Inclusive Education in the Denmark

**Definition** The goal of inclusion is to introduce and keep children within a socially beneficial environment, ensuring that children with special needs do not experience exclusion. Children taught within a regular classroom setting utilizing relevant teaching aids and support. The purpose of inclusion is to facilitate students’ engagement as a collaborative part of the academic and social unity, and to ensure academic progression whilst maintaining the students’ wellbeing.

**Policy** The inclusion initiatives of the Danish government, based on the Salamanca Declaration and the UN Declaration regarding disabilities and on research reports made in 2010 pertaining to special education. The Ministry of Finance initiated these reports researching the quality and costs of teaching, as well as activities in the school system in general with special reference to *Folkeskolen*. The University of Aarhus and SFI, The Danish National Center have curated the development of inclusion in every municipality in Denmark, for Social Research. All data is gathered and structured into a report distributed to each municipality at the end of each year. This work focuses on inclusion, whilst trying to eliminate segregation in professional pedagogical working environments. In agreement with the Salamanca Declaration, the research is based upon the notion that every child has the right to be a part of their community despite disabilities or any negative social circumstances they may be in.

**Implementation** Data collected from an SFI report (2015) highlighted inclusion was enhances when

- Institutions worked with systematic approaches towards practical implementation of inclusion
- There was access to a pedagogical resource persons within the respective municipalities
- Staff have an academically approved background
- Clear and effective parent-teacher pedagogical professional relationships exist
- Municipalities focus explicitly on inclusion

Within the Danish municipalities

- 98% of the educational consultants say that inclusion is a task for the day-care area
- 83% say they have an implementation strategy
- 59% say they have a readymade concept of inclusion to work from.

**Needs and Challenges** According to the University of Aarhus and SFI, the 2015 report highlights that

- 50% of the social educators say that there are children that miss opportunities for education as they seldom participate in social communities with other children
- 29% of social educators have not had any educational courses to improve their competences to work with inclusion within the last 10 years
- 50% of resource persons in institutions have been offered further education in developing inclusion
- 86% say they have had support from an interdisciplinary team like “PPR” (Police / Psychologist / Counselor)
- 67% say they are working with the educational consultant in the municipality