

**PROM-PAR Project**

**Promoting migrants' democratic participation and integration**

Project No. **2019-1-IT02-KA204-063109**

**Intellectual Output:**  
**Desk research protocol**







Prepared by: European Information Centre, Bulgaria

*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

**PROM-PAR Project**

**Promoting migrants' democratic participation and integration**

**Partners**

	<b>Cooperativa sociale GLOCAL FACTORY</b>	<b>Italy</b>
	<b>EDEX – Educational Excellence Corporation Limited</b>	<b>Cyprus</b>
	<b>SYNTHESIS Center for Research and Education Limited</b>	<b>Cyprus</b>
	<b>University of Nicosia</b>	<b>Cyprus</b>
	<b>Centre for European Constitutional Law</b>	<b>Greece</b>
	<b>European Information Centre</b>	<b>Bulgaria</b>
	<b>Videnscenter for Integration</b>	<b>Denmark</b>

## DESK RESEARCH PROTOCOL

Country: Denmark

Partner conducting the research: VIFIN

Author/s of the research: Pernille Nygård Jørgensen (supervision by Anette Grunnet)

### FINDINGS:

#### **Historical outlines:**

Democratic education became an integral part of primary school in 1975. The schools should give the students democratic skills and provide them with confidence to learn and independence. Up to today, it has been a central part of the primary school to educate in self-reflection, participation, co-responsibility, rights and duties in a community with freedom and democracy. In the primary schools, they encourage students to relate critically to society. They learn to take responsibility for their own rights and duties in society. Thereby, the schools practice democracy in the process of teaching (Thejsen, 2009; The Ministry of Children and Education, 2020).

Since 1980, the influx of immigrants from non-western countries has increased significantly. Because of that, a lot has happened in terms of the integration-law. In 2007 the government decided that you need to pass a test about the Danish history and society, if you want a Danish citizenship (Christensen & Brunbech, 2012).

Over time, political discourses have changed in relation to which requirements the government sets for the immigrants. Today the focus is, on getting the refugee ready for the labour market as fast as possible – and be able to provide for themselves. At the beginning of the 20<sup>th</sup> century, there was a greater focus on civic education for the immigrants (The Ministry of Immigration and Integration, u.d.).

In 2011 the Ministry of Immigration and Integration and Danish School of Education published teaching material about civic education. In that context they defined citizenship and civic education. The definition gives an idea of, what civic education means in Denmark:

#### Citizenship:

- In Denmark we got two words for the English word *citizenship*. We can distinguish between citizenship as the legal membership ('*statsborgerskab*') and citizenship as the identity affinity ('*medborgerskab*'). In English, the concept of *citizenship* includes both of these aspects.

The aim with civic education is according to the Ministry and DPU :

- Engaging critically and constructively to the political institutions at local, regional, national and global level.
- Being able to act politically in dealing with other people in situations where a political way of acting is appropriate.
- Experiencing an affiliation with the political community that you are part of the country you live in and the society in which you live in (Hansbøl, 2011, pp. 11-12).

### **Legal framework of Civic Education teaching and training in the country:**

There are different legislations/regulations on refugees and asylum seekers in Denmark:

#### Asylum seekers:

Asylum seekers in Denmark are hosted in centres. Upon arrival asylum seekers are given an introductory course in basic Danish language and Danish culture and society. It will also give information about labour market, education and housing. While their case is being processed, they can also get some courses aimed at giving skills to aid integration, if they get permission to stay (or is sent back to their country of origin). This education is approximate 10 hours per week (Udlændingestyrelsen, 2019).

#### Refugees:

When they have received their status, they are placed in municipalities, who start them in their 'integration programme'. The integration programme is an individual programme aimed at getting the refugee to become self-supported within 1 year (if this doesn't happen, the programme can be extended (up to 5 years max)). The integration programme consists of Danish education (max. 15 hours a week) and work related

activities (min. 15 hours a week) (internships, skills development, etc.). The refugee receives an integration benefit during this period, but is required to take part in the activities.

The Danish Education is structured in three levels, depending on the previous educational level of the refugee - 'Danish Education 1, 2 and 3' (max. 15 hours/week). Each level has 6 modules. They are required to take part in this activity. Within a month upon their arrival, they will receive a referral to the relevant Danish Education offer. The municipalities is obliged to offer the course, but can decide which organization is responsible for the task (e.g. a private organization of the language school). The content of the Danish Education is learning the Danish language, but also to gain knowledge of culture and society in Denmark, including a basic introduction to the Danish labour market, educational offers and democracy. Both public and private institutions offer this course. The integration programme also consist of work related activities (internships, skills development, etc.). Public discourse is currently aimed at getting refugees into the labour market as quickly as possible (The Ministry of Immigration and Integration, 2019a).

