image. Still, biases may have arised.

Places the respondents live



Figure 2: Map of where the respondents live.

Before any of the interviews started, an introduction speech was given and the purpose of the interviews was explained. When someone agreed to participate, a private room for the interview could be used. An information letter (see appendices 1 and 2) was given to the participant. After they read this and all their questions were being answered, they could verify their participation through an informed consent (see appendix 3). After that, the interview was started. The interview was being recorded with a laptop and mobile phone as a back-up. The answers people gave were also written down. Not all interviews went equally well due to language problems. For the respondents this made it sometimes quite difficult to explain what they thought. Some information might not be complete due to this. Each interview took between 20 and 30 minutes. Afterwards the participants were given a bar of chocolate to thank them for their participation.

4. Results

4.1 Results of the interviews

The previous section described what was involved with taking the interviews. After taking the interviews, the audio recordings were listened in order to put certain answers under fitting labels. These labels were defined based on the answers people gave. The results of these labelling processes are tables with on the left side the labels, and on the right side the respondents their answers that fitted to the labels. Answers were first categorized for every immigrant in the countryside (Beilen) and the city (Groningen) separately, and for every attendant of immigrants in the countryside and the city separately (see appendices 6 to 9). After that the three immigrants' reactions in the countryside and the three immigrants' reactions in the city were summarized into one table, as well as the two attendants' reactions in the countryside and the two attendants' reactions in the city were summarized into one table. Underneath, the results of these groupings are shown. In table 2 the immigrants' responses have been taken together. In table 3 the responses of the attendants of the immigrants have been taken together. Table 2 shows the answers the immigrants gave in the interviews, while table 3 shows the perception of the attendants as to how they think it applies to the immigrants.

	Immigrants Countryside	Immigrants City
Activities they do	They are quite active in very diverse places. Mostly with voluntary work, in schools, doing sports and visiting people.	Very diverse places. 2 out of 3 do voluntary work in the community centre. 2 out of 3 are active with neighbours or neighbourhood activities. Everyone does activities which involve children.
Having a job/education	2 out of 3 do not have a job. One is very active in other courses like driving lessons and typing diploma and tried to find a job, the other is too old.	2 out of 3 do not have a job. For 1 it is too expensive and the level of Dutch is too low. The other wants to do a lot but does not have time due to having small children. 1 does have a higher education diploma.
Speaking Dutch and influence on participation in activities	2 out of 3 do not speak much Dutch for most of the time. One person's native language is English and Dutch people speak that as well so it holds her back. The other person mostly speaks in Dutch for a	They all (try to) speak Dutch outside of the house. They want to speak Dutch but it is difficult. 1 sits at home a lot which has worsened her level of Dutch. It

	short period of time. It does not influence their participation in activities.	does not influence their participation in activities.
How they experience living here and feeling free	They feel free. This is their home. They appreciate the quietness and safety of the countryside, as opposed to cities.	2 out of 3 say they feel free here. The people are calm and friendly and it is safe here. For 1, the Netherlands does not feel as her home. For 1, not knowing the language makes living here more difficult.
Expressing themselves and being treated differently	They can freely express themselves, but when they differ from the western look, they are being treated differently. People in the countryside are not used to people from other cultures.	They can do whatever they want without being judged or people keeping an eye on them. 2 out of 3 sometimes have to deal with people treating them differently. 1 person is sometimes being stared at weirdly and people switch to English because of her hair and accent. 1 person has more good than bad examples and forgets about the bad ones very quickly.
Influence of expression on participating in activities	No influence on them, but people with strict religion are not allowed to do certain things.	No influence on them.
What can be done to improve situation	People in the countryside need to be more open minded towards immigrants and immigrants must adopt a free way of life here to fit in.	You can decide for yourself that you do not give attention to negative reactions.

Table 1: Immigrants in the countryside and the city, responses taken together.

	Attendants Countryside	Attendants City
Social activities the immigrants participate in and their characteristics	Very diverse activities in very diverse places but mostly at homes. Level of participation differs a lot per person. People with same background mostly meet with each other.	Very diverse activities, mostly ones that are being held by an organization. The city has plenty of different activities on offer to get people involved and offers accompaniment with people their daily tasks like filling in forms or going to the city hall.
The barriers for participating and how to overcome them	Barriers are the different languages the immigrants speak. Also, the immigrants are shy, scared to meet Dutch people, afraid to make mistakes and they do not understand things. Can be overcome by accompanying people in their daily tasks, which they do in Groningen.	Difficulties with the Dutch language. They do not get any help from “Centraal Orgaan Opvang Asielzoekers”. People who take less initiative are being approached to get involved and people without a job get involved with craftsmanship.
Talking with immigrants in Dutch and the barriers	Diverse levels of conversation. Barriers are their home situation: they do not speak Dutch there, our paper communication is mostly not understandable for immigrants, they do not learn much Dutch with the integration courses and for some people it is difficult to learn a new language.	Everything goes in Dutch but the level differs. They want to speak Dutch. Barriers are that they are afraid to speak Dutch, they often switch to English and they speak their own language too much at home.
How to overcome these barriers	Speaking Dutch at home, watching more children’s programs, easier paper communication. Other ideas but which lack manpower: more initiatives with volunteers who have conversations with immigrants and private lessons for people who are weaker in Dutch.	Going to activities where they have to get in contact and where their interests are. The city offers enough accompaniment, also to learn the language but they should make use of it themselves.

