



Self-employment for migrants and refugees in Denmark
State-of-the-art

SELF-EMP

Self-employment for migrants and refugees with low literacy skills

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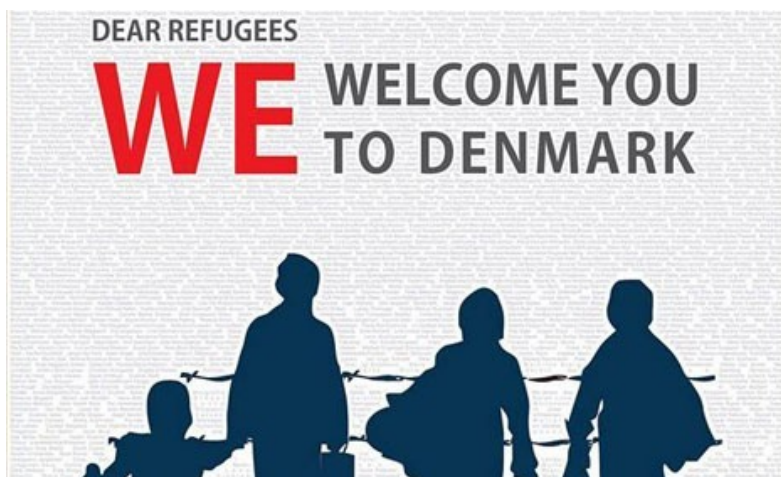


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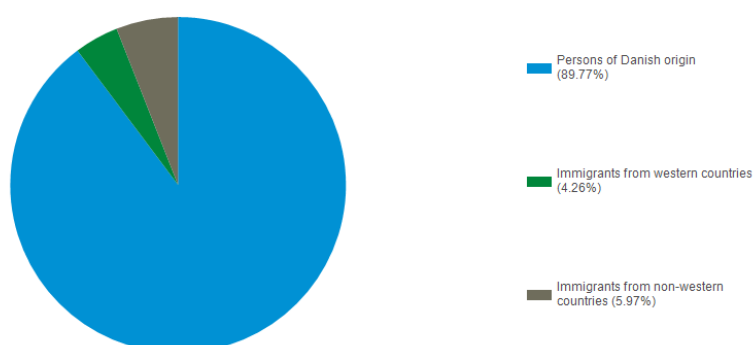
1. Short Introduction: General situation of the migrants and refugees in Denmark



The UN Refugee Convention was approved in 1951. Denmark was the first state to ratify the treaty. Today 144 countries have signed the convention. Through the ages Denmark has received many immigrants, migrants, and refugees from other cultures. Each historical period has had its particular societal, cultural and economic circumstances. It is not new for Denmark to receive a larger number of refugees, but to handle a sudden and unexpected migration has been a challenge to society.

As of January 1, 2017, out of a total population of 5,577,778 there were 237,707 immigrants from western countries and 332,874 from non-western countries.¹

Population at the first day of the quarter
Region: All Denmark | Time: 1. qtr. 2017 | Ancestry



Source: Statistics Denmark

Immigrants have come in waves as migrants or refugees. In the sixties and seventies many migrant labourers were head-hunted to come to Denmark as "guest-workers", since

¹ statistikbanken.dk, visited on February 15, 2017.

the manufacturing economy expanded and the demand for workers increased. Many families from Turkey, former Yugoslavia, and Pakistan came as migrants during this period. The second wave of labour migration came as a consequence of the Enlargement of the European Union in 2004, granting free movement to every EU citizen. Many migrants came from Poland, Romania, Bulgaria, and from the Baltic States finding manufacturing jobs in the booming economy.

Another major group of migrants have crossed borders from Germany under the European rule of free movement. Many of them have started up tourist companies on the West Coast of Denmark.

The first major wave of refugees, granted political asylum in Denmark in conjunction with the Geneva Conventions started in 2008. Refugees have been primarily Iraqis, Palestinians, Bosnians, Iranians, and Somalians.

In 2015 Denmark received 21,316 applications for asylum. 10,849 applications were approved in 2015. The greatest number of asylum seekers came from Syria, Iran, Eritrea, and Afghanistan.

Among unaccompanied minors, Afghans and Syrians were the two largest groups of nationalities. In addition, Denmark had received 16,017 applications for family reunification during in 2015, making the total number of asylum seekers more than 37,000.

