INSIDE - Inclusive Education in Lower Secondary Schools in Germany

1. Applicants
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2. Background
   - 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
   Current funding phase (2016-2021)
   Substudy I
   Germany-wide online-survey of principals of secondary schools
   Substudy II
   Survey and testing for students with and without SEN, survey for teachers, school support assistants and principals
   Substudy III
   Teaching diaries for selected teachers
   Possible second funding phase (2021-2025)
   Substudy II
   Survey and testing for students, survey for teachers and school principals
   Substudy III
   Individual follow-up for students with and without SEN

   Grade 5 2018
   Grade 6 2019/2020
   Grade 7 2020/2021
   Grade 8 2022/2023
   Grade 9 after Grade 9

   Substudy I
   How is inclusive education implemented in secondary education in Germany?
   Substudy II
   Under which conditions does inclusion result in a successful individual development of students with SEN and how does inclusive education effect those students’ classmates?
   Substudy III
   How is teaching organized to be adaptive and differentiated regarding students’ individual learning capabilities?