

# TEACHER EDUCATION FOR INCLUSION

Country Study Visit. Esbjerg; 10/5 2011

UNIVERSITY COLLEGE  
SYDDANMARK  
UCSYD.DK



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University College Syddanmark, Wednesday, 25 May 2011

## **My paper # 2; 10/5 2011**

9 - 10.15

### **Presentation:**

NVIE; National Centre for Inclusive Practice

### **Presenter:**

Christian Quvang

### **Programme:**

Facts on NVIE

Function of NVIE

Future for NVIE

## Let the day start with a song! 10/5 2011

1

**“Not so good at school”  
Round and round and round we go,  
when I was just about ready for a  
trip to the beach.  
Round and round and round we go,**

2

**I was not so good at school  
We read all day and the teachers say,  
that it's all for your brighter future  
days.  
A chain gang song in my ears,  
I was not so good at school.**



3

**Round and round and round we go,  
when I was just about ready for a  
date with my gear.  
Once again it's tormenting fall,  
I was not so good at school.**

4

**We sit all day and there is no play,  
there's a howl in my soul; this is not  
my hole.  
Round and round and round we go.  
I was not so good at school.**

.....

Lyrics by 22 Pistepirkko & J.K.“Stone” Niemelä; 22 Pistepirkko; CD fra 2005: “Drops & Kicks”

# **FACTS ON NVIE**

**The National Centre of Excellence for Inclusive Practice**

**The National Research Centre for Inclusive Practice**

**Nationalt Videncenter for Inklusion og Eksklusion**

**a.k.a. NVIE**

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# National Research Centre for Inclusive Practice



**The National Centre of Excellence (NVIE) was approved by the Ministry of Education in 2004, and is a formal collaborative venture between the University College of Southern Denmark and the University College Capital in Copenhagen. The Ministry of Education has approved the NVIE as a Centre of Excellence which, thanks to its professional anchoring in two different regions, has the capacity to act as a viable National Centre of Excellence within the area of vulnerable and marginalised children, young people and adults.**

**Today NVIE as a National Centre continues its work as a unified institution but is at the present moving towards a more loose and expanded network including - and collaborating with other institutions, units or organizations working with inclusive issues.**

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## **The objectives of the NVIE are**

**To collect, develop and communicate knowledge on inclusion and exclusion as processes in society, institutions and people's everyday lives.**

**To develop professional knowledge and methods that will equip the welfare professions to counteract processes of exclusion and create the appropriate conditions for the formation of inclusive communities.**

**To improve the conditions for social participation for children, young people and adults with special needs and/or in vulnerable positions, so that as many people as possible are able to receive support for their development and learning within the normal system frameworks.**

**To develop the ability of the welfare professions to contribute to prevention, inclusiveness and coherence as significant perspectives in all forms of professional efforts.**

**... continued**

**NVIE offers collaboration to all the professions, institutions, professional organizations, municipalities and regions for whom social inclusion and exclusion are key dimensions in their professional practice and initiatives.**

**NVIE's production of knowledge is based on research, collaboration with universities, teaching experience from the eight professional bachelor degree programmes of the UC and an in-depth familiarity with the practice of these professions. This means that the Centre of Excellence consultants possess a professional foundation as researchers, teachers in the foundation and further education programmes, and partly as participants in a wide range of development activities and external projects. This ensures both an internal and an external flow of knowledge.**

**NVIE's activities and knowledge production are characterised by close co-operation with the practical fields and the professions, with dialogue securing a sustainable base for the developmental processes.**

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**Function of:**

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# NVIE; an overlook

**NVIE is focused on the inclusion and participation of exposed and marginalised groups in society. In this we combine documentation & research, development strategies, staff education and evaluations.**



**By the end of 2007 NVIE had completed more than 30 larger projects in our main fields of concern: Pre-School, Education and Adult Life. The knowledge achieved from the projects has been distributed in a number of papers, reports, books, news-letters, national & international conferences and seminars. From 2007 and on NVIE is on its own, financial driven by UCC and UCSYD as it is today, but continuously working with the same kind of tasks.**

**At the beginning of 2011 NVIE is ...**

**The permanent staff of NVIE consists of two chief-consultants and twelve senior researchers. The total number of academic staff from the two UCs engaged in NVIE-projects is around 70 a year.**