Alongside this discourse, the amount of hours in class have been reduces over the years, meaning that there is less time to tackle other topics, than the ones that are deemed necessary to function in work and education.

As well as attending Danish Education, the refugee has to participate in job-oriented activities which they are referred to by the Jobcenter. This may be internships or job trainings and may include components of education/teaching. However this is highly aimed at integration into the job market.

To become a Danish citizen, you have to fulfil several requirements - for example pass an immigration exam. This exam is a test about several subjects about Denmark and the society, for example democracy, citizenship and culture. The refugee should also document, that he/she has shown active citizenship (1-year membership in an organisation or committee). Furthermore it is needed to have lived non-stop in Denmark for 9 years and to have permission to stay.

**Key actors:**

<b>Government institutions involved, policies implemented:</b>			
<b>Name</b>	<b>Website</b>	<b>Email</b>	<b>Telephone</b>
The Ministry of Immigration and Integration	<a href="https://uim.dk/">https://uim.dk/</a>	<a href="mailto:uim@uim.dk">uim@uim.dk</a>	+45 61 98 40 00
Jobcentre + municipalities	Each municipality has its own website.		
The Danish Language Centers	<a href="https://dedanskesprogcentre.dk/">https://dedanskesprogcentre.dk/</a>	<a href="mailto:formand@dedanskesprogcentre.dk">formand@dedanskesprogcentre.dk</a>	
CSV - Center for Special Education for young people and adults	<a href="https://csv.vejle.dk/">https://csv.vejle.dk/</a>	<a href="mailto:csv@vejle.dk">csv@vejle.dk</a>	+45 76 81 55 55
<b>Main private organizations working in the field:</b>			
Danish Red Cross	<a href="https://www.rodekors.dk/vores-arbejde/rode-kors-asyl/det-gor-vi/voksenundervisning-og-praktik">https://www.rodekors.dk/vores-arbejde/rode-kors-asyl/det-gor-vi/voksenundervisning-og-praktik</a>	<a href="mailto:info@rodekors.dk">info@rodekors.dk</a>	+45 35 25 92 00
Danish Refugee Consul	<a href="https://flygtning.dk/">https://flygtning.dk/</a>		+ 45 3373 5000
Lærdansk (Learning Danish)*	<a href="https://laerdansk.dk/">https://laerdansk.dk/</a>	<a href="mailto:gerhard.korbo@drc.dk">gerhard.korbo@drc.dk</a>	+ 45 60 29 94 52
CLAVIS*	<a href="https://www.clavis.org/">https://www.clavis.org/</a>	<a href="mailto:kontakt@clavis.org">kontakt@clavis.org</a>	+ 45 4173 8100
A2B*	<a href="https://www.a2b.dk/">https://www.a2b.dk/</a>	<a href="mailto:INFOA2B@A2B.DK">INFOA2B@A2B.DK</a>	+45 70 26 61 00
VIA University College	<a href="https://www.via.dk/uddannelser/forberedelseskursus/uddannelser-til-flygtninge-og-indvandrere">https://www.via.dk/uddannelser/forberedelseskursus/uddannelser-til-flygtninge-og-indvandrere</a>	<a href="mailto:via@via.dk">via@via.dk</a>	+45 87 55 00 00
AOF	<a href="https://aof.dk/aktiviteter/danskuddannelse">https://aof.dk/aktiviteter/danskuddannelse</a>	<a href="mailto:aofdk@aof.dk">aofdk@aof.dk</a>	
Danske HF&VUC	<a href="https://vuc.dk/">https://vuc.dk/</a>	<a href="mailto:vuc@vuc.dk">vuc@vuc.dk</a>	+ 45 33 32 32 00
<b>Authors/publishers of didactic materials in the country:</b>			

- |  |
|--|
| <ul style="list-style-type: none"><li>- The mentioned organizations are also developing their own didactic material.</li></ul> |
|--|

Note: \* Providers of the Danish Education 1, 2 and 3.

## **Teaching methodology for Civic Education (CE) training used in the country:**

### Formal education:

The priority for the government is getting the refugees into the labour market, so the formal and official educational offers are focused on the social- and cultural practice at work.

