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INAP 2019: Contemporary Apprenticeship Reforms and Reconfigurations

Workshop: „Diversity and Inclusiveness“

StiEL 
Schule tatsächlich inklusiv

GEFÖRDERT VOM
 Bundesministerium
für Bildung
und Forschung

 Pädagogische
Hochschule
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Outline

1. Some tentative remarks on the topic inclusion: A German discourse
2. Inclusion narrow and wide – and the normative impact of inclusion

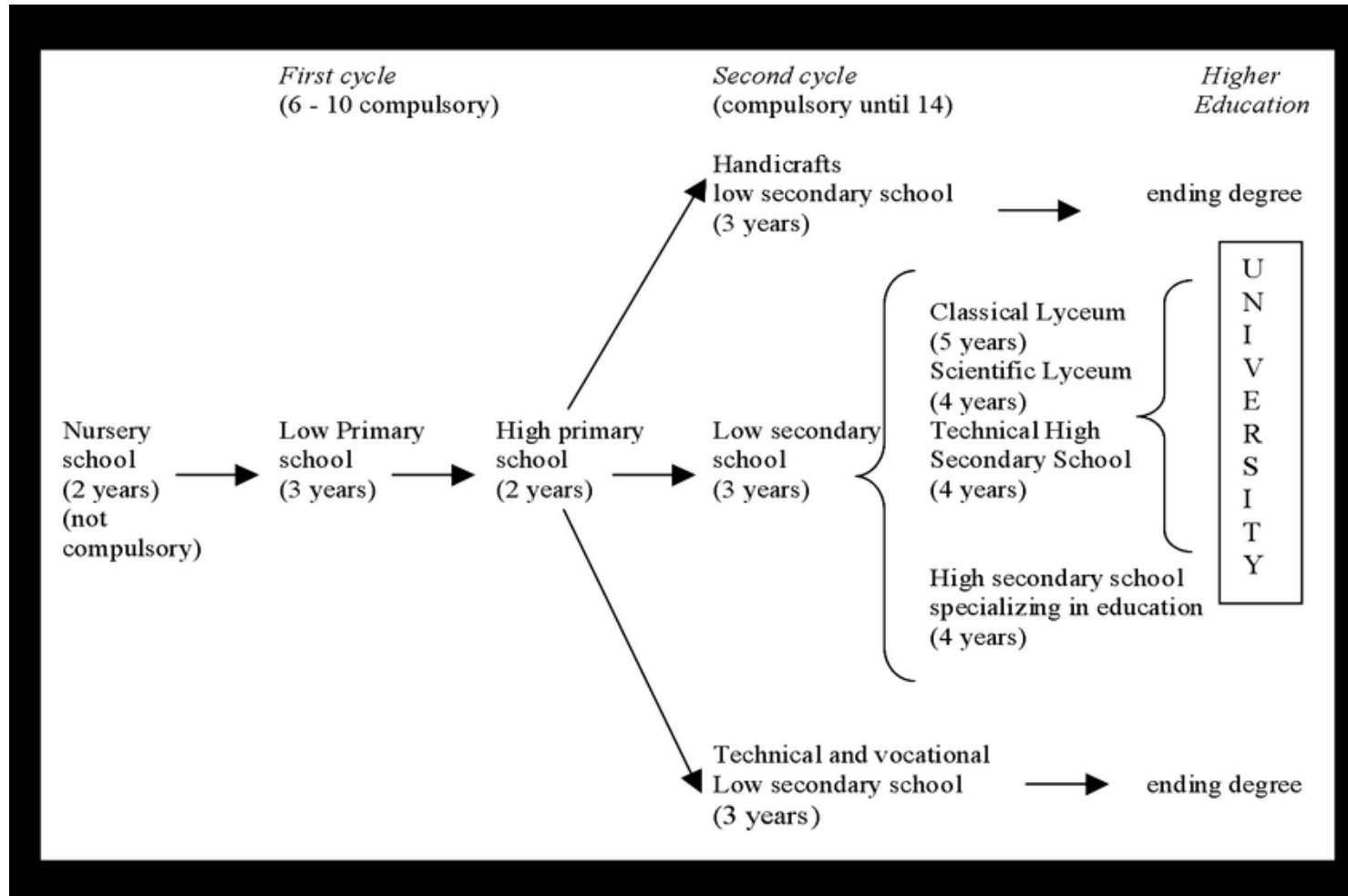
1. Some tentative remarks on the topic inclusion:
A German discourse

