



Ministry of Immigration  
and Integration

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Danish Agency for International  
Recruitment and Integration

Guide

# Good practice in Danish language training targeted at the labour market

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# Introduction

**This guide is a result of that part of the bipartite agreement "A better framework for receiving and integrating refugees" (March 2016) between the government and the municipalities that concerns experience collection and communication of good practice in Danish language training targeted at the labour market. In conjunction with the changes to the Integration Act, which entered into force July 1, 2016, the objective is that foreigners gain employment as soon as possible and thus become self-supporting.**

Danish language training targeted at the labour market is to be understood as education in Danish, which forms an integral part of the effort to obtain employment. Education in Danish is defined as learning Danish as a second language pursuant to the Act on Danish education for adult foreigners and others, also see note 1.

That is why the target group for this guide primarily consists of municipal councils and job centres, which are responsible for the effort to obtain employment and provide education in Danish. Language centres and companies are secondary target groups.

**NOTE 1:** NOTE 1: The term "Danish language training targeted at the labour market" is used throughout this guide. In several political agreements – and in a few contributions to this guide – terms like "Danish language training targeted at companies" and "vocational Danish language training" are used. In this guide, these different expressions are to be understood as Danish language training that forms an integral part of the effort to obtain employment. The focus of this guide is how the parties involved can strengthen the interplay between Danish language training and the participants' entry into the labour market.

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## CHAPTER 1

# New legislation and new challenges

**As of 1 July 2016, new integration legislation has come into force.**

The changes to the legislation mean that the integration programme must be directed more towards the labour market through an increase in the use of company-oriented activation offers.



## CHAPTER 2

# Roles and responsibilities in the collaboration between the central parties

The key players in the new integration legislation – with the goal of strengthening the combination of employment and Danish language training – are the municipal councils, job centres, language centres, companies, and participants. The new legislation requires a closer collaboration between these parties as a necessary prerequisite.

The model shows roles and responsibilities of the different parties in establishing and implementing Danish language training targeted at the labour market.



## Municipalities

The municipal council is the overall responsible party for the training and the effort to obtain employment.

All municipalities must offer Danish language training and follow up on each foreigner's course work and progress in learning Danish.

When the municipality works with education in Danish in combination courses, e.g. trainee placement at a company and Danish language training, the municipal councils and the job centres have responsibility for coordination and for identifying the vocational qualifications and language skills of the refugees and people who have obtained a residence permit through family unification.

This means that the municipal administrations maintain daily contact with the language centres and must ensure that the Danish language training targeted at the labour market in the language centres or companies is in accordance with the legislative quality requirements. Furthermore, the municipal authorities, both managers and regular employees, must ensure effective strategical and daily collaboration between the central parties, meaning municipality/job centre and language centre, concerning Danish language training targeted at the labour market.

## Language centres

There are new requirements for the language centres to use trainee placements at a company together with Danish language training, and that good use of the linkage/connection and the synergy between language and trainee placement must be made.

The language centres have a number of special qualifications concerning planning and conducting training in Danish language and Danish culture and society. The core task of the language centres is language training, including identification and assessment of the participants' skills in Danish language and their individual educational basis and need for learning a new language as an adult. Furthermore, the language centres also take care of language tests and Danish language tests.

In addition, an important area of work for the language centres is the collaboration with the job centre and the local labour market concerning Danish language training targeted at the labour market. In this context, it is the job of the teachers and language centres to plan and conduct lessons, partly with a view to the need for Danish skills in the company, and partly with a view to other objectives, content, module tests, and final Danish language tests in the Danish Language Training Programme.

*"It is essential to balance expectations: What is the purpose? Is there a possibility of employment afterwards? In this way any misunderstandings are avoided"*

Lærdansk Aarhus  
Marianne Jensen, Deputy Manager

## Companies

In addition to the collaboration on trainee placement, wage subsidies, etc., the companies are a key party in providing a basis for effective Danish language training targeted at the labour market. Job centres, language centres, and companies must agree on the interplay between trainee placement and language training, including place and time for the classes, teaching objectives, content, planning of specific projects and courses, and direction of study for each participant.