- Language classes/Danish Education:

- o Classroom trainings:

The classroom trainings generally takes place on either day-, evening - or weekend classes. It includes group- and individual work, blackboard teaching and verbal- and written work. The teacher can use online media, movies, etc., to make the training relevant (Danish courses for anybody, u.d.).

Center for Special Education for young people and adults (CSV) offers a class-based teaching, but occasionally the class takes on tour in the city, ex to visit a gym etc. They try to organize the course to each class. The teachings is thereby dynamic and seeks to create insight, ideas and self-development for every individual (CSV Vejle, n.d.).

- o Online courses:

It's possible to take the classes as an online individual course. The participant can take the course independently of time and place.

The teaching material is theme-oriented through news, music, video, texts and pictures. The teachers are also online and ready to give feedback on the assignments and they host web conferences to train the oral skills and pronunciation (Netdansk - Learn Danish Online, u.d.).

- Blended

It is possible to take a course, which mixes the class- and online trainings. The class training is focused on the verbal part of language education and the online teaching is focused on written/grammatical language (Blended, u.d.).

- Job-related activities:

- At the Integration Basic Education (IGU) they combine internship and teaching. The refugee alternates between being in class training and learning in practice. The main focus is to enroll the refugees to the labour market (The Ministry of Children and Education, u.d.).
- The Jobcentre offers clarifications of competences and guides the immigrant to a relevant business/industry. The center presents the different businesses/industries in a pamphlet. This gives the immigrant an idea of the Danish labor market and what it takes to be a part of a workplace (Labor Market and Recruitment Board, n.d.).
- Internships are used as a method to teach the immigrants about the culture on Danish workplaces.

Informal/nonformat education:

- Counselling/advisory offers

- The integration counsellors is an initiative from Vejle/Denmark. Every refugee family arriving to Vejle with children under 18, will be given a counsellor, which can help with an introduction to being a family/having children in Denmark. The counsellors work as mediators between the families and the life they meet in Denmark. There is a focus on developing competences in parenthood and give the children a good start, e.g.: Helping to get a structure for their everyday life, introducing the Danish school- and healthcare system, talk to the family about culture, integration and raising children.

The principle is help to self-help and the counsellor meets the



families though an acknowledging approach with respect and equality. It is always an individual effort based on the family (Jobcenter Vejle, 2019).

- Volunteer offers:
  - o Mentoring - Many NGOs offers mentoring, where a Dane becomes a friend for the refugee and/or the family of the refugee (ex. Danish Refugee Consul or Danish Red Cross).
  - o Other volunteer activities – Many offers of more social /cultural character exist in the volunteer sector where knowledge of civic education topics are mediated. However this is more by case to case depending on the needs of the individual and is not structured.

#### **Existing national tools for Civic Education (CE) training:**

- ***Books/manuals***

- *Learning material for the citizenship-test* – A book/manual about democracy and everyday life in Denmark (The Ministry of Foreign Affairs, Integration and Housing, 2016).
- *Democracy and active citizenship in language schools, didactic considerations and suggestions for the teaching progress* - Material for language teachers, about citizenship and democracy. It encourages didactic considerations on the teaching and suggests topics for the teaching (Hansbøl, 2011).
- *Teaching in culture and society (Citizenchip)* and *Teaching in culture and society (everydaylife)* - Catalog of educational material (Ministry of Refugees, Immigrants and Integration, 2007a; Ministry of Refugees, Immigrants and Integration, 2007b).

- ***Online resources***

- Preparation material for the immigration exam – A series of videos about Denmark and the society, among others culture, democracy, rights and the education system (The Ministry of Immigration and Integration, 2019b).

- Sundhedsdansk.dk – An online platform, that teaches about the health system, the norms in that setting and about your own health (Region Sjælland , n.d.).
- There is many online resources, which main focus is to teach the Danish language, these includes topics as Danish culture, but this is secondary.
- **Games**
  - Not many games for this matter exist. A few online game environments have been developed mostly related to either language learning or work integration:
    - *Hunt for Harald/Hunt for Europe*: First was a Danish platform developed for language learning using speech recognition. Hunt for Europe is a further development of this, broadening the platform to a European context (<https://www.huntforeurope.eu/>). Apart from language learning content, the game also includes cultural knowledge and behavior, introducing the user to the context and interactions.
    - *Work VR*: An online e-training platform for imparting work-related language and culture skills, coupled with an immersive Virtual Reality (<https://www.work-vr.eu/>).