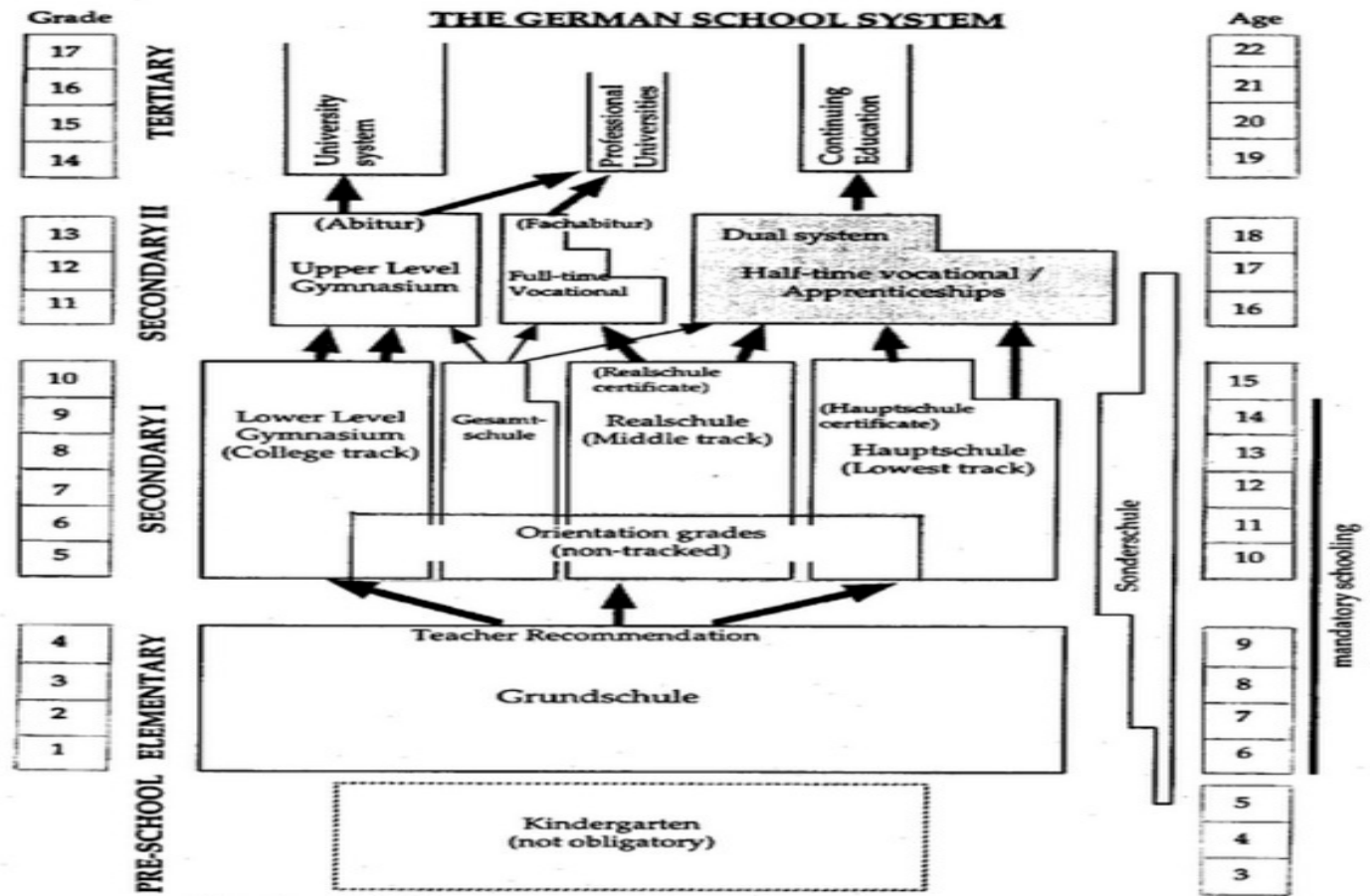
Inclusion in Germany – short history of a discourse

One week visit of a professor from Costa Rica and its consequences

- 2006: Vernor Muñoz visits German schools
- & writes a serious report
- Germany is accused of human rights violations (Muñoz-Report)
- issue is the German school system itself