A central prerequisite for a successful trainee placement is that the company participates in providing a general view of the objectives for the Danish language training, and the company should contribute to ensuring that the participant has a working day with Danish-speaking colleagues, managers, and customers.

## Participants/Trainees

As with other adult education, being familiar with each participant's qualifications, resources, and objectives for the language classes is important for the result of the training.

The participant must be provided with accurate information about the purpose of the combination course. Is it a job, a language trainee position, identification of qualifications, a wage subsidised job, or skill development?

When does a person know enough Danish to hold a certain job, which module tests and what Danish language tests must you prepare for? Finally, it is important to clarify the expectation of the participants to also speak Danish and practise Danish language in their spare time.

## CHAPTER 3

# Prerequisites and principles for effective Danish language training

**Through the experience collection behind this guide, a number of models for Danish language training that combine trainee placement and Danish language training in different ways have been mapped. One of the results of the mapping is that the models themselves do not guarantee effective Danish language training. Many prerequisites and qualifications in the effort must be present in order to ensure that each participant/trainee receives effective, systematic Danish language training.**

Among other things, the experience collection points to, the following prerequisites that cross the boundaries between different methods and models:

### **Foreigners must be introduced to the Danish language**

Foreigners must keep company with Danish-speaking colleagues and practise Danish. The companies have a co-responsibility for that the trainees are exposed to the language and speak Danish with their colleagues.

### **Foreigners must take on a co-responsibility for learning Danish**

It is important that the participants are active during

class and use Danish in and out of class, for example by reading in Danish, watching TV shows in Danish, searching for information on web pages in Danish, and using language apps.

### **The objective of job and occupation must be made clear to the participant**

Focus must be on why it is important to learn Danish, e.g. with regards to job opportunities. Absence, follow-up, co-responsibility, and active participation must be thematised, and the language centres must communicate objectives and responsibilities for participation clearly. Ongoing balancing of expectations is important.

### **Danish language training must be carried out in conjunction with traineeships and job training**

Language learning is strengthened through a close interplay between Danish language training and trainee placements and job training. In language classes, the participant works with and practises the kind of Danish they meet in trainee periods.



**Danish language training targeted at the labour market must be focused on both general Danish skills and each participant's particular language needs at the workplace.**

In order to take the participant's Danish language needs at the workplace and his or her individual progression into consideration in class, the teachers should possess qualifications in organising learning and progression in Danish as a second language and be able to translate the objectives of the participant and the company to teaching targets.

**There must be clearly defined teaching targets in the Danish language training, and effective teaching methods must be used**

It is important that teachers continue to make the general objectives, intermediate objectives, and daily objectives clear, and that the teachers' learning methods make the participants participate actively.

**Class size and homogeneity also have an influence on effectiveness**

It is important that participants are taught in language classes in which the spread in educational basis and Danish language level is not too big.

**The physical environment and learning environment must support effective Danish language training**

Language classes must take place in rooms and settings that make it possible for teachers to establish an adult educational learning environment.

**All parties must work together to ensure the quality of the Danish language training**

Municipalities/job centres along with language centres must together ensure that the Danish language training complies with the legislative quality requirements for education in Danish.

## Legislative quality requirements for Danish language training

Flexibility in relation to trainee placements and job—time, place, content, and planning with a view to interplay with employment.

Effective training with the opportunity of quick and efficient fulfilment of the objectives for Danish language skills and ensuring the necessary combination of trainee placements and employment.

Vocational focus on all levels of Danish language training, e.g. regarding content, themes, and planning.

Intensive initial Danish language training and introduction to Danish culture and society with special emphasis on oral communication and knowledge of the labour market must be offered. Later in the Danish language training, a more comprehensive acquisition of the necessary and sufficient basic Danish skills must be offered with a view to reaching the level necessary in order for the participant to establish him or herself on the Danish labour market, retain a job, and pass a Danish language test.