### **Identified needs for Civic Education (CE) training of the target group in the country:**

#### Citizenship:

- The International Civic and Citizenship Education Study (ICCS) shows that Danish students from primary school, do well in tests about democratic education – the ethnic Danish students, as well as the students with an immigrant background. This means, that the Danish students have knowledge and skills in relation to various aspects of democracy, politics and society and being a citizen in local, national and international contexts (Bruun, Lieberkind, & Schunck, 2016, p. 19). However, the study indicates, that there is a big gap between Danish children and children of immigrants. The study conclude, that the gap indicates, that there are structural

differences in student groups that the school cannot abolish (Bruun, Lieberkind, & Schunck, 2016, p. 60).

#### Associations:

- Statistics shows, that about 79% of ethnic Danes are members of an association - for immigrants it's about 52%. There are about twice as many ethnic Danes who are members of political associations compared to immigrants – and it's the same for sports associations (The Ministry of Immigration and Integration, 2019c, pp. 8-10).
- A study suggests, that the immigrants wants to participate in sports associations, but the parents doesn't know how to sign up or about the norms in a sports club (Dahl & Jakobsen, 2005).
- Immigrants in Denmark, doesn't participate in association work as much as ethnic Danes – This indicates, that there can be obstacles for immigrants to become an active citizen of the society (Citizenship).

#### Democratic participation:

- Most immigrants supports the democratic governance (The Ministry of Foreign Affairs, Integration and Housing, 2016, p. 25). However in 2013, numbers shows, that 54,6% of the immigrants with Danish citizenship voted to the local election – the number for ethnic Danes were 75,8% (Bhatti, Dahlgaard, Hansen, & Hansen, 2013, p. 26).

This shows that it can be a challenge to get immigrants to actively participate in the Danish democracy.

#### **Other challenges and obstacles the target group faces during their social inclusion process in the country:**

#### **Other comments/remarks:**

#### LIST OF REFERENCES:

- Bhatti, Y., Dahlgard, J. O., Hansen, J. H., & Hansen, K. M. (2013). *Hvem stemte og hvem blev hjemme? - Valgdeltagelse ved kommunalvalget 19. november 2013. Beskrivende analyser af valgdeltagelsen baseret på registerdata*. Kbh.: Centre for Voting and Parties, Faculty of Social Sciences.
- Blended*. (n.d.). Retrieved from Lærdansk: <https://www.laerdansk.dk/kurser/laerdansk-online/blended/>
- Bruun, J., Lieberkind, J., & Schunck, H. B. (2016). *Unge, skole og demokrati - Hovedresultater af ICCS 2016*. Aarhus: Aarhus Universitets Forlag.
- Christensen, S. L., & Brunbech, P. Y. (2012, Apr.). *Historiekanon og indfødsret, efter 2005*. Retrieved from Danmarkshistorien.dk Aarhus Universitet: <https://danmarkshistorien.dk/leksikon-og-kilder/vis/materiale/historiekanon-og-indfoedsret/>
- CSV Vejle. (n.d.). Retrieved from <https://csv.vejle.dk/>
- Dahl, K. M., & Jakobsen, V. (2005). *Køn, etnicitet og barrierer for integration*. Kbh.: Socialforskningsinstituttet.
- Danish courses for anybody*. (n.d.). Retrieved from Lærdansk: <https://www.laerdansk.dk/en/courses/danish-courses-for-anybody/>
- Hansbøl, G. (2011). *Demokrati og aktivt medborgerskab på sprogskoler*. København: DPU.
- Jobcenter Vejle. (2019, Sep.). *Integration*. Retrieved from Vejle Kommune.
- Labor Market and Recruitment Board. (n.d.). *Branchepakker*. Retrieved from Jobnet: <https://info.jobnet.dk/Branchepakker/branchepakke-dansk/html5.html>
- Ministry of Refugees, Immigrants and Integration. (2007a). *Undervisning i kultur- og samfundsforhold - kommenteret materialekatalog til domænt Medborgerskab*. Ministry of Refugees, Immigrants and Integration.
- Ministry of Refugees, Immigrants and Integration. (2007b). *Undervisning i kultur- og samfundsforhold - Kommenteret materialekatalog til domænet Hverdagsliv*. Ministry of Refugees, Immigrants and Integration.
- Netdansk - Learn Danish Online*. (n.d.). Retrieved from Lærdansk: <https://laerdansk.dk/kurser/laerdansk-online/netdansk/>
- Region Sjælland . (n.d.). *Sundhedsdansk*. Retrieved from <https://sundhedsdansk.dk/>
- The Ministry of Children and Education. (2020, Jan 10). *Folkeskolens formål*. Retrieved from <https://www.uvm.dk/folkeskolen/folkeskolens-maal-love-og-regler/om-folkeskolen-og-folkeskolens-formaal/folkeskolens-formaal>
- The Ministry of Children and Education. (n.d.). *Integrationsgrunduddannelsen (IGU)*. Retrieved from Uddannelsesguiden: <https://www.ug.dk/uddannelser/andreerhvervsrettedeuddannelser/andreuddannelserforvo-ksne/andresaerligeuddannelser/integrationsgrunduddannelsen-igu>