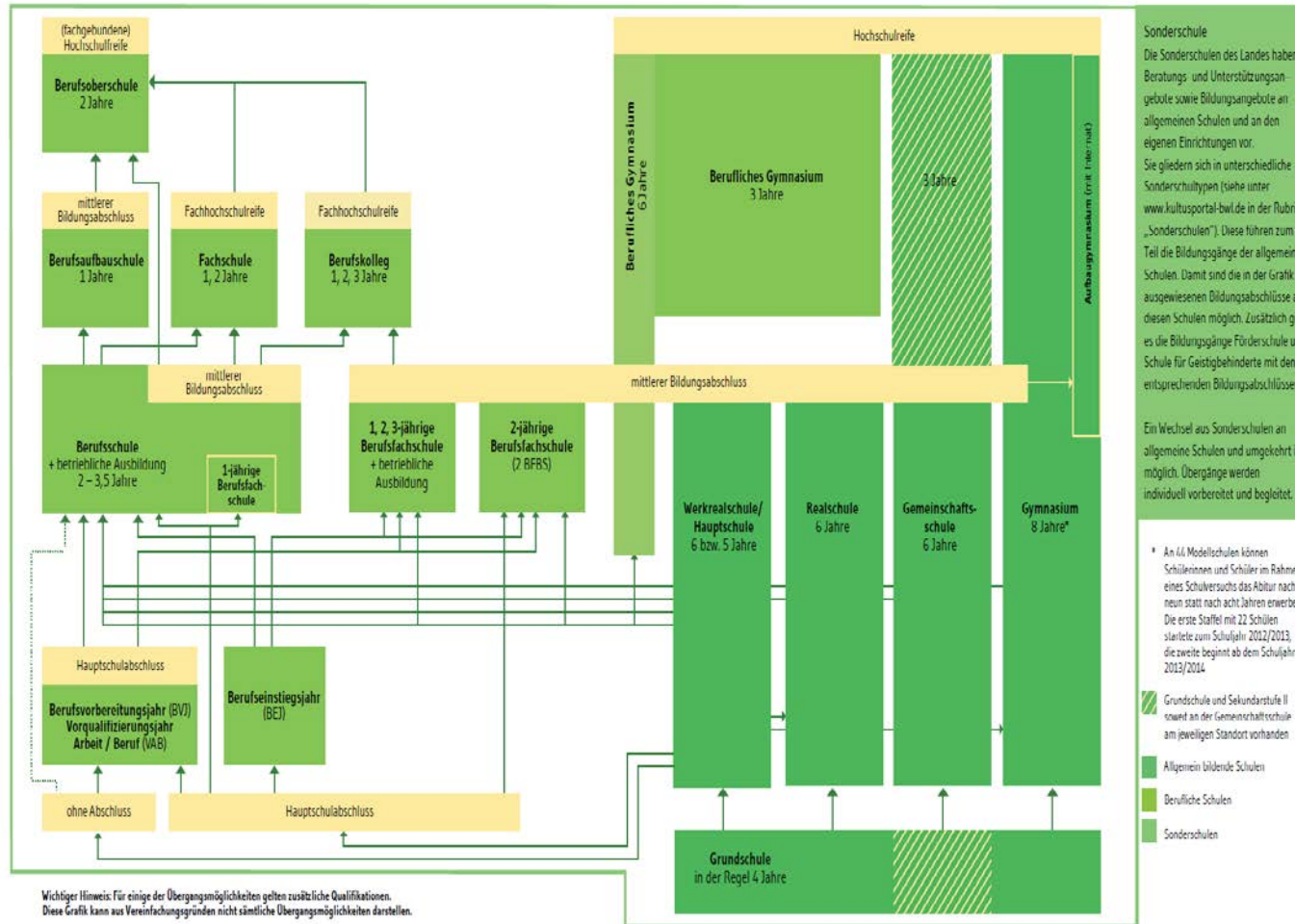
The Italian School System





Taken from MPL 1994.

Educational trajectories in Baden-Wuerttemberg



After a few controversies Germany

- ratified the „Convention on the Rights of Persons with Disabilities“ (CRPD) in 2008/2009
- agrees in principle to install an inclusive school system

Since the ratification of the CRPD there is an enormously growing interest in dealing with inclusion in Germany, e.g.:

- Establishment of a circle of experts on the topic of inclusion in the German UNESCO Commission (GUC) 2010;
- Resolution of the GUC „Strengthening inclusive education in Germany“ 2011
- Installation of at least one modul of inclusion in teacher training (except VET!) in almost every federal country
- Call for chairs or junior professorships for inclusion in educational sciences as well as in maths, German language, history a.s.o.
- Development (or re-branding) of extra-curricular programmes for the support of inclusion in schools

Intermediate conclusion:

Since 2009 inclusion is a cross-cutting frame and a strong normative reference for equity in the German educational system that is very well accepted!

It is hardly possible, at least in Germany these days, to be against inclusion!