Them mixing with immigrants	They organize language courses in the community centre and meet them at their homes sometimes as well, but only when something is wrong. No time to visit everyone.	Mostly meeting them in their voluntary work at a café and in community centres.
Immigrants expressing themselves and the barriers	They freely express themselves but only talk about their cultures when it fits the topic of the language course. Again, barrier is understanding of the Dutch language.	Level of expression depends on type of audience. They can be themselves. City is used to all the different cultures. Barrier is that they do not want to talk much about emotional things they experienced in their own country.
How to overcome these barriers	Learning better Dutch, personal coach for every immigrant (but there is no manpower) but also the social factor: organizing more and more diverse types of social activities in the countryside (not only language courses) where they can tell their story and get help.	All options needed are there. Start a conversation with people.
Immigrants being treated differently	They sometimes get nasty words but sometimes also think they are being discriminated when this is not the case.	People are sometimes being targeted on their looks. They are not paying attention to negative reactions or maybe are ashamed to talk about it.

Table 2: Attendants of immigrants in the countryside and in the city, responses taken together.

4.2 Data in context of the theory

After creating the tables shown above, it is time to link the results to the existing literature to find out if this fits previous research and the theoretical concepts in that literature. In the existing literature not much has been written on this topic. There has been attention for the sense of place immigrants experience, but very little attention has gone to how integration is being shaped by the size of the places these people live in (Morén-Alegret, 2008). Most information found was about integration in general, not about an urban or rural context. The information found in the existing literature can be divided in several categories, these are all represented in a different subsection below. The created categories are based on concepts that were found in different articles but which discuss the same topic. The created categories are also based on the secondary research questions mentioned in section 1.2. The categories fit to these research questions.

4.3 Subsection 1: Participation based on language

In the literature it is stated that it is very important for both integration and participation that people are able to speak the native (i.e. Dutch) language for communication purposes (Pot, 2006). Knowledge of the language is dependent on the level of education an immigrant has and the level of education influences integration (Seveker et., 2007). In the Netherlands it is necessary for immigrants to learn the language if they want to find a job and want contact with native Dutch people. That is why it is compulsory for immigrants to learn the Dutch language (Seveker et al., 2007). In this research immigrants in the countryside all speak Dutch, but two out of three do not speak Dutch often. One person gave a reason, namely that her native language is English and Dutch people are often capable of speaking English:

“That’s a handicap for me. I feel that if they didn’t know my language I had to force myself to speak more Dutch” (Immigrant countryside, 2017).

The immigrants in the city made clear that they do want to speak Dutch, but that it is difficult for them to do so. One person gave reasons: it can be scary to speak Dutch and it is difficult when she is tired. Not knowing the Dutch language very well makes living here more difficult. The attendants of immigrants in the countryside stated that for some people it is more difficult to learn the language than for others. In the city, the attendants state that the level of Dutch differs. That it is more difficult to learn Dutch for one person than for the other and that the level of Dutch differs can both be related to the different levels of education of immigrants. Coming together to learn the language also has a social factor and it will help people to get more confident (Seveker et al., 2007). The attendants in the city told the same; the immigrants get in contact here with other immigrants and the Dutch attendants. Also, the attendants in the city and the countryside stated that the immigrants are afraid to speak Dutch and that they are shy. This shyness will get less when their understanding of the Dutch language grows. Interestingly, this argument of shyness has not been mentioned by the immigrants themselves. It is possible that they did not dare to mention this themselves. When this is the case, there is incomplete information. The interviews with attendants have been used to get as much of a complete image as possible.

4.4 Subsection 2: Participation based on job/education

In Phalet & Swyngedouw (2003), it is stated that immigrants are much less active in having jobs than native inhabitants and that the participation in jobs is lower for females than for males. This can partly be due to social and economic disadvantages the immigrants face (Phalet & Swyngedouw, 2003). Participation in organizations and having the feeling to belong to a community is highly dependent on the success of integration. This integration is dependent on arrangements concerning, for example, education, jobs and religion (Crul & Schneider, 2010). Regarding Morén-Alegret (2008), several immigrants state that integration goes better in cities because there are more possibilities in getting a job and the education is better compared to small places. This research shows that for the immigrants in the countryside, two out of three did not have a job. But none of the immigrants in the countryside said there were not enough possibilities to get a job, like the literature stated. The attendants were not being asked about job prospects. In this research, the situation is also not better for the city respondents: here, also two out of three did not have a job. What is touching the same topic as the literature is that the attendants of immigrants in the city stated that the city has plenty of different activities on offer and that all options needed to become integrated are available in the city. On the other hand, the attendants of immigrants in the countryside told that there is need for more diverse types of activities, as now there are only language courses organized. The literature does not literally state this but it touches the topic of pursuits by stating that there are more possibilities to get a job in the city (Morén-Alegret, 2008).