The Ministry of Foreign Affairs, Integration and Housing. (2016). *Medborgerskab, ligebehandling og selvbestemmelse i Danmark 2016*. Kbh.

The Ministry of Immigration and Integration. (2019a). *Fakta om danskuddannelsen*. Retrieved from <https://uim.dk/arbejdsomrader/danskundervisning-og-prover-for-udlaendinge/danskuddannelse/fakta-om-danskuddannelse>

The Ministry of Immigration and Integration. (2019b). *Et liv i Danmark - undervisningsfilm til indvandringsprøven*. Retrieved from <https://uim.dk/arbejdsomrader/danskundervisning-og-prover-for-udlaendinge/prover/indvandringsproven/et-liv-i-danmark-undervisningsfilm-til-indvandringsproven>

The Ministry of Immigration and Integration. (2019c). *Medborgerskab 2019 - Notat nr. 1: Tillid og foreningsdeltagelse blandt nydanskere og personer med dansk oprindelse*.

The Ministry of Immigration and Integration. (n.d.). *Publikationer*. Retrieved from <https://uim.dk/arbejdsomrader/danskundervisning-og-prover-for-udlaendinge/viden-og-arrangementer/biblioteket-for-danskuddannelserne/publikationer>

The Ministry of Foreign Affairs, Integration and Housing. (2016). *Læremateriale til medborgerskabsprøven - demokrati og hverdagsliv i Danmark*. Kbh. .

Thejsen, T. (2009, Feb.). *Folkeskolens formålsparagraf gennem tiderne*. Retrieved from [www.Folkeskolen.dk](http://www.Folkeskolen.dk).

Udlændingestyrelsen. (2019, Aug.). *Asylansøgeres vilkår*. Retrieved from Ny i Danmark: <https://www.nyidanmark.dk/da/Du-venter-svar/Asyl/Asylans%C3%B8gernes-vilk%C3%A5r>

## FOCUS GROUP REPORT

Country: Denmark

Partner conducting the protocol: VIFIN

### FOCUS GROUP STAKEHOLDERS

Participants: 2 language teachers with many years of experience in the field, now working with special initiatives for refugee women with either trauma or other special needs. 1 working in the municipality with a project, where they advise on and grant access to sports activities in the municipality for socially at risk families. 1 participant working with an NGO who gives financial assistant to kids who want to join sports activities, if they cannot afford it themselves.

Furthermore data have been enriched (also for refugee interview) with interview data from a previous project on intercultural competences, where interviews were conducted in early 2019. This data in many cases supports the claims of the conclusions of the new interviews, and in some cases additional points from the previous research have been included (marked with a star \*), Link to the report of the project: <https://www.artemproject.org/study-focus-groups>

### *Main issues experienced:*

- *Lack of responsibility/initiative:* Sees a 'victim mentality' among many refugees – often because of the way the system treats them. They sometimes develop a mentality, where they expect things to be given to them by the system (e.g. support for children's sports activities). It is important to get them to take ownership and feel that they can be part of the society, can contribute with something and that the volunteer sector is important to take part in – they do not see the value of volunteer work, it is perceived as 'free labour'. It is critical to teach them, that there is a difference between 'can get' and 'must have'. Just because you can get benefits from the state, does not mean that you have to –and that there are many values behind the system.

- *Challenges for especially women:* because they are not used to being as visible in society, work and in activities, it takes very long time and effort to get them to change that mentality. Experiences that as professionals they need to work long and hard on preparing the women to be strong and meet the demands from the society. A good tool for that is using concrete examples from their own lives (e.g. tell how their own days are scheduled with getting up and getting kids ready, getting to work, teaching, preparing for next lessons, home, cooking, etc.,) in order to make them understand, how the life of a working woman in Denmark is structured.
- *Challenges in understanding the society:* the feeling from the teachers is, that many of the refugees in a way travel in time, culture and history, when they come to the new country. They use a lot the historical development of Vejle and Denmark, to illustrate the development we have gone through, and give perspective to the background the refugees come from. It creates an understanding of why we are as we are, and why it came to be like this (e.g. equality, labour market).