Following further restriction in immigration policy in Denmark and in neighbouring countries, Sweden and Germany, including Danish border controls at the German border, and Swedish border controls and severe reduction of allowances, the number of refugees seeking asylum dropped to 6,235.

The following chart provides the most recent figures of people granted a residence permit in 2016:²

A. Refugees: 7,494

B. Family reunification: 8,145

E. Migrants, workers, researchers, people with greencard: 12,908

F. Students: 14,295

G. Migrants from EU/EEA: 37,200

² https://www.nyidanmark.dk/NR/rdonlyres/E3C50EA0-BD36-4DDD-9C8D-7AAF44DE1F12/0/seneste_tal_udlaendingeomraadet.pdf, visited on February 20, 2017

Tabel 1: Overblik over alle meddelte opholdstilladelser mv.

Kategori	Periode	I alt 2015	2016												2016 i alt pr. 31.12.2016
			jan	feb	mar	apr	maj	jun	jul	aug	sep	okt	nov	dec	
Asyl mv. (A)		10.849	887	451	497	761	990	914	835	540	325	406	442	446	7.494
Flygtningestatus *		10.783	876	449	493	758	990	913	835	534	313	402	440	442	7.445
Andet grundlag, herunder humanitære opholdstilladelser		66	11	2	4	3	0	1	0	6	12	4	2	4	49
Familiesammenføring mv. (B)		12.138	698	879	603	550	721	602	732	1.026	530	617	838	349	8.145
Familiesammenføring		11.645	664	854	582	526	685	554	683	939	478	598	794	322	7.679
- heraf ægtefæller/faste samlevende		5.233	295	412	283	283	356	294	356	395	267	303	382	200	3.826
Øvrige opholdssager (bl.a. adoptioner)		493	34	25	21	24	36	48	49	87	52	19	44	27	466
Erhverv (E)		11.682	852	924	1.113	1.210	992	960	1.201	1.218	1.436	1.075	1.066	861	12.908
- heraf fast-track, beløbsordningen, positivlisten og forskere og undervisere		4.733	374	385	493	430	443	415	537	579	581	432	417	430	5.516
- heraf greencard og etableringskort		1.469	94	62	104	98	72	98	106	125	145	124	71	50	1.149
Studie mv. (F)		12.658	1.315	1.623	494	532	824	1.275	1.493	1.829	2.098	759	1.060	993	14.295
- heraf uddannelse inkl. PhD-uddannelse		8.246	977	1.308	107	135	385	744	994	1.387	1.611	291	637	618	9.194
- heraf au pair		1.624	101	107	109	82	139	148	125	73	90	117	146	112	1.349
- heraf praktikanter		1.058	33	61	119	101	97	141	91	161	157	132	93	86	1.272
EU/EØS (G)		37.366	2.480	3.333	2.712	2.484	2.152	2.499	2.381	5.085	7.081	3.114	2.427	1.452	37.200
- heraf lønarbejde		18.066	1.370	1.374	1.588	1.758	1.528	1.783	1.473	1.574	1.580	1.611	1.488	911	18.038
- heraf uddannelse		10.121	409	1.269	379	79	36	25	36	2.274	4.517	654	193	56	9.927
- heraf til personer med tilstrækkelige midler		4.611	337	380	411	328	256	353	414	576	566	421	379	242	4.663
I alt (A+B+E+F+G)		84.693	6.232	7.210	5.419	5.537	5.679	6.250	6.642	9.698	11.470	5.971	5.833	4.101	80.042

* Inkl. 580 kvote-
tilladelser meddelt i
2015 og 851
perioden 1. januar til
og med 31.
december 2016.

Note: Permanent ophold og Visum (afsnit (C) og afsnit (D)) indgår ikke på oversigtssiden.

2. Integration policy Denmark

Immigration has become a political issue since the 1990s. Since 2002 the right-wing populist party, Danish People's Party has demanded stricter limitations to Denmark's refugee and family reunification policies.³ Their social policy is similar to that of the Social Democratic Party, but they are spreading fear against foreigners, especially Muslims, but also the EU, and they are promoting "Danishness". Following the terrorists attacks in Europe and the huge waves of refugees in 2015 they have grown from an outsider party to the next largest party in parliament with 21.1% of all votes in the 2015 elections. They support the liberal and conservative parties, who have formed minority coalitions from 2001 - 2011, and again from 2015. Thus, although they have been an outsider party for many years and have never been in a governmental coalition, the impact of the Danish People's Party on the Danish immigration policy has been considerable and on other political parties.