4.5 Subsection 3: Participation based on social activities

It is necessary for immigrants to have contact with native inhabitants, regarding to Haug (2005, in Seveker et al., 2007). The immigrants are open towards getting in contact with people and they do not see any reason in keeping the conversation only to greeting each other (Seveker et al., 2007). This research shows that immigrants in the city and the countryside are very active in very diverse places. The attendants mentioned this as well. For example: voluntary work, helping at their children's school, doing sports and visiting other immigrants and natives. In the city, two out of three are being active with neighbours and activities organized in the neighbourhood. According to Pot (2006), one of the requirements for integration is the willingness of immigrants to participate. The attendants of immigrants in the city also stated this; the city offers enough, they should make use of it themselves. If immigrants do not make use of it, they approach people to get them involved. Moreover, Morén-Alegret (2008) argues that small places are more convenient for social integration because people know each other, help each other and there is a sense of community. None of this research' immigrants in the countryside mentioned this. One person told she lives very solitary, what can be an explanation for this.

4.6 Subsection 4: Immigrants' preferences of living

According to Morén-Alegret (2008), immigrants in his research told they are happy they live in a small place because they have a good bond with their neighbours, they do not face big problems and people care about each other. Also, small places are better for integration because it is safe, quiet and peoples' way of living is slower. In cities, people are rushed, it is noisy, there are problems and life is more insecure (Morén-Alegret, 2008). This research shows that immigrants coming from the countryside said the same; they appreciate the safety and quietness that the countryside brings them, which you do not have in busy cities:

"It is safe here and strange things are not happening here which do happen there in that busy city. I come from a place with misery and don't want to go back to that" (Immigrant countryside, 2017).

This fits to the literature. But on the other hand, two out of three city immigrants from this research stated that the people are friendly and calm, and that they feel safe. This seems to oppose the literature in this aspect. A reason behind this may be that Groningen might not be considered a big-sized city.

4.7 Subsection 5: Adjusting (to) society

Immigrants will change their orientation from their own culture to their new culture more and more the longer they stay in that new culture (Phalet & Swyngedouw, 2003). The immigrants need to adapt themselves to the area and to the native inhabitants (Morén-Alegret, 2008). This fits to a remark this research' immigrants in the countryside made; immigrants need to adopt a free way of life when they come to live here, in order to fit in. Also, the literature states that integration is a two-way process. Both the immigrants and the society change due to the interaction (Lucassen, 2005; Seveker et al., 2007). However, this was not being asked for in the interviews.

4.8 Subsection 6: Different groups and cultures

The integration of immigrants is almost never without problems. Tensions, incomprehensions and fear are part of this (WisselWerk, 2007). When there are several people of a certain group, they often get identified with their country of origin (Pastore & Ponzio, 2016). The immigrants of this research in the countryside told that when they differ from the western look, people treat them differently:

"When I wore my headscarf, people looked weird at me. With bare head, they respond cheerful and they say I'm beautiful" (Immigrant countryside, 2017).

"At first they think I come from Africa. But when I say I come from New York they react to me better" (Immigrant countryside, 2017).

"Someone in the supermarket shouted to her: go back to your own country!" (Attendant countryside, 2017).

In the city, two out of three immigrants sometimes have to deal with being treated differently like being stared at and people switching to English based on their hair colour and accent. One attendant of immigrants in the city confirmed that people sometimes are being targeted on how they look:

“Sure, it does happen. Hey you, with your headscarf! They shout that” (Attendant city, 2017).

On the other hand, one attendant of immigrants in the countryside told that the immigrants sometimes think they are being discriminated when this is not the case:

“People shout that they’re being discriminated, but it doesn’t have to be that way” (Attendant countryside, 2017).

According to Morén-Alegret (2008), his respondents stated that people in rural areas do not like things that are new or different. Even when people are highly educated, they can be very narrowminded. This fits to what an immigrant in the countryside told; people in the countryside are not used to other cultures and they need to be more openminded:

“People in the village, they really don’t like black people. People look at him (her husband), but would not look at me. They act like I’m invisible.” “They need to open up themselves”. “This doesn’t happen in the city” (Immigrant countryside, 2017).

A city is much more used to people from other cultures which makes immigrants go more unnoticed, according to Morén-Alegret (2008). The immigrants in the city said the same; the city is used to all these different cultures. So there is a difference in attitude towards immigrants between the countryside and the city. Morén-Alegret (2008) also adds that integration is easier when there are already many immigrants living there. However, the respondents in this research did not mention this.

4.9 Summary of findings

According to the literature, knowledge of the Dutch language is dependent on education. This fits to what the attendants of immigrants in the countryside and in the city said; that for some people it is more difficult to learn Dutch than for others. When it comes to finding a job, the literature shows there are more possibilities in the city but none of this research’ respondents in the countryside said there is not enough work. But the city has enough diversity in activities on offer, while there is the need for more diverse types of activities in the countryside. Regarding social activities, this research’ immigrants were all very active. The literature discusses that the immigrants must be willing to participate if they want to integrate well. This fits to what the attendants of immigrants in the city told; that the city has much to offer but they should make use of it themselves. The literature also states that integration goes better in small places because of the sense of community people have there, although none of this research’ respondents confirmed this. Moreover, the immigrants appreciate the quietness and safety of the countryside, which is lacking in the city, also according to the literature. Nevertheless, two out of three respondents from the city said they feel safe there. According to the immigrants in the countryside, immigrants

should adopt a free way of life to be able to fit into their new society, which fits to the literature that immigrants need to adapt themselves. What fits to the literature when it comes to looking different is that the countryside is not used to other cultures while the city is.

