



INSIDE - Inclusive Education in Lower Secondary Schools in Germany

1. Applicants

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2. Background

UN Convention on the Rights of Persons with Disabilities (2009):
 Obligation to offer an inclusive education system (Art. 24)

- No general objections against inclusive education according to empirical results; BUT: closure of special schools and placement of students with special educational needs (SEN) in the general school system not sufficient
- No confirmed knowledge about the current state of inclusive education in Germany
- Little information about structural and procedural conditions of successful implementation of inclusive education in secondary schools

3. Target Groups

Which students do we mean?

- Broad definition of SEN on purpose
- Students who have officially identified SEN and those who have been diagnosed by schools
- Focus on students with SEN in the area of “learning” and “emotional-social development”
- Classmates without SEN and thereby involvement of further dimensions of heterogeneity

4. Conditions of Successful Implementation of Inclusion

How can inclusive education be ‘successful’?

- Academic competences (domains: reading, mathematics)
- interdisciplinary, occupationally relevant competences or life skills (e.g. social skills)
- Further goals of inclusion based on the UN-Convention (e.g. social participation)

Which are depending factors for the success of inclusive education?

- Individual level of students and their families (e. g. social background)
- Class-level (e.g. characteristics of education or teachers)
- School-level (e.g. distribution of resources and school equipment)

5. Design and Research Questions

