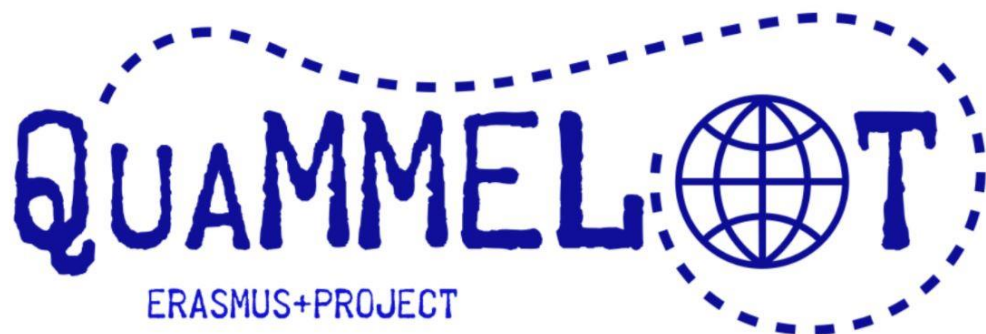




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”How can the QuaMMELoT project improve integration of foreign minors in Denmark?”

# Vejle Municipality

## in numbers

- The sixth biggest municipality in Denmark and the “capital-city” of the South Region of Denmark
- About 114.000 citizens in Vejle Municipality → the number is growing
- 15.900 of these are children and young people in the school-age (6-16 years old)
- 28 public schools



# Overview

- The Danish refugee context
- The QuaMMELOT activities in Denmark
- Needs analysis from teachers
- Strength of the project: Example of activity in Vejle
- Challenges
- Relevance and potentials in a Danish context

# Numbers and figures:

## Overall figures for asylum seekers in Denmark 2013-2019 (30.11.19)

Numbers/year	2013	2014	2015	2016	2017	2018	2019 (by 30.11.19)
Numbers of Asylum seekers	7.557	14.792	21.316	6.266	3.500	3.559	2.471
Numbers of residence permission granted	3.889	6.104	10.849	7.493	2.750	1.652	1.615

Top 3 - nationality of applicants in 2019:

- 1) 465 Syrians
- 2) 434 Eritreans
- 3) 187 stateless

Source: "Seneste tal på udlændingeområdet 30.11.19", The Ministry of Immigration and Integration, Denmark

# Numbers and figures:

## Overall figures of unaccompanied minors in Denmark

Numbers/year	2013	2014	2015	2016	2017	2018	2019 (by 30.11.19)
Numbers of Asylum seekers	354	818	2.144	1.184	462	243	200

Top 3, nationality of applicants in 2019:

- 1) 76 Moroccans
- 2) 28 Afghans
- 3) 26 Syrians

# New law - Law 140 – The “Paradigm Shift” in Danish immigration

- (Approved by the Parliament in February 2019)
- “Asylum seeker regardless of status as well as people granted family reunification will only have their status renewed if not doing so would constitute a clear violation of Denmark’s obligations under international law”.
- Rephrased and changed focus from *integration* to *repatriation* of refugees and asylum seekers (e.g. in the Immigration, Integration and Repatriation Laws).
- Protection is given for a temporary stay (reconsidered every 1-2 years)
- The attachment to Denmark e.g. language skills and educations are not valid criterias for the renewal of their residence permit
- Easier to repatriate (with greater financial support)
- Makes it more difficult for refugees to integrate, to thrive and for professionals to support the refugees.

– ECRE (<https://www.ecre.org/denmark-paradigm-shift-takes-race-to-the-bottom-to-a-new-low/>)

# Integration of unaccompanied minors

- The child is assigned to a municipality
- The municipality has the responsibility to find:
  - Accommodation
  - A temporary adult/parent of custody
  - Support the child financially
  - Make sure that the child begins his or her basic education

# Basic education of newly arrived migrant pupils

Different procedures in Danish Primary School:

- Reception classes, maximum 2 years before inclusion in normal class (max. 15-18 pupils in each class), restrictions on class-level →5 levels
- Reception teams and inclusion in different subjects in normal class (max. 7 pupils in each team, no restriction on class-level)
- Directly included in a normal class and few hours of basic education every week



# The Quammelot project participants

10 teachers working with primary school education

- Teaching regular classes incl. newly arrived migrant pupils
- "Bilingual teachers" - Teachers with a special task concerning teaching Danish as a second language
- Working in Vejle, Odder and Aarhus Municipality

# From focus-group interviews with teachers (2018)

Conclusion: The teachers found a need for:

- **Better involvement of families** (*Challenges: cultural differences and difficulties to communicate*)
- **Better cultural understanding** (*Challenge: to gain authority*)
- **Differentiation** (*Challenge: to find relevant materials*)
- **The native language** (*Challenge: prejudice about speaking and using the mother tongue as a resource in class*)

# Strength of the project

- The possibility to combine the modules and a flexibility to address the local context in the materials

Example: Class on making CV presentation videos

# CV – workshop

- Combining module 2 (self-presentation) and module 8 (digital creativity) in CV videos