5. Discussion

The main strength of this research is that a topic has been explored in an inductive way, which has not yet been done much in existing literature. Immigrants are a group that has not been interviewed much yet, although they have very interesting and diverse stories. With using inductive data collection it was possible to do this research in an open-minded way, without being influenced by existing literature. People their stories are transferred better when there is no influence of literature or bias. Big conclusions can not be drawn from this research due to the small amount of interviews that have been taken, but this research did unveil a small piece of a mostly still unknown topic.

A weakness of this study is that the integration of immigrants will always be place dependent. The integration in the city of Groningen can be different from for example Amsterdam or cities outside of the Netherlands, based on place specific circumstances. Also, immigrants their place of origin can influence integration, next to many more variables that will be of influence. Another weakness is that knowing the city of Groningen and the countryside of Drenthe quite well could bias the research. It has been tried to rule this influence out as much as possible. What helps with that, is that the exploration was on a group and environment that was still unknown. Another weakness is that part of the people being interviewed were not fluent in Dutch yet. Information probably got lost because they had trouble expressing themselves in the right words.

More research on this topic is needed and when it comes to larger researches, it is recommended to take more variables into observation. Because as mentioned above, there are many more variables influencing integration than that are used in this research. It may be impossible to let all different variables influencing integration come in play, but more can definitely be added. Moreover, there was only time to interview a small number of people, which makes drawing hard conclusions impossible. It will become easier to draw conclusions when bigger amounts of interviews are being taken. There is much more to be explored, which can become visible through getting in contact with immigrants themselves.

6. Summary & Conclusion

6.1 Summary

The integration of immigrants is a topic that involves many people, but there has not been done much research on integration when it comes to the size of a place people come to live in. With this thesis, the aim was to get more insight in the differences of integration between an urban and a rural environment. The central question is ‘what are the differences in the way immigrants integrate in the city of Groningen, compared to the way immigrants integrate in the countryside of Drenthe?’ After going through the literature it was decided to use participation in social affairs, participation in jobs and/or education and speaking or learning the Dutch language as the 3 variables to measure integration. Semi-structured interviews were used to collect the data. A total of 10 interviews were taken with immigrants and attendants of immigrants, 5 in Groningen and 5 in Beilen. This thesis made use of an inductive data collection method. After taking the interviews, the answers were coded in tables which were linked to literature afterwards. Some of the responses in the interviews were confirmed in the existing literature, others were not. A few differences between the city and the countryside were found, but also similarities. Altogether, more research is needed on this topic to uncover even better how the integration of immigrants in urban and rural areas proceeds.

6.2 Conclusion

To get back to the central question: ‘what are the differences in the way immigrants integrate in the city of Groningen, compared to the ways immigrants integrate in the countryside of Drenthe?’ There are two clear differences that can be found between the city and the countryside, which are also mentioned in the existing literature:

- The city has lots of different activities to offer, everything needed for integration is there, but the people must make use of it themselves. On the other hand, the countryside needs more diverse types of activities. There are only language courses organized now while there is the need for more diverse activities. The literature does not literally show this but it touches the topic of pursuits by stating that there are more job opportunities in the city.
- The countryside is not used to different cultures and people living there are narrow-minded. The literature states that different or new things are not liked by people living in the countryside. On the other hand, the city is used to different cultures. The literature shows here that the city is used to people from different backgrounds.

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Justification

Picture on the cover:

Teaching materials from the Dutch immigrant classes of Jenny Siegel (phone number: 0593-540939).

Page 8:

Map 'Places the respondents live' was made with ArcGIS 10.3.

Appendices

Appendix 1: Information letter immigrant

Informatiebrief voor het onderzoek 'Verschillende manieren van integratie tussen stad en platteland'

Beste lezer,

Leuk dat u mee wilt doen aan mijn onderzoek 'Verschillende manieren van integratie tussen stad en platteland'. In deze brief wordt beschreven wat er komt kijken bij uw deelname aan mijn onderzoek. Als u nog vragen heeft na het lezen van de brief kunt u altijd contact met mij opnemen. Mijn telefoonnummer en emailadres staan onder aan de brief.

➤ **Onderwerpen die in het gesprek aan bod zullen komen:**

- De activiteiten die u doet in uw vrije tijd
- Werk, opleiding en de Nederlandse taal
- Hoe u zich voelt in Nederland

Verder zal ik u nog vragen naar wat algemene gegevens, zoals uw leeftijd. Naar persoonlijke gegevens zoals uw naam of woonplaats wordt niet gevraagd.

➤ **Hoe lang duurt het gesprek?**

U hoeft zich niet voor te bereiden op het gesprek, het gaat immers om uw eigen verhaal. Ook kunt u alle vragen in alle eerlijkheid beantwoorden, er zijn geen foute antwoorden. Het gesprek zal ongeveer 20 minuten duren. U kunt tijdens het gesprek altijd aangeven dat u wilt stoppen of even een pauze wilt nemen. Ook kunt u het aangeven wanneer u een vraag niet wilt beantwoorden. Hier hoeft u geen reden voor te geven.

