

Initiatives that may enhance these children's opportunities with respect to their *"participation, responsibility, rights, and duties in a society of freedom and democracy"* (quotation from *Section 1 (3) of the Danish Primary School Act*)

**FOCUS ON EDUCATION OF**  
**CHILDREN IN CARE**

# SALAMANCA STATEMENT

## JUNE 1994

- WORLD CONFERENCE ON SPECIAL NEEDS EDUCATION:

- ACCESS AND QUALITY.
  - Education for all

1 January 2007

- **Municipal Reform  
of 2007 –**

all responsibility for special needs education  
to the municipalities.

- **Article 20.** It shall be incumbent on the municipal council to establish kindergarten classes and provide schooling in primary and lower secondary schools to children and young people under 18 years of age who reside in the municipality and whose parents wish for them to be enrolled in primary and lower secondary school, cf. article 54.
- **Section 2.** In addition, it shall be incumbent on the municipal council to provide special needs education and other child welfare assistance to the children and young people named in section 1, including children and young people whose development requires special considerations and/or support which can best be provided in special schools or in special classes, or for whom schooling can only be carried out with support during the majority of schooling time. Furthermore, it shall be incumbent on the municipal council to provide special education support to children who have not yet begun schooling.

# Equal opportunities for all children and young people

- “Good schooling – including for vulnerable children”, 2006

# Some characteristics of schooling at the internal schools:

- Schooling is conducted in very small groups. There are 4-8 students in the classes.
- Schooling is planned on a very individual basis.
- There is a greater focus than in standard schools on the students' social and behavioural development.

# This group of students is characterised by:

- They are students who have serious behavioural and emotional difficulties.
- Their upbringing and family situation is often problematic
- Their schooling has been interrupted by changing schools many times and thereby lacks continuity.

# The work with this group of students requires constant focus on:

- Development of educational methods and materials
- Ensuring that students also learn to function together and feel secure in larger groups
- Securing students' future opportunities with regard to education and work
- Maintaining awareness of the students' various difficulties with regard to behavioural, emotional and social development

# SFI's report, “Schooling of Children in Care”

- An individualised perspective, based on treatment considerations
- A perspective in which the outside world is included and the focus is on what the child or young person requires to be able to “master” his/her own life.

# Schooling at the internal schools is generally based on a perspective of:

- listening to the students – being receptive, open and attentive
- understanding the students – what does the situation look like from the students' perspective and how do the students' actions make sense from their perspective?
- Acceptance of the student's fundamental right to have his/her view
- an affirmative approach that supports the student in reflecting on his/her own perspective

## Hearing statement on the guide on special needs education in day treatment centres:

- Special needs education at placement centres and day treatment centres should therefore be given special attention. Knowledge and experiences in the field should be collected and passed on. The field should be developed

- It is common knowledge that the schooling of vulnerable children and young people has a great impact on their ability to overcome obstacles in the future

From the SFI-report:

- The school can play a significant role in relation to these children's perceived quality of life. Here they can experience equal relationships with friends, build up self-confidence and develop educational and social skills.
- The Danish social educators would gladly contribute to the work in this field.

# SL:

## Danish National Federation of Social Educators.

- Teachers' Network of the Danish National Federation of Social Educators.
- “Strengthening the teachers section of SL”

# the primary and lower secondary schools

understanding learning in school  
as an integrated process that always  
includes

- a cognitive
- psycho-dynamic
- social
- societal

dimension

The Danish social educators  
recommend  
that the Danish Ministry of  
Education  
takes the initiative of examining  
special needs education  
at placement centres and day  
treatment centres