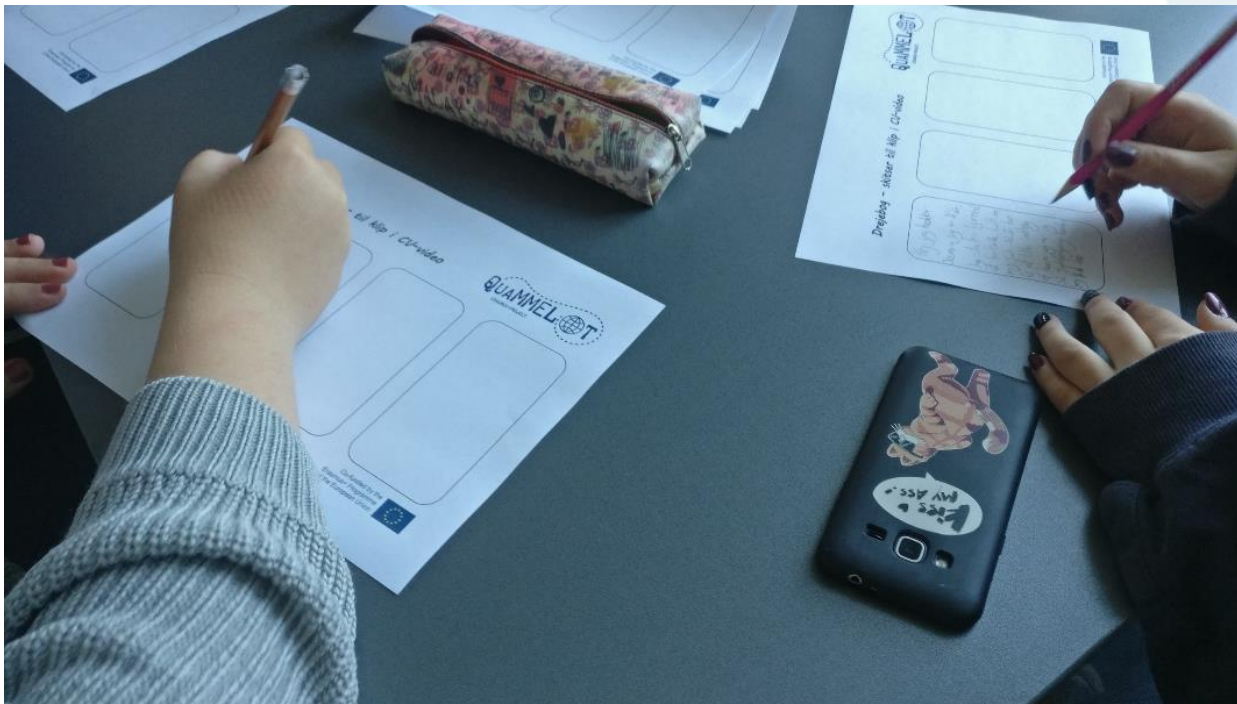


# Facts

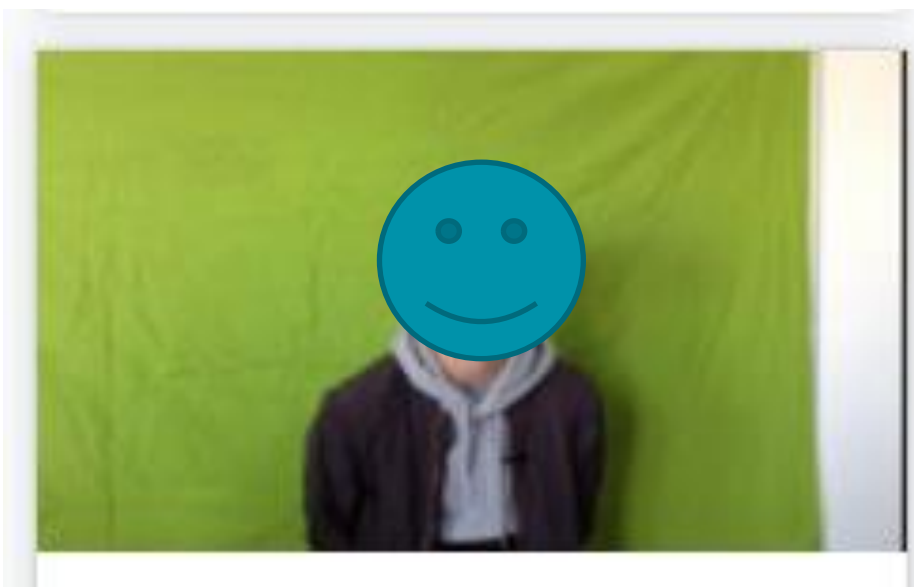
- 10<sup>th</sup> grade – 15-16 year old pupils in a mixed class (migrant and native students)
- Three teachers (two class teachers and one bilingual teacher)
- 2 sessions of 2 and 3 hours
- Demonstration of videos at Campus Vejle (secondary school)



# The pupils wrote/drew their personal presentations at a storyline



Then they filmed each other and worked with apps such as Green Screen by Do Ink



# Experiences

- The pupils felt proud to present their videos for a consultant at Campus Vejle
- The exercise was a good challenge for all pupils across ethnical backgrounds
- Good for combining and identifying skills



# Some challenges in recruiting teachers

- Financial pressure at the schools
- Less/no extra time for preparation of class
- Difficult to do self study in a busy work day

# Relevance and potential of the QuaMMELOT project in Denmark

- Sharing of materials and experiences among teachers about inclusion of minor refugees in regular class is very relevant
  - Especially in the topics of culture understanding, cooperation with families and using the native language as a resource
- Open platform with materials and forum for exchange
  - Short and easy to access materials
  - Activities and materials that are easy to apply in different teaching settings (flexible and can be combined with other topics)
- Relevant not only for inclusion of newly arrived refugee children, but also migrant children – even 2nd generation, and native Danish children.

# Thank you!

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