Individualised and business-adapted Danish language training and conduction of Danish classes in close collaboration with companies and workplaces.

Each foreigner must be offered education in Danish where each person's level in Danish is taken into consideration, the starting point being each person's basis and needs as well as educational and professional background and other prerequisites for learning Danish as an adult.

The education must be related to the objectives, intermediate objectives, content, module tests, and Danish language tests. The education in Danish must be targeted at the company's needs for Danish language skills as well as at other content, objectives, and Danish language tests in the Danish Language Training Programme.

The municipal councils must keep track of the progression and results of the Danish Language Training Programmes for each participant based on reports from the provider regarding that person's progress in Danish language and active participation in class.

The municipal council must, as supervising authority, ensure the educational quality of the training.

The municipal council must make sure that the classes take place in an adult educational learning environment, that there is access to IT and materials, and that the classes are conducted by teachers with the necessary qualifications in Danish as a second language for adults.

The municipal council must make sure that each foreigner is offered education in Danish, cf. the participants' right to education for up to 5 years for refugees and people reunited.

*Source: Act on Danish education, consolidating act No. 772 of June 10, 2015*

## CHAPTER 4

# Good practice when organising Danish language training

**In the bipartite agreement on mapping good practice – this guide – it is agreed to map good practice for Danish language training on company premises and flexible planning of Danish language training so it is, adapted to the employment effort in collaboration between job centre and language centre, regardless of it taking place on company premises or at the language centre**

The new legislation prepares for locally developed models on how to organise training with a view to employment.

1. **Model:** Danish language training at the language centres.
2. **Model:** Danish language training on company premises.
3. **Model:** Combination of Danish at the language centres and trainee placement at companies, 2-3 days with Danish classes and 2-3 days of trainee placement (the 2/3 model).
4. **Model:** Daily trainee service and language learning, e.g. 50/50.
5. **Model:** Danish language training outside of working hours.



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# Model 1

Danish language training at the language centres

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The model enables interplay between learning and practical usage of Danish at a company, and the model enables training communicative skills and reviewing and qualifying the participants' experiences with Danish at the workplace.

*"Danish is **LEARNED** at a language centre and **PRACTISED** at the workplace. The interplay between these two parallel processes results in effective language learning"*

Sprogcenter Midt  
Lene Glyngø, Head of Centre

## CONSIDERATIONS ON GOOD PRACTICE

### Model 1 – Danish language training at language centres

#### Advantages:

- It is possible to teach homogenous classes, meaning participants in the same Danish Language Training Programme and at the same language level.
- The language centre can offer a good learning environment and a bigger adult learning environment with facilities and additional offers, e.g. study workshop, library, and volunteer involvement.
- It is possible to form part of social networks along with other participants/participant types.
- The language centre has daily contact to and knowledge of the participants.
- In addition to Danish language training, the language centre and the teachers often have an informal integration task by advising and guiding participants, e.g. by explaining letters from authorities, and providing information about the local community and Denmark.

#### Challenges:

- Classes in Danish language targeted at the labour market in the language centres is characterised by there being a physical distance between classes and the workplace.
- Participants cannot, as is the case when classes take place on company premises, form part of social networks with colleagues on a workplace on a daily basis.
- It can be a challenge to ensure alternation between classes and practical usage of the language so that the participants can review and qualify their use of Danish at the workplace when the classes take place at the language centre. Even when effective methods exist.

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## Model 2

### Danish language training on company premises

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**In Danish language training targeted at the labour market on company premises, the language centre moves part of the training to the company. The model thus enables a more direct interplay between participants' use of the language at the workplace and in class. Danish classes may be organised so they take place immediately after work, or they may be integrated in the workday or take place during weekends.**



### CONSIDERATIONS ON GOOD PRACTICE

#### Model 2 – Danish language training on company premises

##### Advantages:

- The participants get valuable professional experience and a realistic understanding of their opportunities and qualifications as well as insight into the conditions for employment and what it takes to hold a job.
- Participants can establish job-relevant networks, meet colleagues, and form part of networks. This contributes to a greater understanding of Danish society and insight into the Danish labour market.
- Participants become more attractive for employers and gain insight into those professional qualifications that are necessary to obtain a job.
- The participant sees an immediate use-value of the learning acquired, and the participant alternates between using the language with colleagues and practising language skills in class.
- The prospect of having or retaining a job is an important incentive to learning Danish. If the

language is learned and tested at the company where the participant wishes to work, it may provide extra incentive.