➤ **Wat gebeurt er met uw gegevens?**

Het gesprek zal worden opgenomen met een mobiele telefoon en een laptop, dit zal alleen ik terug kunnen luisteren. Het gesprek wordt opgenomen om zeker te weten dat ik geen belangrijke informatie mis. Uw gegevens zullen **anoniem** blijven en alleen gebruikt worden in dit onderzoek. Ik zal het gesprek gebruiken voor het schrijven van mijn afstudeeronderzoek. Als het onderzoek is afgerond, zullen uw gegevens verwijderd worden.

➤ **Toestemmingsformulier:**

Voor ons gesprek zal ik u vragen of u een toestemmingsformulier wilt ondertekenen. U gaat hiermee geen verplichting aan. Het formulier is er alleen voor om te bevestigen dat u vrijwillig deelneemt aan mijn onderzoek.

Met vriendelijke groet,
Lilian Smeenge

Email adres: liliansmeenge@hotmail.com
Telefoonnummer: 06-29450164

Appendix 2: Information letter attentant

Informatiebrief voor het onderzoek 'Verschillende manieren van integratie tussen stad en platteland'

Beste lezer,

Leuk dat u mee wilt doen aan mijn onderzoek 'Verschillende manieren van integratie tussen stad en platteland'. In deze brief wordt beschreven wat er komt kijken bij uw deelname aan mijn onderzoek. Als u nog vragen heeft na het lezen van de brief kunt u altijd contact met mij opnemen. Mijn telefoonnummer en emailadres staan onder aan de brief.

➤ **Onderwerpen die in het gesprek aan bod zullen komen:**

- De activiteiten waar immigranten aan deelnemen
- Het spreken met immigranten in het Nederlands
- De activiteiten die u met immigranten doet
- In hoeverre de immigranten zichzelf uiten

Verder zal ik u nog vragen naar wat algemene gegevens, zoals uw leeftijd. Naar persoonlijke gegevens zoals uw naam of woonplaats wordt niet gevraagd.

➤ **Hoe lang duurt het gesprek?**

U hoeft zich niet voor te bereiden op het gesprek, het gaat immers om uw eigen verhaal. Ook kunt u alle vragen in alle eerlijkheid beantwoorden, er zijn geen foute antwoorden. Het gesprek zal ongeveer 20 minuten duren. U kunt tijdens het gesprek altijd aangeven dat u wilt stoppen of even een pauze wilt nemen. Ook kunt u het aangeven wanneer u een vraag niet wilt beantwoorden. Hier hoeft u geen reden voor te geven.

➤ **Wat gebeurt er met uw gegevens?**

Het gesprek zal worden opgenomen met een mobiele telefoon en een laptop, dit zal alleen ik terug kunnen luisteren. Het gesprek wordt opgenomen om zeker te weten dat ik geen belangrijke informatie mis. Uw gegevens zullen **anoniem** blijven en alleen gebruikt worden in dit onderzoek. Ik zal het gesprek gebruiken voor het schrijven van mijn afstudeeronderzoek. Als het onderzoek is afgerond, zullen uw gegevens verwijderd worden.

➤ **Toestemmingsformulier:**

Voor ons gesprek zal ik u vragen of u een toestemmingsformulier wilt ondertekenen. U gaat hiermee geen verplichting aan. Het formulier is er alleen voor om te bevestigen dat u vrijwillig deelneemt aan mijn onderzoek.

Met vriendelijke groet,
Lilian Smeenge

Email adres: liliansmeenge@hotmail.com
Telefoonnummer: 06-29450164

Appendix 3: Informed consent

Toestemmingsformulier voor het onderzoek 'Verschillende manieren van integratie tussen stad en platteland'

Ik heb de informatiebrief over het onderzoek 'Verschillende manieren van integratie tussen stad en platteland' gelezen. Ik heb aanvullende vragen kunnen stellen. Mijn vragen zijn goed beantwoord. Ik had genoeg tijd om te beslissen of ik meedoe.

Ik weet dat meedoen helemaal vrijwillig is. Ik weet dat ik op ieder moment kan beslissen om te stoppen met het onderzoek. Daarvoor hoef ik geen reden te geven.

Ik geef toestemming om mijn gegevens te gebruiken voor de doelen die in de informatiebrief staan.

Ik vind het goed om aan dit onderzoek deel te nemen.

Naam deelnemer:.....

Handtekening:

Datum: ____ / ____ / 2017

.....

Wanneer het onderzoek afgerond is, kan ik het naar u opsturen. U kunt dan zelf zien hoe uw gegevens verwerkt zijn en wat de resultaten van het onderzoek zijn. Ik zal het onderzoek uiterlijk in juli naar u kunnen sturen. Als u hier belang bij heeft kunt u hier uw email adres achter laten:

.....

Ik verklaar hierbij dat ik deze deelnemer volledig heb geïnformeerd over het genoemde onderzoek.

Als er tijdens het onderzoek informatie bekend wordt die de toestemming van de deelnemer zou kunnen beïnvloeden, dan breng ik hem/haar daarvan tijdig op de hoogte.

Naam onderzoeker: Lilian Smeenge

Handtekening:

.....

Datum: ____ / ____ / 2017

Appendix 4: Interview questions immigrant

Algemene vragen:

-Wat is uw leeftijd?

-Hoe lang woont u al in Nederland?