**More information (unfortunately at the present only in Danish) [www.nvie.dk](http://www.nvie.dk)**

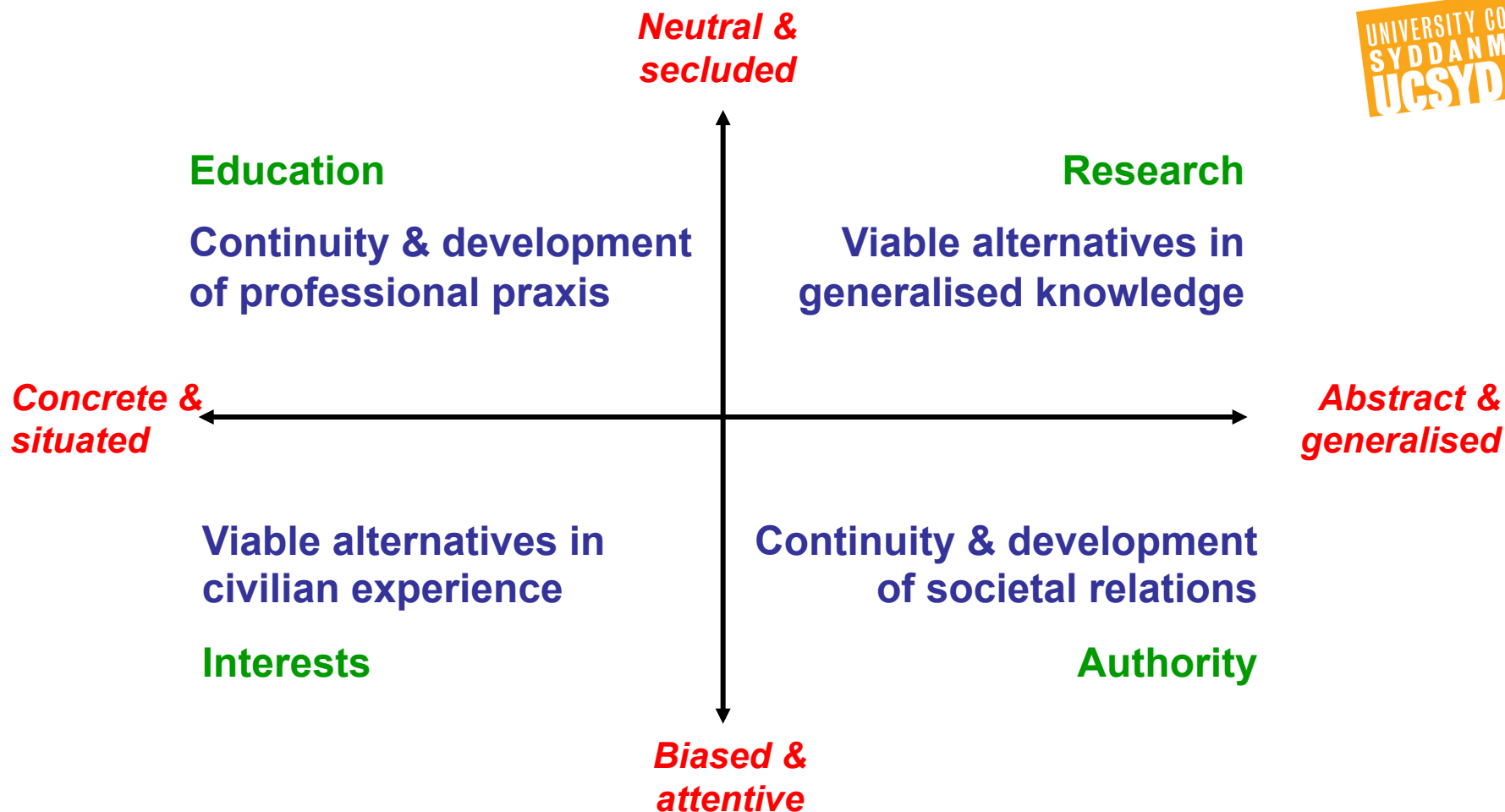
## **NVIE: in the field of knowledge-purchasers**

**Education:** *Professionals' education at bachelor-, diploma- & master- levels.*

**Research:** *Universities, Research-Centers & -Networks.*

**Authorities:** *National or regional administrations & councils.*

**Interests:** *Organisations and mediae of users & professionals.*



# Projects and works executed in NVIE; examples

**Pre-school area; Kindergarten etc.**

**School area;**

**Social psychiatry area:**

**Handicap area;**

**NGO area;**

**Interdisciplinary area;**

**Policy area;**

**Local ecology area;**

**Teaching & Networking;**

# An example; KRYDS or CROSS or PASSAGE

**MAN SKAL HANDLE FØR MÆLKEN BLI'R SUR!**  
Forskningsrapport vedr. en undersøgelse af den professionelle indsats' betydning for inklusion i KRYDS feltet mellem særlige og almene behov



