



**DANISH MINISTRY  
OF EDUCATION**  
NATIONAL AGENCY FOR  
EDUCATION AND QUALITY



# **National Inclusion Counseling Unit**

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# The Inclusion Counseling Unit

- 2018-2020
- Supporting improved and increased inclusion and inclusive environments in preschool, school and school activities within the school
- Target group is *all* children and young people across preschool, school and school activities within the school and across special- and mainstream education – but with particular focus on the children in vulnerable positions and the professionals around them.



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# Approach to inclusive environments

- Vision: That all pre-schools, schools and school activities *within* the school offer inclusive learning environments, where all children thrive and achieve as high academic skills as possible through active participation.
- Children develop themselves in relation to others and through participation in academic and social communities – strong communities and sense of belonging is essential for their well being, development and academic skills.



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# Activities and working methods

- Consolidating and collecting knowledge about inclusive environments and the specific topics
- Projects collaborating with specific municipalities and institutions (pilots and network activities in and across municipalities)
- Transferring current knowledge at national level



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# Three focal topics

- Reducing the gap between special needs- and mainstream education
- Well-being and classroom management
- **Early interventions through intersectoral collaboration**





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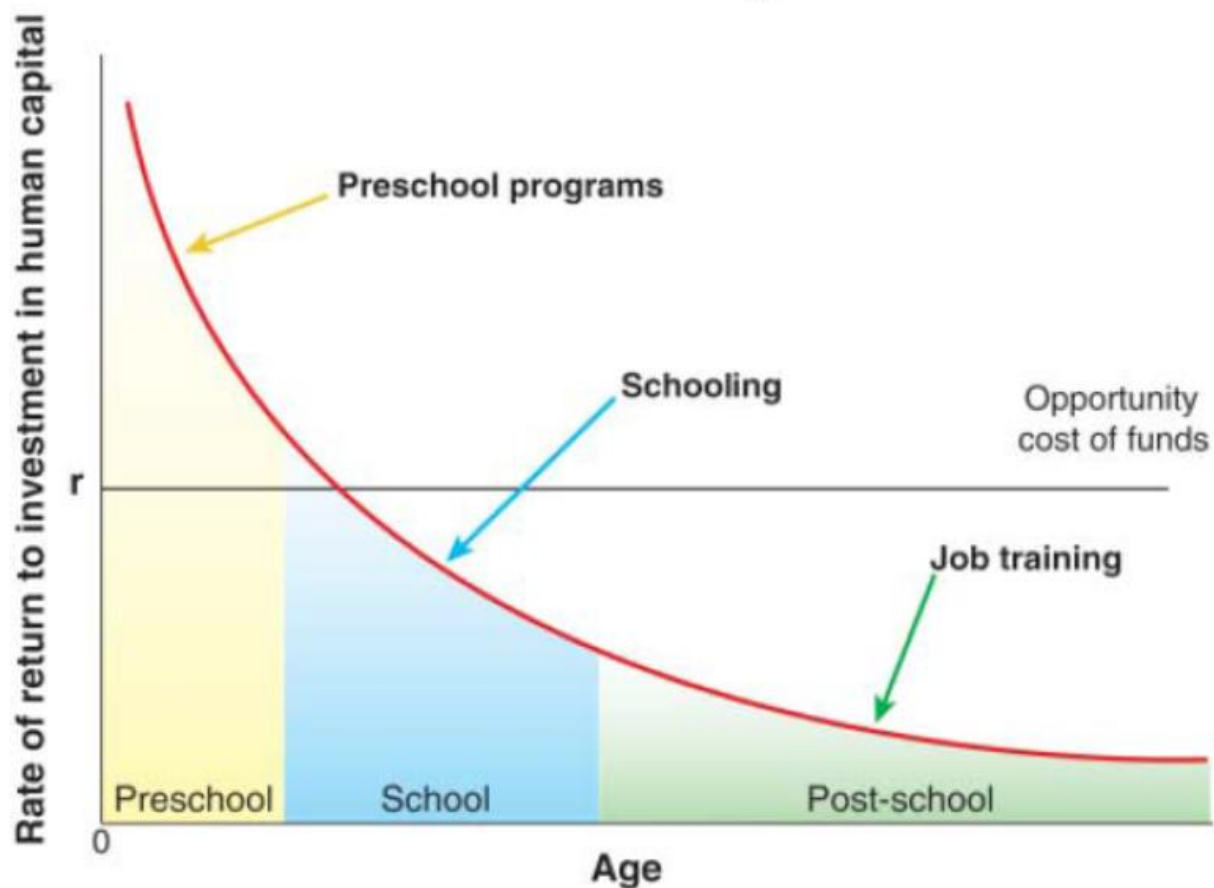
# Early interventions...

