

If the answer is *Create a Taxpayer*, what is then the question ???

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School for All
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Inclusive education in Denmark - the legal framework and the practical situation. Pro et contra on inclusive education bringing in mind that inclusion in society is what really counts.

Preben Siersbaek, Denmark

Europe-2020 Strategy

Does inclusive education help to reach the two goals below??

- Early school-leavers less than 10 %
- More than 40% having a tertiary education

- And what about one of the EU flagship initiatives :
New skills and new jobs ??

- A fact is that in 2010 there are not more vulnerable people working in the " open working-market " than there was in back in 1990 !!

Inclusion or inclusion ??

- Up till now
 - Understanding and overcoming a deficit
- Today
 - Concerning issues of gender, ethnicity, class, social conditions, health and human rights encompassing universal involvement, access, participation and achievement
- UNESCO 2008
 - Inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination.

Some statistics from Denmark 2008/2009

- 14.3% of all pupils in the Folkeskole received Special Needs Education
- 5.6 % of pupils in the Folkeskole received Special Needs Education in segregated settings (special classes or special schools)
- 23.9% of gross expenditures (19.6% of net expenditures) of the Folkeskolens budget was used on special needs education
- The costs of SNE in segregated settings is 80% of the total costs of SNE.

Inclusive Education in Action, European Agency + UNESCO

	Deviance discourse	Inclusion
Learning capacity	Establishes a hierarchy of cognitive skills to measure the abilities of each student	Highlights the learning potential of each student to be discovered and stimulated
School failure	Learning difficulties are seen as deficiencies in student capabilities	Learning difficulties are seen as a need to reform curriculum and teacher learning processes
Teacher expertise	Stresses importance of teacher specialised discipline knowledge	Highlights active participation of students in the learning process
Curriculum	Alternative curriculum designed for "low achievers"	Common curriculum for all students

A Danish project conducted by the Ministry of Education, 22 municipalities and Local Government Denmark, 2011

- "Less special needs education"
 - Facilitating factors for inclusion
 - Parents' involvement
 - Teacher's role
 - New challenges for the Educational Psychological Service Centre (PPR)
 - Good assessment practice
 - Perspective

Facilitating factors for inclusion

- Differential tuition
- The individual student's social welfare
- Focusing on the good things and not fault finding
- Assessment of the tuition

Parents' involvement

- Crucial to keep a close contact to the families (before, under and after)
- Inform the parents about the goals and strategies for inclusion

Teacher's role

- Capable to plan and lead the process (classroom management)
- Aware of how to talk with and about the pupils
- Act appreciatively towards the pupils
- Connect pupils' social well-being with their professional development
- Capable of assessing the tuition

New challenges for the Educational Psychological Service Centre (PPR)

- Play a more consultative role together with the teacher in the classroom
- Awareness of the interaction between all persons in the classroom

Good assessment practice

- Qualitative questionnaires
- Quantitative questionnaires
- Absence measurement
- Academic tests / marks
- Interviews / conversations

Perspective

- Good social relations between the pupils are important in inclusion efforts.
- Theories are not always recognizable in educational practice.

Limits to inclusiveness

- Signs of a new trend in Denmark
- If the trap flaps??
 - Lack of economic resources
 - Pupils with SEN are invisible – no ear-marked money
- Teacher-qualifications on pupils with SEN
 - Is a mainstream / subject-teacher skilled for inclusive education ?
 - European Agency project "Teacher Education for Inclusion" (www.european-agency.org)



Inclusiveness

- A “dangerous” word
- NGOs’ point of view
- Administrators` (possible) point of view

Responsibilities

- Buzzwords and big cigars !! ??
- Or is anyone ready to play the role as "the Devil's Advocate" ???

My contact details

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