#### *Educational offers in civic education*

- *Own materials:* the teachers often make their own teaching material, often with the use of media, tv, etc. Makes it possible to relate things to the society and to something the refugees know.
- *Using society:* often takes refugees out on tours in the local community or do things. This can be a trip to a second hand shop, museums, the pharmacist, municipality, job center. This makes the basis for some good conversations. Also teaches every day event – like going swimming, to make the refugees comfortable with it.
- *Using success stories:* showing and finding refugees who have integrated before – to show them the good stories and that it is possible
- *Online materials:* some online tools with materials for the target group, e.g. sundhedsdansk.dk (health Danish), and online translation tools.
- *\* Lack of time in educational offers:* The reality of the language centres, where the normal educational offer in language for all refugees/migrants are done, means that less time and opportunity to work with culture, history, etc., because of

budget cuts and cuts in amount of hours. They still try to involve topics that can give insight into the Danish society, talk about urbanisation and the consequences it had and about the working class historically.

### *Missing information/materials*

- *Information about what it takes to be active in the volunteer sector.* Something that can outline the expectations for you as a volunteer, or even as a parent. Also information about how the volunteer sector is organised in Denmark – like that the football teacher is not paid, but a volunteer. That you can participate by baking a cake, or washing the uniforms.
- *Rights – for the ones who needs it:* A general understanding of the system (social security and help offers for being with fewer means), and an understanding of, when you are actually ‘in need’ of help. Many apply for (financial) help, even if they do not really need it. A more general introduction to the mentality, that because things are available, you do not have to use it. (Example of buffet manners: if there is a buffet meal, you only take what you can eat, in order to make sure there is enough for everyone – mentions examples where people have taken huge amounts of food and left most).
- *\*Critical thinking/engagement:* An important value that is essential to engage in the Danish society, and what is often expected from you as a citizen, is a democratic attitude and critical thinking ability. This can be different from what refugees are used to, if they come from a country where they haven’t had democratic elections or where system critique is not allowed.
- *\*Digitalisation:* It can be a challenge for many refugees that much of the communication with the public sector happens online. All communication/letters they get, they get in their personal digital inbox, and when they need to apply or register for things, it happens through online self-service platforms.
- *Work place culture:* How to behave in the work place – the culture, how to act in situations at work. Conflict resolution – how to handle conflicts. What do you say to each other instead of just being the loudest?



- *Economy*: generally information about the tax system, how it is organised. Also about savings, banking, budgets, etc.
- *Information about entrepreneurship*: needs step-by-step information that can guide them.
- *Sexual conduct*: information about intimate spheres/zones.
- *Sexuality*: LGBT+ environment
- *Divorce/being single*: for many, especially women, this is new situations – what to do, how to act, what is life as a single woman in Denmark.

*Methodology of material/requirements:*

- *Must cover a differentiated group*: refugees come with various background, from little to long education. Must start from beginner level.
- *Self explanatory*: there is a need for materials the refugees can sit and work with themselves. Can also be used in a class situation, where some might need to sit with his/her own tasks.
- *Mixed format*: videos, exercises, etc.
- *Easy*: shouldn't require advanced IT skills. Ipad/mobile friendly.
- *Must be participative and interactive*: must involve the user.
- *Broad*: should cover a wide specter of topics.

**FOCUS GROUP ASYLUM SEEKERS AND BENEFICIARIES OF INTERNATIONAL PROTECTION**

*Participants: Woman, Israeli background – married to a half Dane/half Israeli man. Woman, Lebanese, married to Dane with Lebanese origin. Man, Nigeria, came as migrant.*

*Current information finding:*

- *Internet*: typically used to find information and offers in the city. Requires quite good level of language. Facebook groups exist (often among nationalities), where information is shared.
- *Network and friends*: a lot of information is given by people in their own network. Often information about the system and rules are also transmitted through them

this way. Example of having paid too much for kindergarten, where no one told them they paid too much. *“Everything works in the system, but only if you know your rights”*. The feeling is that they learn as they go along – you have to experience things to learn your rights, and you have to ask a lot of questions, because it doesn’t come automatically.<sup>1</sup>

- *Family*: for those who have Danish husband or families, they get information from here. Can help with explaining society in a way where it is put in relation to their own (Arabic) traditions.
- *\*Volunteer offers*: Some have experience with volunteer organisations who have helped them integrate, by giving information and explaining the society – also ended up with becoming a social relation/friendship.