Vragen over integratie:

- 1) *Wat heeft u dit weekend allemaal gedaan? Wat voor andere activiteiten doet u nog meer? (Bijvoorbeeld: activiteiten die worden gedaan in de buurt, sporten bij een vereniging of bij uw burens op bezoek gaan).*

- 2) *Heeft u ook werk of volgt u een opleiding? Wat voor werk of opleiding? Doet u weleens iets met deze mensen buiten werk of school? Wat voor activiteiten doet u met andere mensen? Op welke plekken ontmoet u deze mensen?*

- 3) *Praat u ook Nederlands buiten het huis? Hoeveel praat u met de mensen in uw omgeving? Waarom? Heeft dit invloed op of u mee doet aan activiteiten?*

- 4) *Voelt u zich thuis in Nederland? Waarom wel of waarom niet? In hoeverre kunt u uzelf zijn? (Bijvoorbeeld: geloof, kleding, normen en waarden). Heeft dit invloed op of u meedoet aan activiteiten?*

- 5) *Heeft u het gevoel dat u in vrijheid ergens naar toe kan? Heeft u het gevoel dat mensen u anders behandelen omdat u ergens anders vandaan komt? Kunt u een voorbeeld geven?*

- 6) *Wilt u nog iets toevoegen?*

Appendix 5: Interview questions attendant

Algemene vragen:

-Wat is uw leeftijd?

-Wat voor werk doet u met de immigranten?

Vragen over de integratie van immigranten:

- 1) Wat voor sociale activiteiten zijn de immigranten actief in volgens u? Wat zijn de mogelijkheden voor immigranten om elkaar te ontmoeten? Waar ontmoeten ze elkaar? Wat zijn de barrières voor immigranten om elkaar te ontmoeten? Wat kan er veranderd worden om het makkelijker te maken voor immigranten om elkaar te ontmoeten?*

- 2) In hoeverre kunt u met ze praten in het Nederlands? Waarom wel of waarom niet? Wat denkt u dat de grootste barrières zijn voor het leren van de Nederlandse taal? Wat kan er veranderd worden om het makkelijker te maken?*

- 3) In hoeverre gaat u met de immigranten om? (Ook buiten dit werk om). Op welke plekken ontmoet u de immigranten? Wat voor activiteiten doet u dan met de immigranten?*

- 4) In hoeverre uiten de immigranten zichzelf? (Bijvoorbeeld: geloof, kleding, normen en waarden). Wat zijn de barrières voor immigranten om zich te uiten? Wat kan er veranderd worden zodat het makkelijker wordt voor immigranten om zichzelf te uiten?*

- 5) In hoeverre worden de immigranten anders behandeld of gediscrimineerd omdat ze uit het buitenland komen?*

- 6) Wilt u nog iets toevoegen?*

Appendix 6: Immigrants in the countryside, responses per person

	Immigrant 1 Countryside	Immigrant 2 Countryside	Immigrant 3 Countryside
Sex, age and time in the Netherlands	-Woman -54 -5 years	-Woman -32 or 33 (she did not know for sure) -5 years	-Woman -60 -Almost 11 years
Activities they do	-Photography -The place she lives is very solitary, meeting with people in the neighbourhood is just a little bit because everyone keeps to themselves -She and her husband have dinner with friends	-She knows a lot of people, is very social -Helping at the school of her daughter -Voluntary work at "Drenthe College" and "Humanitas" -Going to the gym -Going to birthdays -Going for a walk -Going for a bike ride	-Voluntary work at a community centre, school, and "Humanitas" -Being creative with the elderly -Earlier on did sports but now too old -Drinking coffee with people in her surrounding -Walking through the centre
Having a job/education	-Job: art modelling	-Driving lessons -Typing diploma -Tried for pharmacist and receptionist training but was too expensive -Now having physical problems which holds her back	
Speaking Dutch	-She does not need to talk much in her job -She is friends with Dutch people and she tries to speak Dutch with them, but mostly speaks back in English -Speaks Dutch every now and then because everybody can speak English, which is a handicap because she does not need to speak Dutch -Her husband wants her to speak Dutch -People mostly speak back to her in English but one neighbour	-She speaks Dutch when doing activities -She speaks Dutch outside and at home	-She speaks Dutch for only a couple of minutes but when her friend comes, she speaks for 1 or 2 hours in Dutch -She greets other people in the streets

	only speaks to her in Dutch		
Influence of Dutch on participating in activities	-No because she understands what other people say	-She does not have inhibitions -No influence on participation	-No problems in participating
How they experience living here and feeling free	-She definitely feels at home here because it is her home with her husband -She feels free here -Nothing that she must do here	-Safe! -Her husband wants them to move to Groningen but she wants to stay in Beilen, which is her home -She loves Beilen -Small village is safe so she prefers living here -She feels free here -Freedom to show her beauty -Making own choices -Husband says do whatever you want -Husband lets her be free a little bit	-Living in Beilen is good for me, quiet village -She feels free here
Expressing themselves	-She already could express herself, it does not change here	-She can shake hands with men here -She can have bare arms and head here -She can show herself here -She put away her headscarf because husband wanted it and people reacted weird to it	-Never had weird reactions -If she does not understand something she can always ask people
Influence of expression on participating in activities	-No	-Not for her but people with very strict religion are not allowed to do these things	
Being treated differently	-As soon as they hear she is from America and not Africa, people treat her better. -They ask her which part of Africa she comes from -People in the countryside sometimes do not like black people	-People looked weird at her when she wore a headscarf, but when she does not wear it they do not look weird at her and they think she has beautiful hair -People who are very strict in their religion are sometimes treated differently because	-No, does not have any problems