The first controversial law regulating family regulation required spouses to be 24 years of age. The law was made to prevent marriages because of economic reasons and child marriages, but many Danish natives were affected by this law and had to seek residence in Sweden and Germany, if they wanted to live together or get married with a non-EU citizen under 24. Furthermore, language tests and cultural nationality tests were introduced as a condition to obtain nationality and applicants had to demonstrate that they were attached to Danish culture through voluntary services in local associations.

³ "Immigration and integration policies in Denmark and selected countries, published by the Think Tank on Integration in Denmark", 2004, p. 6

Overview of immigration policies⁴

Schedule 1: Immigration policies in Denmark and selected countries								
Colour marking shows whether the country's Immigration policy is:		Stricter than in Denmark		More or less like in DK		More relaxed than in DK		
	Denmark	Sweden	NL	Germany	Italy	GB	Canada	Finland
Family reunification possible for:								
Groups of persons eligible for family reunification	Spouse/cohabitant Minor children	Like in DK + wider group in special cases	Like in DK + parents in special cases	Like in DK	Like in DK + parents in special cases	Like in DK + wider group in special cases	Like in DK + wider group in special cases	Like in DK + wider group in special cases
Required age for reunification with spouse	Both spouses 24 years	Both spouses 18 years	Both spouses 18 years	No require- ments	No require- ments	18 and 16 years re- spectively	18 and 16 years re- spectively	No require- ments
Condition of ties at family reunification	Yes	No	No	No	No	No	No	Yes
Age limits for children at family reunification	Under 18 years	Under 18 yrs	Under 18 yrs	Under 16 yrs	Under 18 yrs	Under 18 yrs	Under 22 yrs	Under 18 yrs
Financial requirement at family reunification	7-year maintenance requirement Bank guarantee Self-support for 1 year	No require- ments	Maintenance requirement	Maintenance requirement	Maintenance requirement	2-year main- tenance re- quirement	Maintenance requirement of at least 3 years	Maintenance requirement
Required period of residence for permanent residence for immigrants	7 years, for well integrated 5 years	Some at once, others 2 years	3-5 years	Some at once, others 5-8 years	Some at once, others 5 years	Some at once, others 2-6 years	At once	2 years
Conditions for obtaining nationality:								
General right to dual nationality	No	Yes	Yes	No	No	Yes	Yes	Yes
Generally required length of residence period	9 years	5 years	5 years	8 years	10 years	5 years	3 years	6 years
Requirements of language skills and cultural and social understanding	Yes	No	Yes	Yes	No	Yes	Yes	Yes