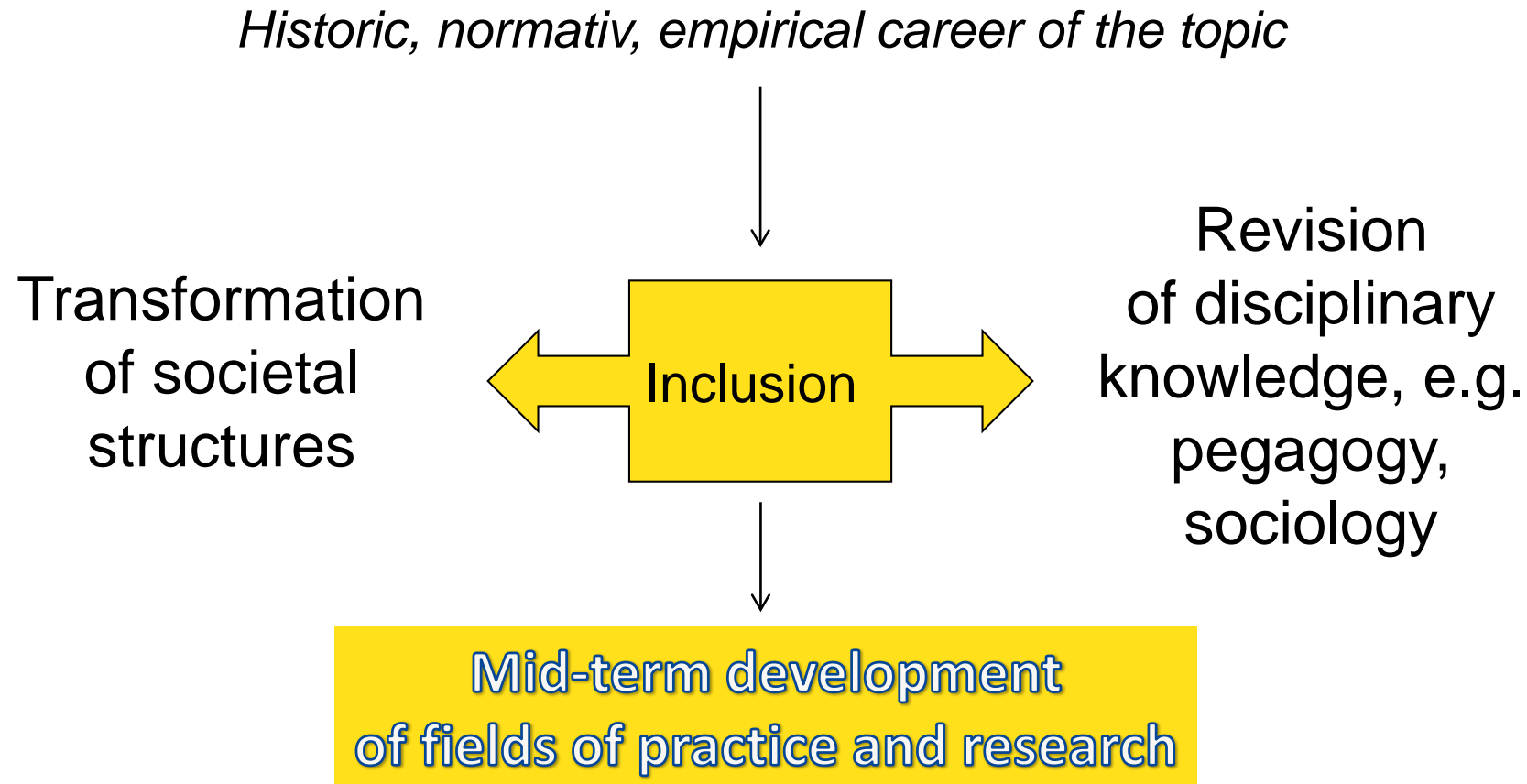
2. Inclusion wide and narrow

Definition Inclusion

“Inclusion is the expression of a philosophy of the equity of every human being, of the recognition of diversity, of solidarity in the community and of the diversity of ways of life.”

Seifert (2006): S. 100

Why does inclusion raise so many questions?