- "Early" - both early in life and early interventions in current problems or concerns



## Hvorfor tidlige indsatser?

Rates of return to human capital investment





# Ulighed i evner gennem barndommen

3-5 år  
Vurderede færdigheder

8-14 år  
Test resultater, læsning

25 år  
Ingen dom for kriminalitet

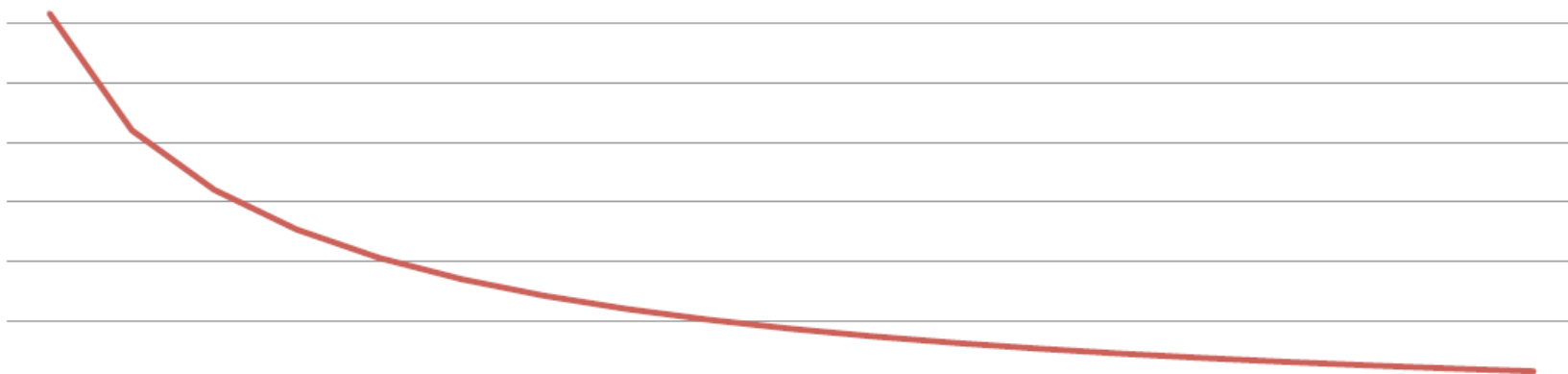
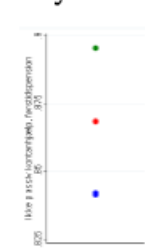
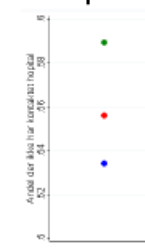
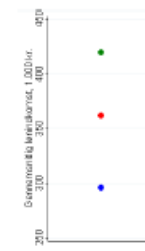
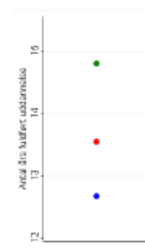
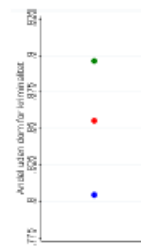
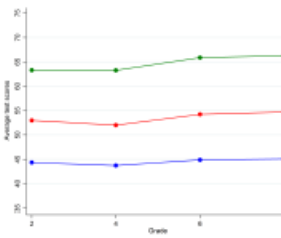
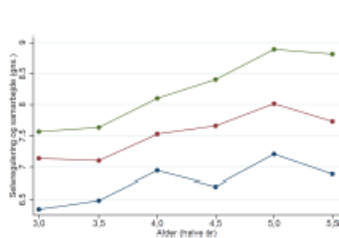
30 år  
Års fuldført uddannelse

40 år  
Indkomst

40-50 år  
Ikke kontaktet hospital

54 år  
I arbejdsstyrken

60 år  
I live







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- Children from families in vulnerable positions face higher risk of encountering social problems (1/3 of children with social problems)
  - BUT... if only focusing on these children, we tend to overlook the remaining 2/3 and miss the opportunity to work preventive with this group





## ... and intersectoral collaboration

- All professionals around the child have particular tasks and perspectives in relation to the child, but crucial that it is considered a joint task and that they aim for a joint goal