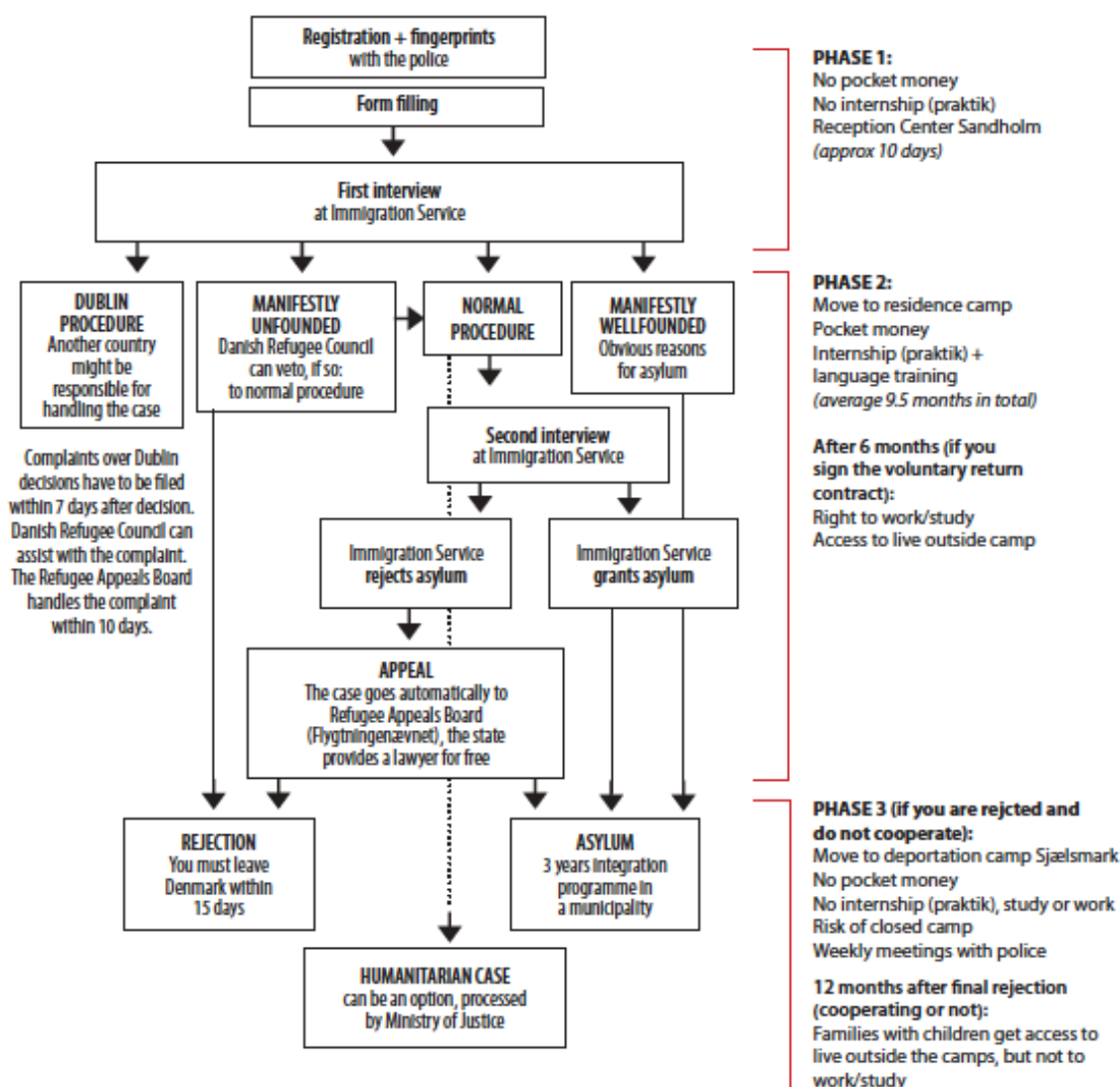
Some other EU countries followed some of the severe immigration procedures in Denmark, especially the much debated cultural tests and the required lengths of residence periods to obtain citizenship.

The asylum procedure is very complex and long, which is frustrating for many refugees. There are four different procedures, split into three phases, and there are always individual differences between the cases, affecting the waiting time and the process. There are many voluntary organisations providing information and assistance to refugees. Detailed information about the asylum procedure can be found on <http://www.refugees.dk>. A chart is provided below.

Once the Immigration Services have granted asylum, refugees are assigned to Danish municipalities, where they participate in a three-year integration programme.

⁴ Immigration and integration policies in Denmark and selected countries, The Think Tank on Integration, Ministry of Refugee, Immigration and Integration, Copenhagen, 2004, p. 7

THE ASYLUM PROCEDURE IN DENMARK



While the national immigration regulations are quite severe and considered as inhumane, many municipalities welcome refugees, especially in the more rural areas of Denmark in Jutland and West-Zealand. The municipalities see more chances than threats with the streams of new citizens. Schools and local shops in the process of closing down, have now new chances of staying open and developing with migrants and refugee families moving in, and skilled employees are needed to ensure a sustainable growth. Some municipalities also start to see the potential of promoting entrepreneurship for refugees. Here in the municipalities the project Self-Employment for Refugees and Migrants will become very important and make an impact, empowering the target group without jobs to become entrepreneurs.

3. Integration education



"Make refugees a resource, and not a burden, for our society", this is what the Danish Prime Minister from the liberal-conservative government said, when they launched a new integration education programme called IGU (Integrationsgrunduddannelsen) in March 2016.⁵

Refugees and family reunified refugees from the age of 18 and below the age of 40 can start this education, when they have had a registered address in Denmark in the last five years.

This trial programme intends to qualify refugees to work and acquire skills to become ready for the labor market and at the same time they can have a job or internship in a company with a wage and/or receive training with allowances, as in the existing 2-year basic vocational training system.

