

Good Practice: DK GP1

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"Young Refugee Integration Programme"

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
Integration training + internship for immigrants	Municipal language centre + volunteering (Venligboerne)	Adult education, integration training for young refugees (between 18 to 25 years old, "level 1,5")	Local level	National with local variation in implementing the programme	Non-stop; ¼ model: 2-3 days of language learning /internship	State, municipality

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)

This good practice is an application of a national integration programme combining work and language training. The weekly programme of the 3/3 model integration programme (IGU) consists of three days of studies at the language centre and of two days at a workplace (internship). The young students' programme includes mathematics, IT, English and job/education directed activities alongside Danish language. The language centre has focused on encouraging students' authentic language use by inviting the volunteers (Venligeboerne) in the activities and allowing them to organise a language café at the school premises.

2. For whom – Target group(s)

The programme was tailored for young refugees (18-25) or family members to support them to get necessary skills for entering Danish labour market and further studies.

3. Requirements and access

Students are allotted to the integration programme as soon as they register at the municipality. The municipality caseworker receives information from the national immigration service about the persons that will be placed in the municipality. An individual integration plan ("contract") is made with each person. The refugees' placements in courses and the design of the integration contract are administered and monitored by the municipality office. Internships and placements in the language centre are negotiated by a municipality worker ("mentor") that works with the employers, the language centre and the students. The language centre has to accept new students non-stop.

4. Elements of good practice

Citizenship, language & APC goals:

Gaining basic Danish skills and knowledge about the society is necessary for the citizenship exam required to get a permanent residence status in Denmark. Learning about Danish citizenship is included in the curriculum, covering many aspects of citizenship from practical living matters, healthcare and education to duties and rights. A lot of time is spent in explaining the society's systems and its basis on participation, taking responsibility and being active. Teachers are also encouraged to empower the students and encourage them in pursuing their own goals.

Combining teaching & practical skills:

The emphasis on work-related Danish education is on preparing the learners for active participation in working life. The goal is to get them employed as soon as possible. For the most part internship and work was appreciated and the students had benefited from the experience.

Supportive services:

The counselling and mentoring services help the students with getting an internship and planning their further education. They are encouraged to become self-supported but during training and internships, they receive municipality allowance to cover their living costs. The allowance is tied to participation in classes and work.

The cooperation with the volunteers was perceived a success, strengthening the students' feeling of belonging and learning about their surroundings. The Venligeboerna volunteers organise a "language café" at the school premises but also help the learners in other ways.

Programme evaluation:

Government Agency (SIRI) conducts close monitoring. The municipality had follow-up discussion four times a year with each student and they had regular conversations with the teachers.

Gender & equality:

Gender equality is an active principle and practice in the Danish society, protected by legislation. The programme aimed to emphasise this principle.

5. Perceived challenges

The ideal of a self-supportive independent learner is sometimes conflicted by the regulations of the integration programme, e.g. sanctioning absenteeism by cutting allowances. The non-stop system is pedagogically challenging for the teacher and the learners. The efficient, but rigid way of implementing the programme often does not meet the refugees' skill levels. Young refugees fall between legislations when they still need other education alongside language training but are over the official school age. The educators and the volunteers were concerned of the obligation to seek work, which was applied to all, even to many traumatized refugees and people with insufficient language skills.

6. Testimonials

(translator:) "...his focus is on the Danish, but all is connected. When he's studying Danish, he's also studying [Danish] in math and in computer science, and all that. Danish is beneficial to those other subjects. And that he sees as a good thing. [And he sees] that the school gives you the foundation for the rest of your life in Denmark, [like for] social interactions. And all the places where language is used, that school is the foundation for that." (A learner from the programme)

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.)