- The participant gains access to the authentic language, vocabulary, language actions, and idioms as used in a Danish company. It makes it easier to prepare classes according to the participant's current Danish language needs.
- Classes take place on weekdays, which provides the opportunity for involving authentic language and material in class where the participants collect language examples and communication from the workplace, e.g. through photos, audio, and texts, which may be included in the classes.
- It is a big help when learning Danish that colleagues sign up as language mentors, language buddies, and cultural mentors who help with the language and introduction to the culture and unwritten rules at the workplace.
- Time is not wasted when moving from workplace to class.

#### Challenges:

- Mixing classes with participants from Danish Language Training Programme 1, 2 and 3 may result in challenges in class, as the participants' prerequisites and objectives across programmes and language levels are different.
- The participants must meet Danish-speaking colleagues and be in work situations where Danish is spoken so they are not left to their own devices.
- The proper physical setting and facilities are needed if learning is to be a success.
- Language level should form part of the selection criteria for participants so the spread in language and progression level is not too big.
- Classes should be composed in a way so they are as homogenous with respect to language as possible. At the same time, they use language objectives and themes as a starting point based on the participants' occupations and workplaces.
- The companies must make sure that the language is used and practised during traineeships.

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## Model 3

Whole days working and whole days in class—the 2/3 model with either two or three workdays and two or three days of learning in class

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**The model enables combining Danish language training at the language centres with days of trainee placement at the company. Thus, the model enables interplay between practical usage of Danish with a company and learning in class, which makes preparations for and reviews the participants' experiences with Danish language at a workplace.**

Oftentimes, the classes take place at the language centres, but classes on company premises is also possible with this set-up.



## CONSIDERATIONS ON GOOD PRACTICE

Model 3 – Whole days working and whole days in class—the 2/3 model with either two or three workdays and two or three days of learning in class.

### Advantages:

- It is possible to conduct classes at the language centres where the physical settings can be better, and the participants can more easily be placed in homogenous classes.
- Many companies prefer to have the participants for whole days, as it gives the participants a coherent workday and an understanding of a workday on a Danish workplace.

### Challenges:

- Depending on the requirement concerning number of weekly classes, the three days at the language centres can become very long, and there is a risk of decreasing effectiveness. Thus, it will not carry great effect to just increase the number of classes at the language centres.
- If there are individually planned trainee placements at different companies, it may be difficult for the language centres to establish homogeneous classes. In particular, this applies to if the classes are to take place on company premises, and the company may not want the participants on site at the same weekdays.
- In this model, it is also important that the participants/trainees meet Danish-speaking colleagues and practise Danish language.

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## Model 4

Half days—50% language classes and 50% trainee placement

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The days are divided into Danish classes and trainee placement. The experiences resulting from this type of setup point to that with 50% language classes and 50% trainee placement during the workday there is

sound basis for a strong connection between practice and classes. With this model, the participants may see themselves as employees to a higher degree rather than just guests in traineeships 2-3 days a week.

*“Citizens in a business match programme are better at learning Danish”*

Svendborg municipality  
Janus Harder Petersen  
Head of Department

## CONSIDERATIONS ON GOOD PRACTICE

### Model 4 – half days – 50% classes and 50% trainee placement

#### Advantages:

- It is an advantage that language classes can form a natural part of the work day.
- If the classes take place on company premises, it is easier to involve the workplace in the classes and ensure that the classes support the traineeships.
- When participants/employees are at one place, it may eliminate geographical challenges and absence.
- It is possible to have an effective number of Danish classes and thus a good balance between classes and practise

#### Challenges:

- It is important with physical settings that provide peace and facilitate concentration during language classes.
- To have enough participants to establish class teaching.
- That the participants have sufficiently homogenous language needs to be taught in the same class.