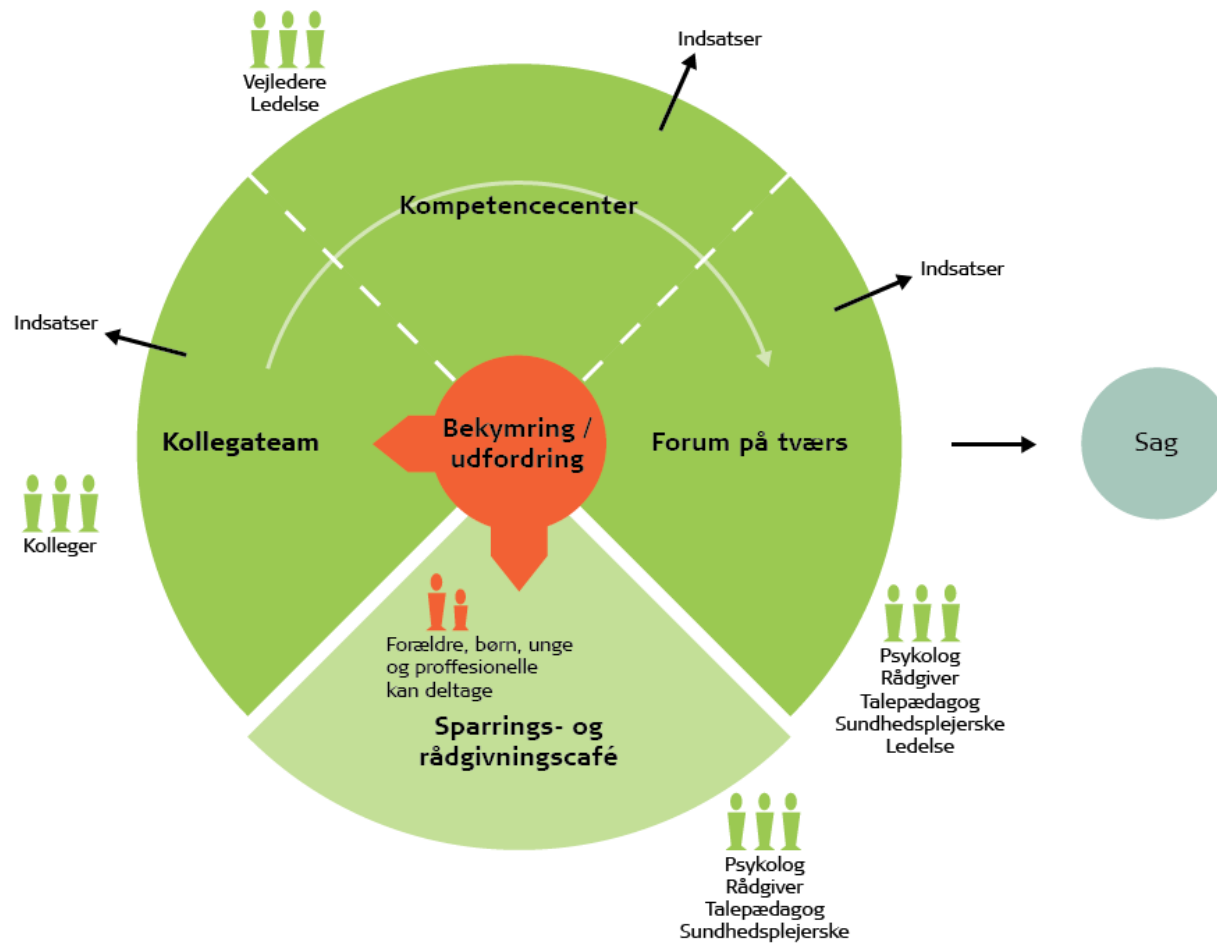




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# How?

- Testing and developing models of collaboration and identifying the "promoting" and "limiting" factors for progression
  - ✓ Identifying common denominators for a joint vision and joint basis for the interdisciplinary collaboration
  - ✓ Working with child perspective and "relational coordination"
  - ✓ Economic structures of incentive supporting the collaboration
  - ✓ Processes of assessment and reassessment of SEN
  
- Sharing this knowledge



## Den forebyggende og konsultative indsats

august 2014



# 30 minutes session

- **Reflections in groups (15)**
- **Sharing key findings (15)**