	<p>-She feels invisible: people look at her husband but not at her</p> <p>-In cities they are used to seeing couples with different racial backgrounds but not in the countryside. Midden-Drenthe is not used to other cultures</p> <p>-Black Pete bothers her</p>	<p>you can see it (headscarf for example)</p>	
<p>What can be done to improve situation</p>	<p>-People have to open up</p> <p>-People need to be more open-minded</p>	<p>-When you live in the Netherlands, then you need to have a free life. Otherwise it makes integration difficult</p> <p>-Stay in your own country if you do not want to live freely. Not living freely does not fit here</p>	

Appendix 7: Immigrants in the city, responses per person

	Immigrant 1 City	Immigrant 2 City	Immigrant 3 City
Sex, age and time in the Netherlands	-Woman -43 -Almost 7 years	-Woman	-Woman -24 -Almost 7 years
Activities they do	-Voluntary work in the community centre -Talking to neighbour -Going to the park -Going to music classes of children -Does not get invited often -Wants to do a lot but does not have much time due to raising small children	-Cooking and catering as voluntary work for "Vrouwkracht" at the community centre -doing things for her child's school -Going to the playground with different children -Doing sports -Participating in activities in the neighbourhood	-Watching movies -Helping her mother with the children -Going out into the city with her mother and sister -Meeting up with classmates to work on school projects
Having a job/education	-No -Again, wants to do this but does not have much time due to raising small children	-No -Dutch is of a too low level to find a job -Wants to do an education for hairdresser but it is too expensive -Did a sales education in Belgium but she does not like that work	-Higher education in technique
Speaking Dutch	-She speaks Dutch outside of the house -She speaks Kurdish at home with her children -Likes to speak with other people in Dutch -Speaking Dutch with other people is difficult -Dutch language has worsened with sitting at home -When her children are older she wants to do a Dutch language course again	-She does the voluntary work and goes to the community centre to learn better Dutch -She speaks Dutch with her voluntary colleagues -She speaks Dutch with her neighbour -She learns a lot from speaking Dutch	-She speaks Dutch outside of the house when she is with Dutch people -Sometimes it is scary to speak Dutch -She obliges herself to speak Dutch -She has problems with speaking Dutch when she is tired
Influence of Dutch on participating in activities	-No, she really wants to speak Dutch with them	-No, she always goes	-No influence

How they experience living here and feeling free	<ul style="list-style-type: none"> -It does not feel as her home -Very beautiful city -Very quiet city -Dutch people are calm -Feels very free 	<ul style="list-style-type: none"> -She feels at home here -This is her country -The people are friendly -People greet you even if they do not know you -She is not afraid here -She feels free here 	<ul style="list-style-type: none"> -Not knowing the Dutch language completely makes living here more difficult
Expressing themselves	<ul style="list-style-type: none"> -She can do whatever she likes to do -People do not keep an eye on her here about what she is doing 	<ul style="list-style-type: none"> -She can make her own decisions on what she does without people judging her 	<ul style="list-style-type: none"> -The opportunity is there to express yourself -If she wants to do something, she does it
Influence of expression on participating in activities	-No	-No	-No
Being treated differently	-No	<ul style="list-style-type: none"> -Sometimes -More good examples than bad ones -She does not really notice the bad ones, forgets about them immediately 	<ul style="list-style-type: none"> -People sometimes stare at her weirdly -She is noticeable due to her accent and hair colour which make people switch to English when they talk to her -She sometimes can feel that people are annoyed about her coming from the Middle-East
What can be done to improve situation			<ul style="list-style-type: none"> -You can decide for yourself that you do not give attention to negative reactions

Appendix 8: Attendants of immigrants in the countryside, responses per person

	Attendant 1 Countryside	Attendant 2 Countryside
Sex, age and work they do with immigrants	-Female -63 -Learning immigrants the Dutch language (organized by "Humanitas")	-Female -77 -Learning immigrants the Dutch language (organized by "Humanitas")
Social activities the immigrants participate in	-Fitness -Swimming -Visiting each other	-They participate in diverse activities -Swimming -Fitness -Getting their drivers license -Typing lessons -Churches
Characteristics of activities	-Mostly at home -People with the same background mostly meet with each other	-They meet each other at very diverse places
Barriers in participating	-Their different languages	-The different languages the immigrants speak make it difficult for them to meet up with each other -They are shy and scared to meet Dutch people - They are afraid to make mistakes, they do not understand things, do not dare to go somewhere alone -Things organized here are mostly about learning the language but it also has a social side. There are no other things organized for the immigrants to meet each other
How to overcome these barriers		-More accompaniment in people their daily things, they do have that with "Humanitas" in Groningen but here is not the manpower for that
Talking with immigrants in Dutch	-The level of conversation is fair to good	-Very diverse levels of conversation
Barriers in speaking Dutch	-The home situation: the husband wants them to speak their own language	-The home situation: they do not speak Dutch at home because they are used to their own language. -Our paper communication (government/organisations/doctors) is most of the times not equipped for these people, they do not understand it