The IGU programme supplements other forms of internships, flexible jobs with allowances from the job centres, and vocational training.⁶

⁵ <http://www.thelocal.dk/20160318/denmark-has-new-plan-to-get-refugees-into-work>, visited on February 20, 2017

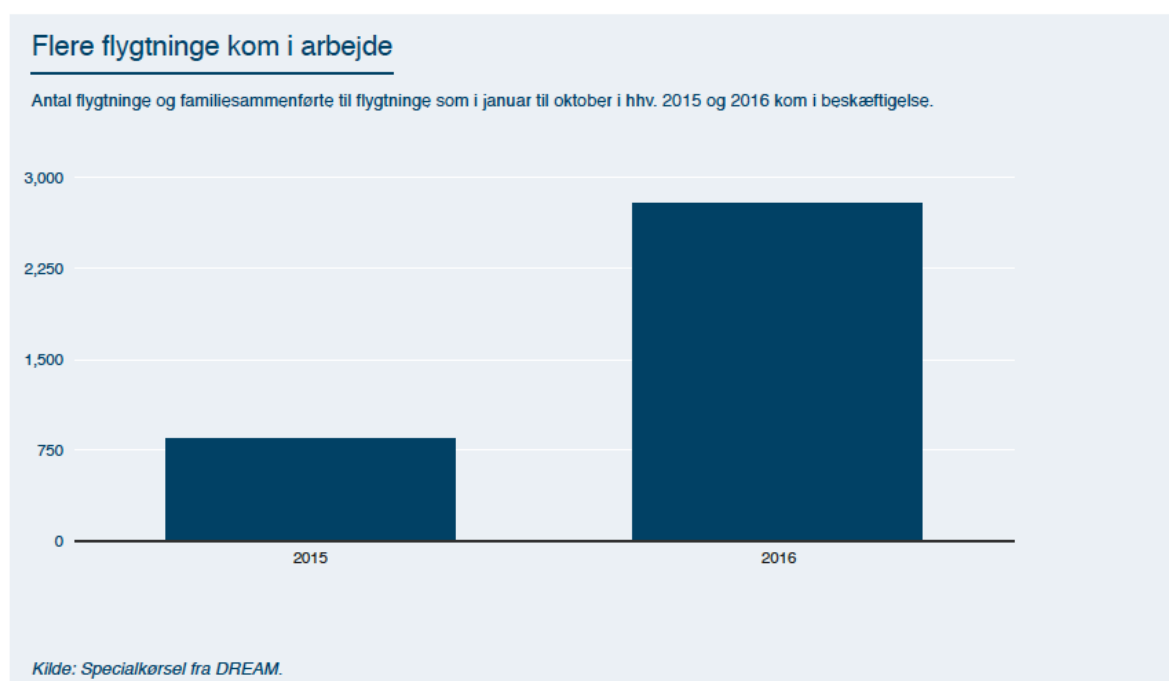
⁶ <http://uim.dk/arbejdsomrader/Integration/integrationsgrunduddannelsen/integrationsgrunduddannelsen-igu>

The IGU agreement was launched together with the government, the Danish union and business representatives on March 17, 2016 and has proved successful, integrating more refugees into the labour market. Companies who hire refugees under the IGU scheme can qualify for a financial bonus of up to 40,000 kroner if the refugees are employed for two years.

Whereas only 850 refugees were employed in 2015, three times as many refugees found employment in 2016. The IGU model has been considered by many other EU countries as best practice.

The figure below shows the number of refugees, who found a job in 2015 and 2016.⁷

Det viser beregninger Agenda har foretaget på baggrund af tal fra Beskæftigelsesministeriets forløbsdatabase DREAM.



This is still not sufficient, since only 12% of refugees have been in employment in 2016 and a job is key to integration. A 2015 analysis from the Confederation of Danish Employers (Dansk Arbejdsgiverforening) showed that three out of four refugees who came to Denmark in the early 2000s were jobless ten years later.⁸

⁷ Agenda, Newsletter published by the Danish Federation of Employer, February 12, 2017

⁸

Labour Unions have expressed concern about the IGU agreement, since the refugees, who work under the scheme are low-paid at the level of apprentices to do real jobs.

The municipalities are responsible for implementing the IGU programme as well as Danish language courses and other integration measures. National funds for innovative integration approaches are available. Many voluntary organisations - many of them supported by the municipalities - provide support and mentoring to newly arrived refugees.

Some municipalities operate their own language centres, others subcontract the delivery of language courses and IGU measures. One of the biggest organisation to offer language courses for municipalities is operated by the Danish Refugee Centre. Furthermore, many regional university colleges offer Danish courses for the municipalities.

