

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Germany 2014/2015 data  
background information**



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## BACKGROUND INFORMATION

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The current definition of SEN means specific support for pupils with disabilities – the majority of whom have an official decision of SEN (please note that the data provided may include a small number of pupils receiving support, but without an official decision of SEN; it is not possible to separate these pupils out in some Länder). In the Federal Republic of Germany, responsibility for SNE in terms of organisational aspects refers exclusively to special needs within the context of disability.

Pupils experiencing difficulties as a result of certain disabilities and/or in need of additional educational support because of problematic situations, as well as pupils with temporary learning difficulties (e.g. slow learners, reading and writing difficulties), are supported by a combination of measures of differentiation within the structure of the general system of support. Remedial or individual educational programmes based on the general structure offer support for problematic situations during the learning process. The Federal Republic of Germany has a comprehensive framework of special measures for providing additional advice and support for all kinds of situations that might occur in daily school life.

The legal definition is wide because of the different situations and laws in the Länder.

Source: Standing Conference of the Ministries of Education – KMK: [The Education System in the Federal Republic of Germany 2012/2013](#) and [Education in Germany 2014](#).

### **How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition**

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*An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.*

#### **Pupils' legal entitlements under what legislation**

The procedure for determining SEN involves establishing the individual need for support, as well as deciding on the course of education and the place of support.

The procedure may be applied for by the pupil's parents or legal guardians, by the pupil themselves if they are aged 18 or over, by the school or by other competent services. It must take into account the competences of the persons participating in the support measures and instruction.

#### **How additional support is understood within the country context**

Evaluation of a pupil's performance is a pedagogical process, but also an administrative act based on legal and administrative regulations.



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## **The criteria for an official decision are**

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### **There has been an educational assessment procedure involving a multi-disciplinary team**

Responsibility for the procedure lies with the school supervisory authorities: either the authorities themselves have the necessary competences for SEN, as well as sufficient experience in the field of educational support for persons with disabilities, or they consult experts in the field of special educational support.

### **The multi-disciplinary team includes members from within and external to the pupil's school**

Multi-professionalism is mainly achieved by teachers from different disciplines working together, as well as through co-operation with specialists from other fields (psychology, medicine, social education, therapy, youth work, etc.). These measures are supported in a variety of ways by teaching assistant services as part of integration assistance. At the same time, it should be noted that the structure varies widely among the Länder.

### **There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning**

Each pupil's individual development and performance, as well as their working and social behaviour, are constantly monitored and assessed. Assessment for special education is based on multi-disciplinary reports. Parents can apply for their child to be assessed.

The individual education plan is drafted yearly or twice a year. Standardised achievement tests to assess pupils' performance or learning development in certain subjects or grades are not given at Land level.

Continuous assessment of the performance of pupils with SEN takes place in special schools in a similar form to that of general schools.

Parents can object to a placement decision.

### **The official decision is subject to a formal, regular review process**

As above.

Source: [The Education System in the Federal Republic of Germany 2012/2013](#)

## **Proxy indicator(s) for the 80% benchmark used for the country's data collection**

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*Actual data is available to verify the 80% benchmark.*

*Placement in a mainstream class implies over 50% or more with non-disabled peers.*

### **Details on what the country proxy is**

If a pupil is placed in a mainstream class, it is assumed that they spend the majority of their time with their non-disabled peers.



### **Why this proxy was used**

No specific data is available on the actual time pupils with SEN spend in their placement.

## **Detailed description of what is meant by ‘out of formal education’ within the country’s data collection**

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The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

*[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, *International Standard Classification of Education ISCED 2011*, p. 11).*

### **Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)**

This is not applicable in Germany. All pupils are accounted for in the data.

## **Provision of data on private sector education**

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The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

### **Private sector education in the country**

Germany has public and private sector education. Both types of institution exist side-by-side and co-operate with each other. Under the Basic Law, it is possible to establish private schools. This is combined with a guarantee of the private school as an institution. The constitutional law rules out a state monopoly on education.

Source: SNE Country Data 2013–14

### **Pupil population counted for each relevant question**

For the ‘Learners with an official decision of SEN’ table, the data covers the public and private sectors with no exceptions.



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## **Pupil age ranges**

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Usual pupil age ranges in the country at ISCED level 1: 6 to 9

Usual pupil age ranges in the country at ISCED level 2: 10 to 15