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## Model 5

Danish outside of work – Danish classes at night, during weekends, flexibly in relation to participants' work schedules

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**To a large extent, the language centres offer evening classes and classes at other flexible times, and online for foreign employees. The language centre can organise the classes according to the participants' occupations.**

A number of municipalities expect that the participants make a special effort to learn Danish, for example by taking classes outside of working hours.



## CONSIDERATIONS ON GOOD PRACTICE

Model 5 – Danish outside of work – Danish classes at night, during weekends, flexibly in relation to participants' work schedules

### Advantages:

- Evening classes and self-study is often a good and flexible opportunity for well-educated participants.
- Possibility of teaching homogenous classes.
- Opportunity for self-study.

### Challenges:

- If the participants are in traineeships to an extent that approximate full-time employment, it is often very demanding for them to attend classes outside of work.

## CHAPTER 5

# Good practice in job centres and language centres

**The job centre must ensure that both language centre, company, and job centre are all able to react quickly to either new challenges or new possibilities by having a cross-function and focus on strategic and daily collaboration between job centres, companies, and language centres.**

A job centre has the responsibility for balancing expectations, coordinating and streamlining the daily and the strategic collaboration across municipalities/job centres and across companies, job centres, and language centres. The job centre also involves the language centres in the work with the job centres' job creation effort. This allows for a coherent, local, and innovative perspective in relation to each participant's path and association to the labour market. At the same time, a cross-disciplinary and coordinating effort may ensure greater knowledge sharing in connection with operational, development-oriented, and practice-oriented matters between companies, job centres, and language centres.

As part of the advanced effort where the job centres have employees stationed at the language centres, the job centre can ensure a more visible presence at the language centres.

The language centre may, as agreed upon with a municipal council, perform other integration tasks than Danish language training, including providing trainee periods and jobs for participants. In many municipalities, it is common practice to have special agreements with job consultants who are physically present at the language centre, whereby it is possible to support the language centre's contact and engagement with local companies.

The job consultant may be an employee from the job centre who has fixed office hours at the language centre. It may also be a special counsellor or job guide who has been employed by the language centre as agreed with the municipality and who assists the participants and companies to the possibilities of trainee placement with local companies.

### **The strategic collaboration with language centres**

The daily collaboration tasks and procedures are based on the underlying collaboration agreements and operations agreements as well as the contract between the municipal councils and the language centres.



The strategic collaboration between municipal councils and language centres is established based on an agreement. The agreements differ depending on whether it is an agreement with the municipal language centres or the private and self-governing institutions. The strategic collaboration also takes the municipalities' integration and employment policies as a starting point where the language centres, depending on each municipality, have different tasks.

### Good practice in the collaboration with language centres

With the new integration legislation, it will be necessary that the responsible supervising municipality involve the language centres to a higher degree in a close and daily collaboration regarding the Danish language training targeted at the labour market. Good practice is that the municipality through agreements with the language centres ties the language centres closer to the integration and employment effort.

## CHAPTER 6

# Good practice in the collaboration with companies

**Good practice is that the companies are involved in and contribute to providing a general view of the objectives for Danish language training on company premises, and the company should contribute to ensuring that the participant has a working day with Danish-speaking colleagues, managers, and customers.**

### Collaboration agreements with companies

Collaboration agreements make it possible for the language centre and job centre to conclude contracts on trainee periods, trial traineeships, and other occupational courses together with the companies. Here, it is important that language centres and job centres attempt to balance the management of administrative tasks in connection with training and other tasks, so that unnecessary and/or administrative tasks are not imposed on small, medium-sized, and large companies.

The collaboration agreement should include a focus on absence, registration, and follow-up where it is coordinated how companies report absence to job centres and, possibly, language centres.