Quelle Jan Weisser (2015), Leiter Institut Spezielle Pädagogik und Psychologie PH FHNW

Inclusion narrow or wide

Keyword: Accessibility

Differentiation between different forms of societal barriers

Material Barriers	Institutional Barriers	Mental/Socio-cultural Barriers
<ul style="list-style-type: none"> - Physical infrastructure (buildings, sidewalks, traffic/public transport) - Technical aid for the compensation of different disabilities 	<ul style="list-style-type: none"> - Political & societal institutions - Selective & segregative school system (inclusive VET) - Division of labour 	<ul style="list-style-type: none"> - Prejudices, categorizations, stereotypes - Discriminations on the basis of disabilities (e.g. cooling out aspirations)

Different (more narrow or more wide) Understandings of Inclusion

Zielgruppe Bereich	Zielgruppenspezifität (1)	Zielgruppenpluralität (2)	Gesamte Bezugsgruppe (3)
Bildungs- system (A)	(1A) Gleiche Zugänge/Teilhabe/Barrierefreiheit in Bildungseinrichtungen für Menschen mit Behinderung	(2A) Gleiche Zugänge/ Teilhabe/Barrierefreiheit in Bildungseinrichtungen für verschiedene (bes.) benachteiligte Gruppen	(3A) Förderung der Anerkennung von (legitimer) Differenz, indiv. Förderung nach individuellen Voraussetzungen und Fähigkeiten in heterogenen Lerngruppen in Bildungseinrichtungen
Gesellschaft (B)	(1B) Gleiche Zugänge/ Teilhabe/Barrierefreiheit in gesellschaftlichen Institutionen für Menschen mit Behinderung	(2B) Gleiche Zugänge/ Teilhabe/Barrierefreiheit in gesellschaftlichen Institutionen für verschiedene (bes.) benachteiligte Gruppen	(3B) Gleiche Zugänge/Teilhabe/ Barrierefreiheit in gesellschaftlichen Institutionen für Alle – aktive „inklusive“ Zivilgesellschaft: (solidarische Einstellungen und Unterstützungsbereitschaften)
Politik (C)	(1C) Gleiche Zugänge/ Teilhabe/Barrierefreiheit in politischen Institutionen = Politische Partizipation und Repräsentation von Menschen mit Behinderung	(2C) Gleiche Zugänge/ Teilhabe/ Barrierefreiheit in politischen Institutionen = Politische Partizipation und Repräsentation verschiedener <i>politisch</i> marginalisierter Gruppen	(3C) Politisch responsive Berücksichtigung der Anliegen der Bevölkerung; „inklusionsorientierte“ und Menschenrechte realisierende Politik in allen Politikfeldern; Politik der (absoluten) (sozialen) Gerechtigkeit