Municipalities and language/IGU schools will be the major cooperation partners in the Self-Employment project.

4. Entrepreneurial education offers

Entrepreneurial learning in primary and secondary education and in vocational education has been actively promoted in Denmark in the last decade.

The Danish Foundation for Entrepreneurship was established in 2010 by an inter-ministrial partnership with four ministries, as the national knowledge centre and focal point for the development of entrepreneurship teaching at all educational levels. Their motto is "entrepreneurship from ABC to PhD" and they want to ensure that the ability to be innovative becomes a fundamental element at all education levels from primary school to PhD. In all school forms there is some kind of entrepreneurship training and the Foundation offers annual competitions for students of all age groups. Furthermore, they provide funding for innovative entrepreneurship projects and for research and develop training materials. They are members of the international organisation Junior Achievement (JA, a non-profit organisation with the purpose of strengthening young people's competences in self-employment, innovation and entrepreneurship.⁹

A large variety of materials and toolkits are available for teachers to help students to develop creativity, innovation, and interdisciplinary thinking and collaboration. Many schools have programmes, where students establish their own company and participate in national and international competitions.

Entrepreneurship also plays a huge role in higher college and university education. All the Business and Technical Universities have dedicated programmes for entrepreneurship education.

⁹ <http://eng.ffe-ye.dk/education/upper-secondary-education/entrepreneurship>, visited on February 20, 2017

But neither the school education nor the university courses are accessible for the target group in the Self-Employment project.

There are also some traditional Grundvig Folk High Schools, offering shorter courses - three months to one year, offer creativity and innovation courses to promote entrepreneurship.

The private school "Kaospiloter" - chaos pilots - have successfully trained young people to become successful entrepreneurs. About 30% of their graduates have become successful entrepreneurs.

All the municipalities in Denmark have a local enterprise centre, where counselling for start-ups is provided free of charge, and some centres offer courses how to set up and enterprise and develop a business plan. Also the "Growth Houses" - Væksthuse in the Danish regions provide consultancy for start-ups.

Having attended many entrepreneurship events as a visitor, participant, and as an assessor of business plans, there are not many start-ups launched by refugees or migrants.

Typical start-ups have usually been launched by white male students with sufficient resources in the background.

5. Best practices in entrepreneurship training

For the special target group refugees and migrants with special needs, e.g. difficulties in communication in the host country's language, trauma, lack of resources, three examples of entrepreneurship training have proved interesting and modules and methodologies could be adapted for the Self-Employment project:

1. Social Entrepreneurship, offered by Copenhagen School of Business via the MOOC platform Coursera
2. Start-UP programme in the project "EGF - Winds of Opportunities" and "Winds of Change"
3. Lego® Serious Play® methodologies to promote creativity and innovation and to support the business planning and canvassing

5. 1 CBS course " Identifying Social Entrepreneurship Opportunities" on Coursera¹⁰

a. Why it is interesting?

The course is offered by one of the best business universities in Denmark and Europe and is easily accessible online free-of-charge. The language is English and relatively easily understandable.

The course clarifies the definition and meaning of Social Entrepreneurship and focuses on the need to learn about the source and root of a social problem. Learners are introduced to different perspectives about Social Entrepreneurship and get to know a variety of tools to help to detect an opportunity and develop ideas of how to create a business for social change.

The learners are encouraged to organise online in teams and start to think about a burning issue to be addressed with a social venture enterprise in the future. The learners work in teams to do research on their topic and gradually start to think about a particular opportunity and identify a purpose for your social venture project.

Many practical tools for idea development, business plan development, fund raising are introduced and used practical for course assignments.

The course is very intercultural and a great number of mentors are available to support the learners.

Assignments are simple and help to support critical, creative, and innovative thinking. Learners assess each others assignments and projects.

b. Which part we can use in the project?

The course should be used as a resource for all students in the Self-Employment pilot courses, who are interested in starting-up a social enterprise. They will get a lot of tools, team up with others, and get extra mentoring and networking, which is very important for the success of companies.

Furthermore, some of the videos and reading assignments could be used. The online course is a great toolkit for future teachers and mentors of the Self-EMP seminars.

¹⁰ <https://www.coursera.org/learn/social-entrepreneurship-opportunities>

c. Tools, materials, methodologies

The course provides very good and easily understandable video lectures by key experts in the field of social entrepreneurship.

Furthermore, a great number of real business cases - successful ones and failures - are presented and analyzed.