A collaboration establishes agreement primarily a

connection between job centre and company, and secondarily language centres should be included in the agreement though they should also be included in the actual preparation of the agreements. The purpose of involving language centres early on in the process is to prepare the companies better and create the best possible starting point for the interplay between language training and traineeships. As soon as the language centres are included, and when the collaboration is based on mutual respect, dialogue, and awareness of the broad perspective, the integration into the labour market and the Danish society will be the common objective.

### Important collaboration points are:

- Assessment and selection of new participants
- Managing and recording absence
- Feedback to caseworker
- Ongoing follow-up on participants' development and objectives (e.g. attendance, progression, and work functions)
- Establishment of support activities (e.g. regarding language, residence, courses, and other skill development)
- Placement and assessment of participants

#### Different points requiring attention:

- that employee representatives are included
- that employees have received sufficient information about the trainee period as well as their tasks
- appointment of a suitable mentor.

#### Absence

Absence during trainee placements and Danish language training might pose a problem. That is why the collaboration between the parties should include a continuous focus on absence as well as focus on creating standard procedures between job centres and language centres regarding absence.

These procedures might concern:

- Registration
- Follow-up
- Talks
- Sanctions
- Ongoing adjustment of absence procedures in relation to each participant and in relation to the trainee period.

In connection with absence, it is important that it is possible for the municipalities, but also language centres and companies, to be able to act quickly.

#### LOG BOOK

##### Communications tool between job consultant, teacher, and company

At Lærdansk Aarhus, they have had good experiences using a log book as communications tool between teacher and language mentor. In it, relevant information about each participant regarding classes and traineeship, e.g. absence, sickness, new duties, motivation, approach to work, attitude, etc., is exchanged. Furthermore, the mentor notes down those language challenges that the participant encounters during the traineeship and that should be included in the classes, and also those elements the participant needs to practise and try out in practice. This means that the log book becomes a tool for creating the necessary interplay between learning and practice space.

Furthermore, the log book can be used as a communications tool between job consultant, teacher, and company. The job consultant might note that he or she will visit during class or at the trainee company at a certain time, or the teacher might ask the job consultant or the Head of Department to give a presentation on a given subject.

***“Of course, it is a lot easier to determine the level in a homogenous class. We are always challenged with finding a common basis in job duties and language needs when there are 12-14 participants in each class”***

Vestegnens sprog- og kompetencecenter  
Lars Nordborg Olsen  
Principal

Good practice is that company, language centre, and job centre agree on a quick and flexible solution for registering absence, how it is sent to the municipalities, etc. so absence may be sanctioned if necessary.

Furthermore, the company consultants have the job of coordinating traineeships with language centres. The companies must be aware that the participant's attendance during the trainee period must be reported to the municipality in the same way as the language centre does it for Danish classes. Feedback on the participant's attendance based on these reports will be valuable for the participant, as the participant then gets feedback concerning how a company views the extent and character of the participant's absence, if any, in relation to employment—also when there is no prospect of employment.

### **Company networks**

A company network may consist of either local clusters of companies or of one company that makes a number of trainee positions available for refugees or reunited people. That means that company networks are a specific form of organisation, whose purpose it is to create the optimal settings for strengthening

the association to the labour market for refugees and people reunited.

The companies should have the responsibility for managing the company network, while the job centres together with the language centres take care of assessments, Danish language training, follow-up, and support for mentors and participants. From the company, one mentor carries the main responsibility for all activities in the company network. From the job centre, one job consultant has the responsibility for all activities in the company network.

A company network can, when it is composed of several companies, make it more likely for language centres to be able to teach homogeneous classes on company premises. This is possible because Danish language training may be conducted by having companies that have a few trainee positions available group together and use one of the companies as a satellite company, meaning that this company makes rooms available for Danish classes.





## CHAPTER 7

# Good practice in the collaboration with other municipalities

**With the legislative requirements concerning a strengthened company-oriented effort, there are political expectations that the collaboration between municipalities is also strengthened.**

As part of the mapping of good practice, this guide points to the experiences with collaboration agreements between municipalities and companies, which has created a larger basis for recruitment and volume concerning trainee placement offers.