GEFORDERT VOM

Inclusion in the German VET system

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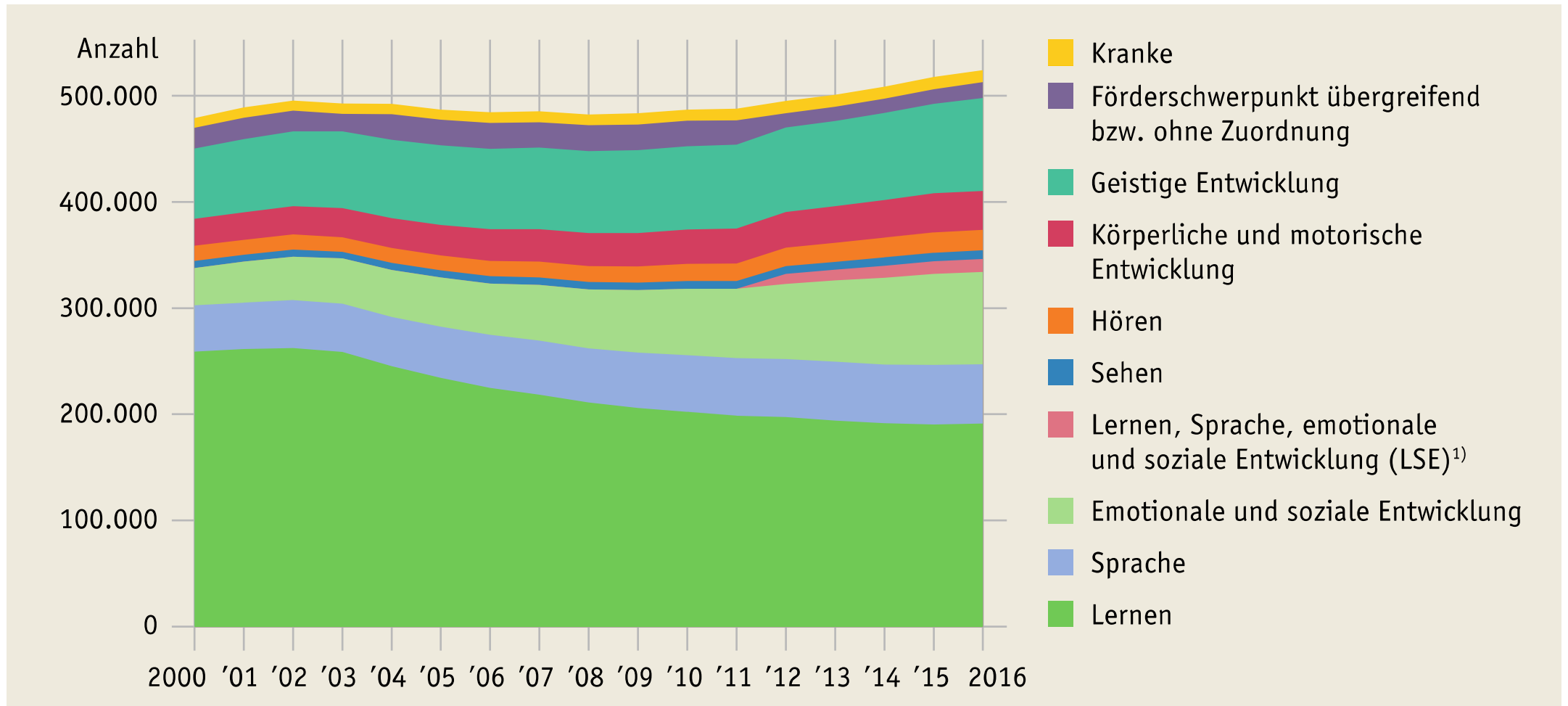
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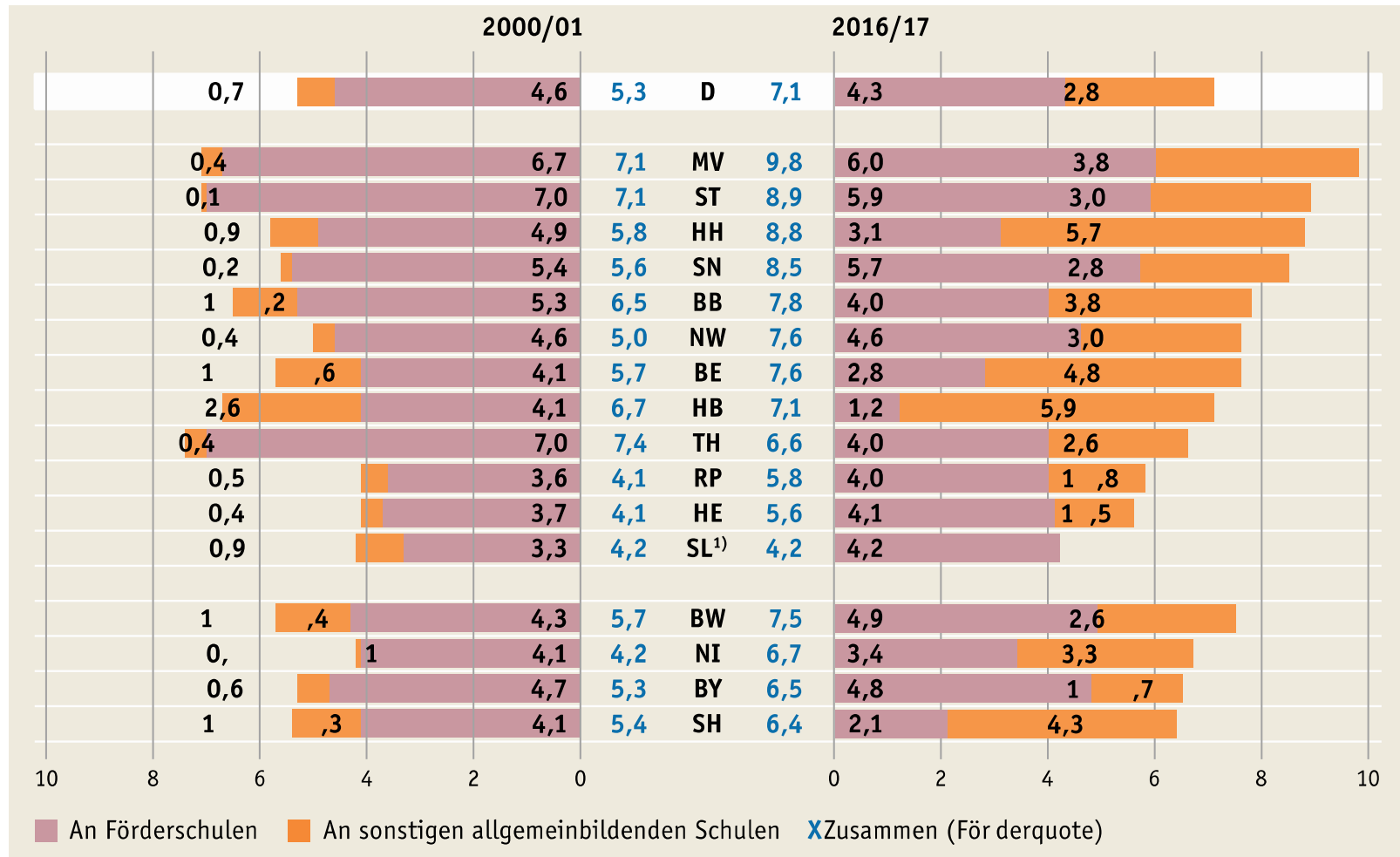
Special Needs at General School