FROM CLASSROOM EXERCISE TO SOCIAL BUSINESS IN KENYA



Processes to form teams, to work in teams online, to provide mentoring for each other, and to assess each other are very useful and applicable.

A variety of practical tools are presented and practically used for assignments, such as the adapted social business model canvas, the online tool on canvanizer.com/new/business-model-canvas, and the tool to share your project and raise funds or build networks - kickstarter.com, can be used in the Self-EMP courses.

Social Business Model Canvas

Key Resources <i>What resources will you need to run your activities? People, finance, access?</i>	Key Activities 	Type of Intervention <i>What is the format of your intervention? Is it a workshop? A service? A product?</i>	Segments 	Value Proposition
Partners + Key Stakeholders <i>Who are the essential groups you will need to involve to deliver your programme? Do you need special access or permissions?</i>	Channels <i>What programme and non-programme activities will your organisation be carrying out?</i>	Beneficiary Customer <i>How are you reaching your beneficiaries and customers?</i>	Customer Value Proposition <i>How will you show that you are creating social impact?</i>	Social Value Proposition Impact Measures
Cost Structure <i>What are your biggest expenditure areas? How do they change as you scale up?</i>	Surplus <i>Where do you plan to invest your profits?</i>	Revenue <i>Break down your revenue sources by %</i>		

Inspired by The Business Model Canvas

d. Training and coaching activities

As mentioned above, a variety of simple and short presentations together with good cases, work with innovative online tools, and peer coaching are very interesting.

a. Why it is interesting?

Funding from EGF allowed the municipalities to provide highly specific targeted training for the redundant workers, no matter how expensive or how long, and/or to provide micro-finance up to 25.000 Euro for unemployed workers starting-up a company.¹¹



Self-employment for migrants and refugees in Denmark

The Employment Department of the Municipality of Ringkøbing-Skjern, who coordinated the EGF Vestas projects, was one of the pioneers to implement Business Creation with micro-financing. The following procedure was developed:

- Pre-screening by the Jobcentre Ringkøbing-Skjern to assess the eligibility for funding
- Invitation to all members of the target group interested in starting-up a business to attend a 1-day screening workshop with the coordination team and the Chaos pilots (Kaospiloter). In the workshop participants worked in groups with four people, facilitated by a Kaospilot. Each developed a profile with skills and ideas for a business. With sparring from the others and from Kaospilots they tested their business skills and ideas.
- Invitation to a 1-day business plan writing seminar, where the business canvas model was presented and explained step by step and the participants wrote their business plans to be submitted two weeks later.
- Invitation to a pitch. The participants presented their business plan in a 3-minute pitch. Four experts assessed the pitch and provided further advice. The major criteria was sustainability of the plan and the experts assessed how much funding was needed.
- The successful candidates registered their businesses and then received up to 25,000 Euro funding in rates over 12 months.
- The start-ups received continuously coaching and advice from the project team and had to participate in at least four workshops with inputs from experts and coaching sessions.

The following experts were invited:

- A representative from the tax/revenue services. They have excellent training materials for start-ups and explained in detail all the regulations, legal, and tax issues when starting-up a company
- An expert on digital marketing
- An expert on sales techniques
- An expert on fund-raising

The Municipality Ringkøbing-Skjern organised a European Final Conference on Business Creation with EGF with representatives from ministries of employment, social affairs, enterprise, and education from EU countries, receiving EGF funds, and the model was used by many countries. About 100 companies were created in the Danish EGF projects, nearly all of them still active today.

b. Which part we can use in the project?

The whole process of supporting unemployed people to create their own businesses can be adapted for the Self-EMP course.

c. Tools, materials, methodologies

As tools and materials open source products were used, such as the business canvassing model and business plan schemes, supplied by the local and regional enterprise counselling services.

The experts from tax/revenue, marketing, sales had their own materials. It is recommendable to involve available experts.

The screening, profiling, and coaching/mentoring model can be adapted.

d. Training and coaching activities

The coordination team facilitated idea creation and provided training in business plan writing as well as individual coaching over a longer period.¹²

¹² ed-consult was as an external consultant part of the Vestas EGF coordination team and coordinated the business creation part

5.3 Lego® Serious Play® methodologies to promote creativity and innovation and to support the business planning and canvassing

a. Why it is interesting?

The Self-EMP project is especially targeted at refugees and migrants with difficulties in expressing themselves in the language of their host country. Due to traumatic experiences there may be other learning difficulties and issues in intercultural understanding.