*Important in order to integrate:*

- *Friends*: very important as someone you can ask questions about Danish culture and society. Makes you feel more integrated, also more than work does.
- *Work*: important in order to be a part of society.
- *Volunteer work*: Important to be part of society – gives an insight to society.
- *Language*

*Connections to society:*

- *Difficult to find friends*: you need to be proactive and search. One met some people through a church; one met her neighbor through the children. You need to start the conversation, but if you do, you make friends with Danes quite easily.
- *Important to mingle*: you need to go out to events and get in touch with Danish people. That’s also how you learn how to behave. When you have a conversation with Danes, and you share cultures (so the Danes also learn about your culture), it makes it easier to understand each other.

*Need for knowledge:*

- *System/municipality*

---

<sup>1</sup> Note, that we often hear from professionals, that knowledge travels through the networks and friends – but often misinformation also travels this way!

- *Political system*
- *Danes behavior:* Information about how the Danes are as people – they might seem closed, but they just interact in a different way. So you need to learn the social codes.
- *Places to meet people*
- *Culture, music, literature:* as it is now, it is difficult to find information on, and it would be good in order to understand society.
- *School system/way of raising children in schools:* can be difficult to understand when coming from outside (e.g. why they do not get homework).
- *Law:* changes all the time.
- *\*Secularity:* That religion plays a much smaller role in Denmark. Has no role in politics.

*Barriers to participate:*

- *Outsider:* might always feel a little bit like an outsider with 2 cultures. Difficult to know what to keep from your own culture and what to adopt from the Danish.

**PROM-PAR Project**

**Promoting migrants' democratic participation and integration**

Project No. **2019-1-IT02-KA204-063109**

Intellectual Output:

**TEMPLATE**  
**FOR GOOD PRACTICES**  
**FOR CIVIC EDUCATION COURSES**

Prepared by: European Information Centre, Bulgaria



*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

**PROM-PAR Project**

**Promoting migrants' democratic participation and integration**

Project No. **2019-1-IT02-KA204-063109**

Partners

	Cooperativa sociale GLOCAL FACTORY	Italy
	EDEX – Educational Excellence Corporation Limited	Cyprus
	SYNTHESIS Center for Research and Education Limited	Cyprus
	University of Nicosia	Cyprus
	Centre for European Constitutional Law	Greece
	European Information Centre	Bulgaria
	Videnscenter for Integration	Denmark

Name / Project title	FIF - Preparatory courses for immigrants and refugees
Lead organisation	VIA University Collage
Country / Countries	Denmark
Website	<a href="https://www.via.dk/uddannelser/forberedelseskurser/uddannelser-til-flygtninge-og-indvandrere">https://www.via.dk/uddannelser/forberedelseskurser/uddannelser-til-flygtninge-og-indvandrere</a>
Language(s)	Danish
Abstract	<p>Duration - 1 year</p> <p>Age – over 18 years</p> <p>Location – 4 different locations in Denmark</p> <p>Content - teaching in Danish language and study skills, the Danish labor market and workplace culture, Danish culture and social conditions, communication, collaboration and creative forms of expression. Information of educational institutions regarding some different professions such as teacher, nurse, building constructor, social worker etc. is included in the course as well as professional-oriented study internship.</p> <p>The courses prepare the student to their future life in Denmark regarding educational desire and choices in the professional field.</p> <p>Students talks about the “good practise” on the educations website: <a href="https://www.via.dk/uddannelser/forberedelseskurser/uddannelser-til-flygtninge-og-indvandrere/holstebro">https://www.via.dk/uddannelser/forberedelseskurser/uddannelser-til-flygtninge-og-indvandrere/holstebro</a></p>
Objectives	“The aim of the course is that the student obtains general study skills, clarification regarding educational desire and sufficient linguistic, cultural and scientific background to be able to apply for admission to one of VIA's professional programs.”