- 523.813 Overall
- 318.002 Special Needs School
- 205.811 Regular School System

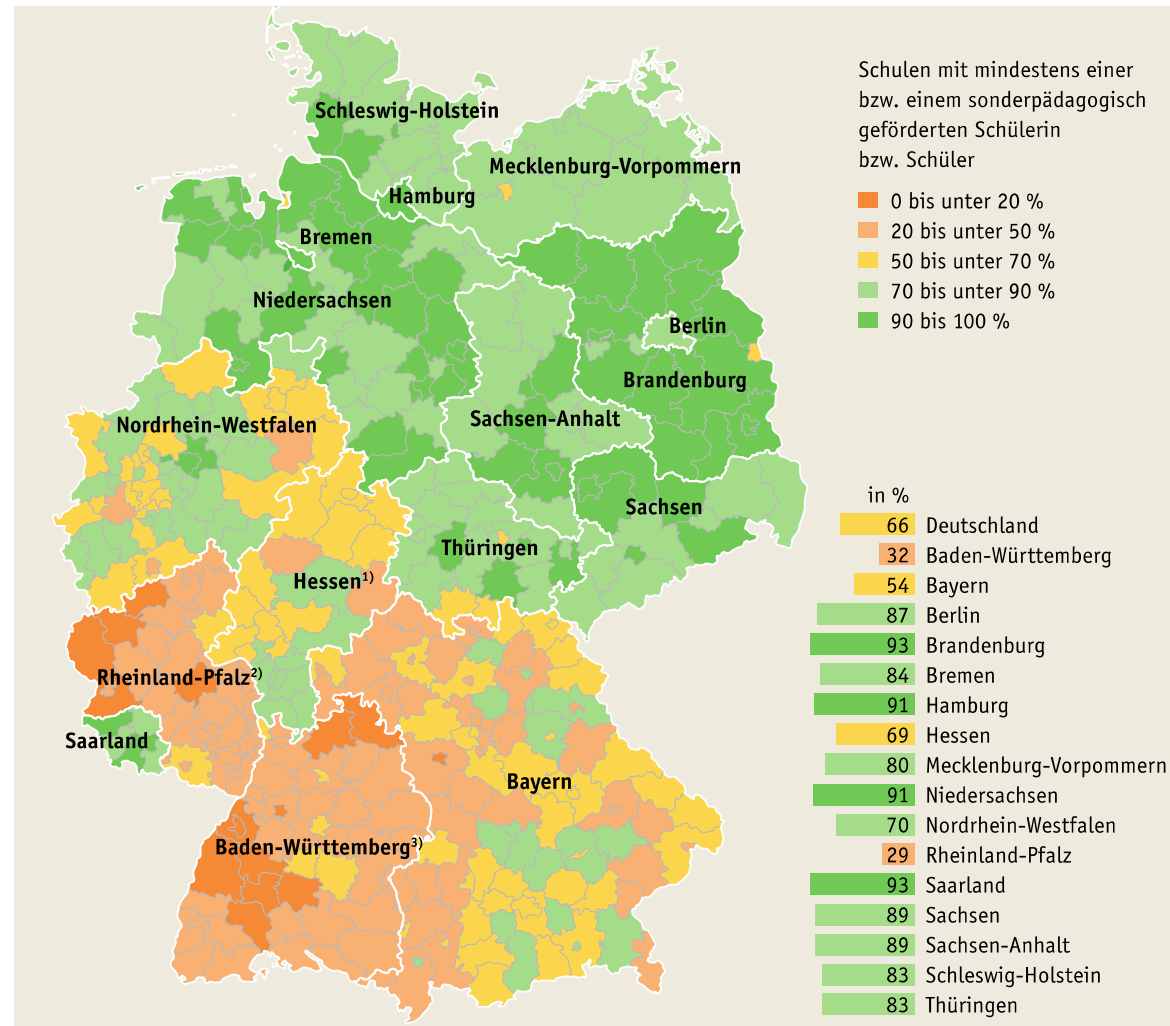
Reasons for Being Labelled Special Needs Students