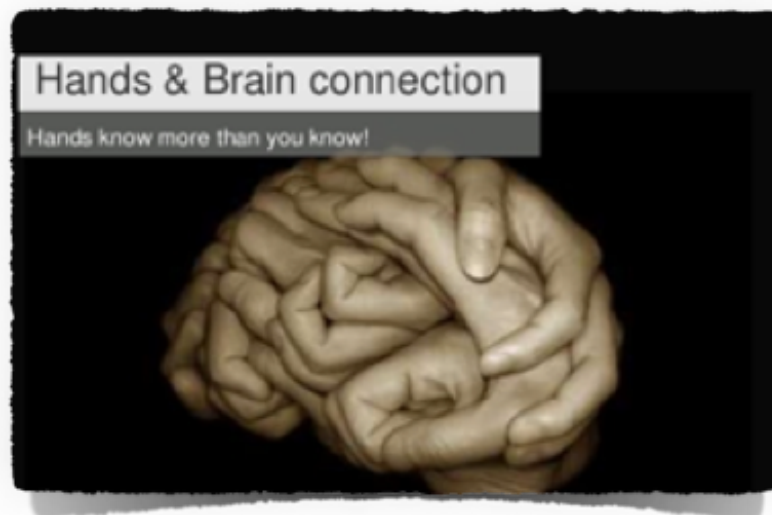
The LEGO bricks make it easy for participants to put together satisfying models which represent something that they wish to communicate. They do not need significant technical skills. The LEGO System is familiar to many, and even if they have not used the method before, most people find it quite easy to build meaningful constructions. LEGO bricks come in many shapes and colours, and can often provide inspiration for metaphors and storytelling. They can be built into simple or complex forms, as suits the personality of the builder, and research has shown that people from all walks of life and from all cultures across the world feel comfortable attaching diverse metaphorical meanings to LEGO bricks.



LSP is a hands-on, experiential process designed to enhance innovation and business performance, using Lego bricks to build business and brand models, identities, strategies, future scenarios. The methodology encouraging creative thinking, collaboration, and communication and helps teams look at challenges from a new perspective, often yielding fresh solutions. LSP is ideal for unleashing the imagination of participants and help to build a better business or project faster.

The methodology is based on several scientific theories, i.e. Jean Piaget's constructivism

and Seymour Papert's theory of constructionism and embodied cognition theory¹³, seeing the importance of the interaction between parts of the body and the brain. Especially the hands-brain connection theory, "give your brain a hand" and "your hands know more than your brain" is essential for the LSP methodology.¹⁴



Furthermore, the power of play for social development, motor development, self-regulation, and self-confidence is important for the LSP methodology. Play is

- an intrinsic and vital part of our lives
- a means of communication
- a way to express ideas and emotions, to act out hopes, fears, needs, emotions
- an opportunity to explore solutions for conflicts and problems and
- to release impulses that might be unacceptable in other situations
- a way to work out problems and to experiment with possible solutions
- crucial for healthy intellectual, emotional and social development
- discovery, reasoning, and thought
- you can break barriers and rules in play
- role-play, imitation of social behaviour
- essential for well being & health
- unleashes creativity and imagination

LSP has been used successfully across the world to develop business ideas, to develop business plans based on the business model canvas, and to test ideas.¹⁵

¹³ more information on <https://plato.stanford.edu/entries/embodied-cognition/>

¹⁴ See more on the science behind LSP on <http://static1.1.sqspcdn.com/static/f/807542/17019947/1331222149273/The+Science+Behind+the+LEGO+SERIOUS+PLAY+Method.pdf?token=102kkca%2F7yuyJ2lpmp7KRllez9E%3D>

¹⁵ see more on Per Kristiansen, Exploring the Business Model canvas with LSP, https://youtu.be/lr5u_0iw_vs

b. Which part we can use in the project?

The Lego® Serious Play® methodology can be easily adapted for the screening process, for the idea creation process, and for the business plan development, using the business model canvas.



c. Tools, materials, methodologies

The LSP methodology uses a special set of bricks and needs careful facilitation. All the resources and skills are available at ed-consult in Denmark.

d. Training and coaching activities

The methodology can be used in SELF-EMP partner countries with selected target groups. ed-consult can provide training and coaching for the trainers in other countries. We would like to present the adapted concept at the final Self-EMP conference.