Target group(s)	Immigrants and refugees over 18 years, who speaks Danish equivalent to level 2.
Professionals involved	Education and internship teachers, administrative workers
Civic skills and topics	<p>Civic education is:</p> <ul style="list-style-type: none"> <li>- Integrated in the course</li> <li>- Citizenship relevant training</li> <li>- Provide knowledge about workplace culture, Danish culture and social conditions</li> <li>- Provide knowledge about how to learn in a Danish system, be independent in the study and be able to collaborate with others</li> <li>- Provide knowledge about educational institutions regarding some different professions as a teacher, nurse, building constructor etc. communication, collaboration and creative forms of expression</li> <li>- Provide knowledge about work-conditions regarding different professions</li> <li>- Provide knowledge about how to communicate, collaborate with others and how to use creative forms of expression</li> <li>- Can help with clarifying study choices</li> <li>- Can lead to self-efficacy and self-confidence in studying in Denmark</li> <li>- Can lead to autonomy regarding future live in Denmark</li> </ul>
Main activities	lectures, team teaching, project work, study group work, self-study, professional-oriented study internship
Resources and materials	VIA Bibliotek – a library system on: <a href="https://www.bibliotekerne.via.dk/">https://www.bibliotekerne.via.dk/</a>

	VIA Center for Undervisningsmidler (VIA Center for Educational Resources) on: <a href="https://cfu.via.dk/">https://cfu.via.dk/</a> (Studentervæksthus student growth-house) on: <a href="https://www.via.dk/samarbejde/via-studentervæksthuse">https://www.via.dk/samarbejde/via-studentervæksthuse</a>
Evaluation	Not found
Potential for development/multiplication	Good – the format is fairly replicable
Additional information	-

It is difficult to find examples of civic education in Denmark, that are tested and evaluated, since much of the teaching of the topics are embedded in other offers. We include as our second example therefor extract of a publication made by the (then) ministry of refugees, migrants and integration, and the pedagogical university of Denmark, containing examples of teaching programmes for language centers aimed at democracy and active citizenship. We are unaware if these have been tested and with which results, but the fact that they are coming from central actors, we judge them to be valid.

Name / Project title	How to act out democracy in theory and practice
Lead organisation	Formulated by Language Center Skive
Country / Countries	Denmark
Website	<a href="https://uim.dk/publikationer/demokrati-og-aktivt-medborgerskab-pa-sprogskoler">https://uim.dk/publikationer/demokrati-og-aktivt-medborgerskab-pa-sprogskoler</a>
Language(s)	Danish
Abstract	The students are given a fictional amount of money to host an event to create understanding about the democratic fundament of the Danish society. As a group they must come to agreement on and work out a plan for the event and the content of it.  The knowledge they get is about:



	<ul style="list-style-type: none"> <li>- how the democracy is build (including the constitution, governance (municipalities, state, regions, etc.,)associations (how they work, are built, their function))</li> <li>- The 'playbook' of democracy</li> <li>- Democratic upbringing (in the family, in the institutions, in the media).</li> </ul>
Objectives	The course/exercise is meant to give the students an insight into democratic actions. They should reflect upon what is the foundation of the Danish democracy.
Target group(s)	Students at language centers – newcomers to denmark
Professionals involved	Teachers
Civic skills and topics	Democracy, democratic rights and competences, collaborative skills.
Main activities	<p>Introduction to concepts, discussions, reading, roleplays</p> <p>Working on the theme: Brainstorm on the topic Groupwork where they plan the event and argue for why.</p> <p>Could participate in a city council meeting to bring the theme into practice.</p>
Resources and materials	<p>Different videos:</p> <p><a href="https://www.ft.dk/da/undervisning/undervisningsfilm">https://www.ft.dk/da/undervisning/undervisningsfilm</a></p> <p>Reading materials:</p> <p><a href="https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;ved=2ahUKEwiilNOurLnAhVDy6QKHa9EDpQQFjAAegQIAhAB&amp;url=https%3A%2F%2Ffaecher.lernnetz.de%2Ffaecherportal%2Findex.php%3FDownloadID%3D902&amp;usg=AOvVaw0z3DPzu43Xuh7fP5-j7WVe">https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=1&amp;ved=2ahUKEwiilNOurLnAhVDy6QKHa9EDpQQFjAAegQIAhAB&amp;url=https%3A%2F%2Ffaecher.lernnetz.de%2Ffaecherportal%2Findex.php%3FDownloadID%3D902&amp;usg=AOvVaw0z3DPzu43Xuh7fP5-j7WVe</a> (available in other languages)</p>
Evaluation	N/A

Potential for development/multiplication	The method (and the other methods in the publication) are easily adopted and used.
Additional information	