Udarbejdet af:  
Anette Nielsen  
Christian Quvang

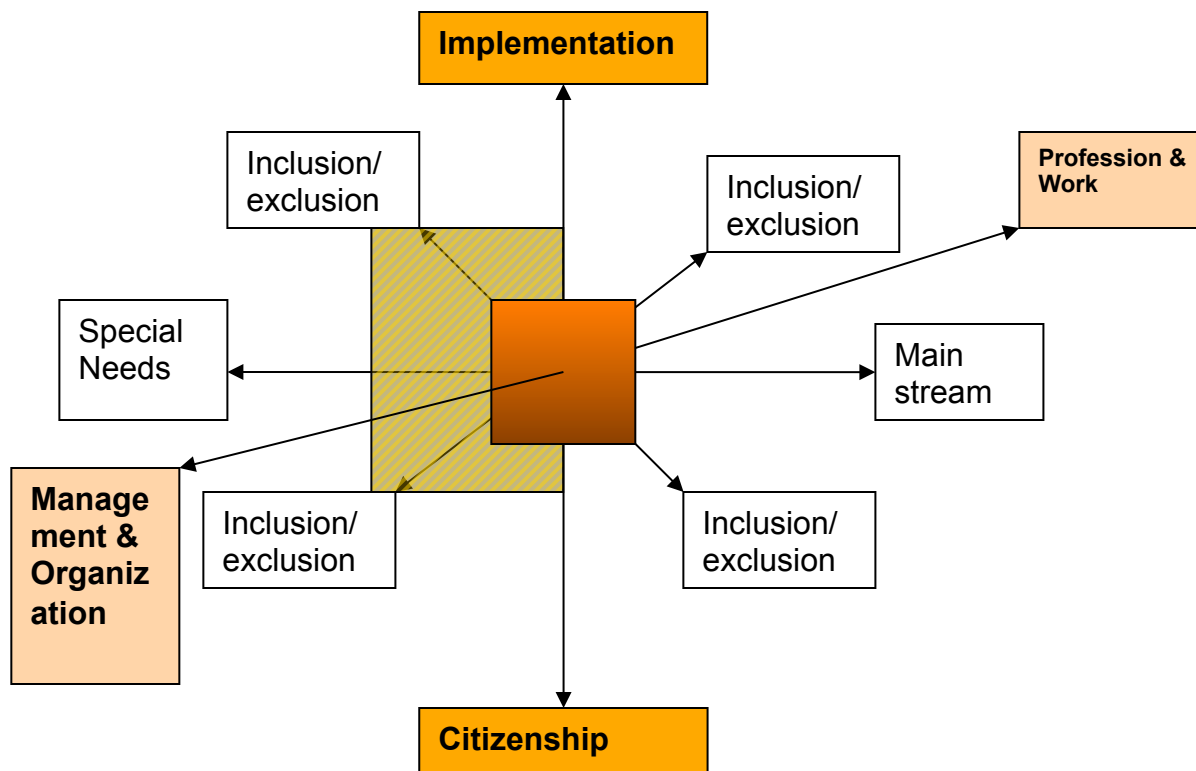
Forskningsprojektet er finansieret af Servicestyrelsen og udført af NVIE, UC Syddanmark. Denne rapport er publiceret marts 2011

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## An example; KRYDS or CROSS or PASSAGE



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# An example; KRYDS or TRANSITION, PASSAGE ...

**Facts about the project and research question:**

**In Danish**

*"Hvad er det i den professionelle indsats, der gør en forskel på, om handlinger virker inkluderende eller ekskluderende set ud fra et medborgerperspektiv"?*

**In English**

*"What is it in the effort from the professionals, that makes a difference, if decisions and actions promote inclusion or exclusion seen from a citizenship perspective?"*

**Methods:**

**Hermeneutic perspective; focus on narratives and meaning**

**Critical realistic perspective; focus on structures and mechanisms**

**Data:**

**Narratives from parents and interviews with professionals**

# **An example; KRYDS or TRANSITION, PASSAGE ...**

## **Significant issues:**

### **Nine significant areas:**

**From the experience something is wrong to the diagnosis**

**Transitions between special – and mainstream initiatives**

**Consequences for the family**

**Local setting**

**Bullying**

**Meaning and turning point narratives**

**Friendship and social competencies**

**Future**



## **An example; KRYDS or TRANSITION, PASSAGE.**

### **Significant results:**

**Optimal coordination and cooperation between professions in passages - together with optimal coordination and cooperation with parents creates the most sustainable and, in the long run, also the cheapest inclusive solutions**

**Processes of inclusion involving the whole ecology related to the child/ youngster are of huge significance for the degree of exclusion**

**Networking and engagement in NGO activities provides engagement, self-understanding and empowerment through identity formation for parents**

## Another project example; ULF and Viggo's World

### Facts about the ULF:

'ULF' or 'Udviklingshæmmedes Landsforbund means 'the (Danish) national organisation of people with learning disabilities'. (Utvicklingsstördas / Utviklingshemmedes Lands-forbund).

'ULF' was established formally in 1993 and is a collective member of the national platforms of disability organisations, LEV and DH.

'ULF' has today a total of nearly 2.500 members, including members of 'ULF Youth'. The estimated Danish population of People with learning disabilities is 20-some thousand.

'ULF'-headquarter is at the office in Vejle. Here (and at some of the local bases) a growing number of people with learning disabilities are employed as organisational secretaries, special consultants etc, on a legal basis of 'individually sheltered employment'.

'ULF' is formally lead by the bi-annual 'General Assembly', electing the Chairperson (four years) and the executive committee.

More information (only in Danish): <http://www.ulf.dk/>

**Future for:**

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## Tendencies for actual and future tasks

### **In general:**

Contributing to implementation of knowledge in the educations

Training and teaching professionals in service

Researching policies and the transformation of these to practice

### **Specific:**

As part of the new National Centre for Exposed Children and Adolescents

As working on research projects for the ministry of Social Service like BUP

As going into 'full scale' inclusion projects in smaller villages like the Andst project

As contributors to larger projects with focus on education of professionals

As researchers in the 'Baby Doll' project

# Questions and dialogue