### Good practice across municipalities

Collaboration agreements are not necessarily agreements that are concluded between companies and job centres. An agreement might be concluded across municipalities, e.g. as a collaboration agreement. The intention with a cross-municipal agreement is to ensure consistent, efficient and coordinated case handling and integration and employment efforts

across municipalities. This can be relevant in those cases where several municipalities have established cross-municipal language centres, or where smaller municipalities and language centres have a hard time putting together homogeneous classes in connection with Danish language training on company premises.

Large municipalities and municipalities with large companies can act as a coordinating job centre. A function that allows for cross-municipal collaboration on optimised employment efforts. The coordinating job centre can function as a single entrance to establishing a collaboration on traineeships for refugees and people reunited, and the primary task would be that company needs are communicated to other job centres hereby this would get the opportunity of making use of those traineeships. Each participating job centre will be responsible for following up on those refugees who are attached to the job centre, unless otherwise agreed upon.

## CHAPTER 8

# You can find more information here

### Good practice in courses targeted at the labour market – a catalogue.

By NIRAS Konsulenterne, Karen Lund and Ellen Bertelsen, 2010

<http://uibm.dk/filer/danskuddannelse/god-praksis-paakurser-i-arbejdsmarkedsdansk.pdf>

### “At blive en del af en arbejdsplads”

by Marianne Søgaard Sørensen and Anne Holmen

<http://uibm.dk/publikationer/at-blive-en-del-af-en-arbejdsplads>, 2007

### På vej med sproget

#### – arbejde, livshistorie og sproglæring

By Michael Svendsen Pedersen. The Ministry for Refugees, Immigrants, and Integration, 2007.

<http://uim.dk/publikationer/pa-vej-med-sproget>

### Other titles:

Karen Lund & Ellen Bertelsen (2012):

[Sprogbehovsanalyse af dokumentationsmateriale for sundhedspersonale i Københavns kommune.](#)

Copenhagen municipality. 43 pages.

Karen Lund and Ellen Bertelsen (2010):

[EUD-sprogscreening – digitalsprogscreening af elever med dansk som andetsprog på erhvervsuddannelserne.](#)

A collaboration between DPU and Uddannelsesforbundet.

[www.vifin.dk](http://www.vifin.dk)

Including:

[Pædagogisk vejledning til erhvervsrettet andetsprogsdansk. Hvordan følger vi op på](#)

[elevernes resultater fra EUD sprog-screening?](#)

[www.nyidanmark.dk/sprogcentre](http://www.nyidanmark.dk/sprogcentre)

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Karen Lund & Michael Svendsen Pedersen (2006).  
[Can \(a second\) language be learned in the Workplace?](#)  
In: M. Frederiksen, K. S. Jakobsen, M. S. Pedersen  
& K. Risager (eds.), Second Language at Work. IRIS  
Publications 1. Roskilde University 2006, p. 11-24.

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Gert Palle Andersen, Michael Tødten and  
Caspar Christensen (red.):  
[Dansk som andetsprog anvendt fleksibelt i AMU.](#)  
[Den Tværgående udviklingspulje.](#)  
Report 58 pages; Manual 24 pages.  
EUC Nordvestsjælland and Holbæk Sprogcenter 2007.

Karen Lund & Michael Svendsen Pedersen (2006):  
[Can \(a second\) language be learned in the workplace?](#)  
I: Karen-Margrete Frederiksen & Karen Sonne Jakobsen  
& Michael Svendsen Pedersen & Karen Risager (red.)  
(2006): Second Language at Work. Roskilde: IRIS  
Publication no 1.

Michael Svendsen Pedersen (2013):  
[Buschaufførprog.](#)  
I: Sprogforum. Tidsskrift for sprog- og kulturpædagogik,  
No. 56, May 2013. Aarhus: Århus University Press.