		<ul style="list-style-type: none"> -What does the Dutch integration course mean when they do not understand simple texts -For some people it is difficult to learn a new language (never went to school for example)
How to overcome these barriers	<ul style="list-style-type: none"> -People should watch children's programs more, like the children's news -Initiatives with volunteers wherein people have conversations 	<ul style="list-style-type: none"> -Speaking more Dutch at home would solve problems like shyness -Better paper communication (like with the elections) -More private lessons for people who are weaker in Dutch but that would cost the volunteers too much time
Them mixing with immigrants	<ul style="list-style-type: none"> -Quite often -She coordinates the language courses -She meets people in their homes when there is something wrong -Going on trips with the immigrants 	<ul style="list-style-type: none"> -Mostly calling or visiting when something is wrong, that is part of the social side of her job -Celebrating things with the immigrants -Visiting them is always for a reason because they do not have the time to visit everyone individually
Immigrants expressing themselves	<ul style="list-style-type: none"> -They express themselves quite well -In the group meetings they sometimes have to stop people from telling their stories because otherwise there will be arguments -They do not talk about their cultures very much, only when it fits the topic -Nobody stays away because they feel uncomfortable expressing themselves 	<ul style="list-style-type: none"> -They express themselves very well -With the meetings they freely express themselves about their religion
Barriers in expressing themselves	<ul style="list-style-type: none"> -The language is a barrier 	<ul style="list-style-type: none"> -The language is a barrier
How to overcome these barriers	<ul style="list-style-type: none"> -Learning better Dutch 	<ul style="list-style-type: none"> -Personal coach for every immigrant but that is impossible -Social factor: more meeting groups where they can tell their story and can get some help
Immigrants being treated differently	<ul style="list-style-type: none"> -The immigrants sometimes get nasty words to their head, for example 'move to your own country' -The immigrants sometimes think they are being discriminated when this is not the case 	

Appendix 9: Attendants of immigrants in the city, responses per person

	Attendant 1 City	Attendant 2 City
Sex, age and work they do with immigrants	-Male -36 -Co-founder of "Free Café": place about equivalence for people to meet up	-Male -57 -Contact person in the community centre: making appointments, supporting, solving problems
Social activities the immigrants participate in	-Cooking and meeting up at "Free Café" -Refugee choir at the Martini church -Activities organized at the Paterswoldseweg -Language classes	-Cooking classes which will work them towards a permanent job -Shopping together -Doing sports together -Going to community centres to meet each other
Characteristics of activities	- "Free Café" has a very diverse mix of cultures -Groningen has very diverse activities	-Them doing the accounting of activities and arranging everything makes them self responsible -The community centre is accessible for everyone -This city has plenty of different activities on offer -This city organizes enough to get people involved -This city offers a lot of accompaniment with people their daily tasks
Barriers in participating	-Understanding of the Dutch language	-In the beginning the Dutch language is difficult -They do not get any help from "Centraal Orgaan Opvang Asielzoekers", they have to safe themselves
How to overcome these barriers	-People who do not have a job are being involved in craftsmanship courses	-People who take less initiative are being approached to get involved
Talking with immigrants in Dutch	-The level of Dutch conversations differs -People at "Free Café" want to speak Dutch	-Everything goes in Dutch -They want to speak Dutch themselves -They greet him in Dutch when they see him in the city centre
Barriers in speaking Dutch	-European immigrants do not need to learn Dutch -When they have difficulties with Dutch, they switch to English in order to understand each other	-It is hard for them to speak Dutch -At home they speak their own language too much

	<ul style="list-style-type: none"> -They are afraid to speak Dutch -For some, Dutch is a hard language to learn 	
How to overcome these barriers	<ul style="list-style-type: none"> -Organizing activities where people have to get in contact with each other (like cooking) -Involving people in activities they are interested in 	<ul style="list-style-type: none"> -This city offers enough accompaniment, also for learning the language -People have to decide for themselves if they want to make use of the accompaniment
Them mixing with immigrants	<ul style="list-style-type: none"> -He mixed with them in the "Free Café" -By chance meeting them in the city centre and Noorderplantsoen -Meeting with an Estonian guy at his home -Going to his brother in law who is an immigrant 	<ul style="list-style-type: none"> -Mixing goes well -He meets them in the community centre and he also visits them in other community centres when he eats there.
Immigrants expressing themselves	<ul style="list-style-type: none"> -The level of expression depends largely on the audience on target 	<ul style="list-style-type: none"> -They dare to express themselves here in the city -The inhabitants of the city are used to all the different cultures -They talk about their religion -Everybody can be themselves in the community centre
Barriers in expressing themselves	<ul style="list-style-type: none"> -They sometimes do not talk about certain things that much due to that they could not express themselves in their own country -People at "Free Café" did not have difficulties with expressing themselves 	<ul style="list-style-type: none"> -They prefer not to talk much about the misery they went through in their own country
How to overcome these barriers	<ul style="list-style-type: none"> -Having places like "Free Café" where they have mutual respect and where people do not judge -Start a conversation with people 	<ul style="list-style-type: none"> -All options needed are there for them
Immigrants being treated differently	<ul style="list-style-type: none"> -The standard stories like people being targeted on their colour -Maybe they are ashamed to talk about it 	<ul style="list-style-type: none"> -It does happen that people are discriminated on their looks -Most of them do not pay attention to negative reactions