

## Good Practice: DE GP1

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## "Youth Integration Courses"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Non-formal	Non-profit organisation	Youth sector, Civic education	National, implemented on local level	Continuous	Continuous	State funding

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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## 1. What – Focus (theme, orientation)

The youth integration courses are run by the 5 youth migration services (Jugendmigrationsdienste). The provider chosen for the case is an international organisation, which runs more than 90 Youth Migration Services in total.

The 900-unit language course leads participants through stages A1 and A2 to level B1 of the German language, with 300 units each, according to the Common European Framework of Reference. German is taught as a second language. Teaching focuses on language implications of everyday life (housing, professions, media, etc.), on occupation, education and study, information assistance, exploration of the environment, contact and interaction, on mediation of intercultural competences and sensitisation for culturally different norms and values, on rights and obligations as well as on behavioural expectations.

## 2. For whom – Target group(s)

For accepted refugees with a perspective to stay in Germany, the youth integration Courses are compulsory in order to obtain social assistance and benefits. Young migrants (up to the age of 27) without social assistance are also accepted at own expenses.

## 3. Requirements and access

Access to courses occurs through Job Centres or through the Office for foreigners. Learners receive a list of education providers among which they can choose. Young refugees are especially attended to through the German social security code (SGBIII, §78) which defines specific groups of young people as in need of funding to enable them to start or complete a vocational training or promote their employment after vocational training.

## 4. Elements of good practice

The provider follows the Geneva Refugee Convention in its call to grant stronger protection of refugees or asylum seekers in Europe. It is a signatory of the charter of diversity and as an institution is committed to fighting against the discrimination of people based on their race, religion or place of origin. The providers' mission statement calls to demand the right for refugees to develop freely, to live in a self-determined way, to be integrated into society, to take personal responsibility and to participate actively in the development of society. It has developed guidelines of the refugee's assistance.

The provider advises young people, develops an individual integration plan with them and accompanies them through school, vocational training, and job and leisure time. Finding ones' place in society happens on a local level and this process is promoted by the civic projects of the organisation. Participants are provided with practical information during the courses about social and supportive services, educational and recreational opportunities, and other helpdesks in the city.

Strictly related to gender, the concept for the federal youth integration courses (BAMF, 2016) acknowledges potential differences and similarities in terms of gender relations and in relation to legal and social position of lesbians, gays, bisexuals,

transsexuals and intersex (LGBTI), e.g. concerning to same-sex realities of life. The youth integration courses as a federal programme are still in an experimental phase and evaluated by the Federal Agency for Migration and Refugees (BAMF). Because the failure rate for passing exams is quite high (50%) there is an ongoing debate amongst BAMF and providers on how to improve the course curriculum.

## 5. Perceived challenges

Since 2005, the integration programme is under competence of the Federal Ministry of Internal Affairs and treated as issue of relevance for internal security. This aspect has been criticized: it would be desirable if the programme was under the competence of the Federal Ministry of Education and Research or of the Ministry for Family Affairs. There are many financial opportunities through programmes targeting democracy development, active participation, or empowerment that cannot be applied to integration because the programmes are under the competencies of different Ministries.

The conceptualisation of active participatory citizenship (APC) within the Youth Integration Courses framework is focussed on education for getting a job. Education is deemed instrumental to enter the job market, either in the form of vocational education –Ausbildung, or high school diploma - Schulabschluss, or professional education – Berufsbildung

## 6. Testimonials

“In the orientation course, I learnt about the German constitution, my rights and duties and for example how to file a complaint. I translated the 300 questions that I needed to answer for the test into Arabic because I also wanted to understand them, but of course also to be able to pass the test.” (Learner in a course, level B1)



## 7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)