Special Needs Education According to Land and Learning Venue



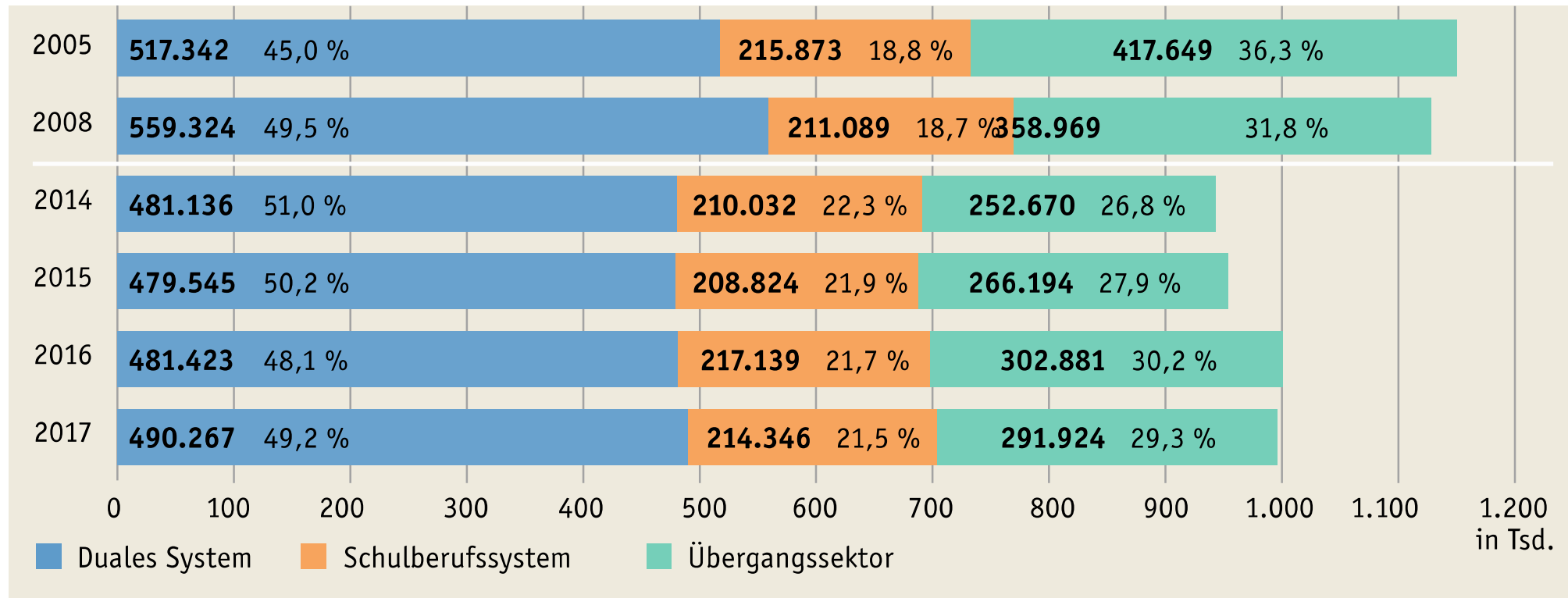
Special Needs Education According to Land and Learning Venue



First Threshold 2017

- University: 515.327
- Dual System: 490.267
- Vocational Schools: 214.346
(Health Care, Child Care, Social Work)
- Transition System: 291.924 (2018:272.000)
 - *Berufsfachschulen* (no vocational degree): 114.429
 - *BVJ and similar*: 99.242
 - *Measures Job Centre*: 41.812
- Vocational Training Centre: 70.000???

First Threshold 2005 - 2017



Assistance at Apprenticeship

- Assisted Apprenticeship
- Apprenticeship Aids

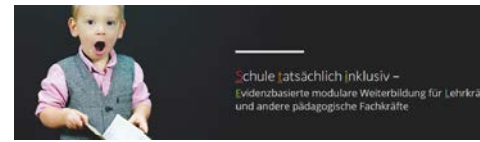
Workshop

- Understandings of inclusion?
- State of the art of VET and inclusion in different countries

Inclusion and Vocational Pedagogy

- Only Awareness in Recent Years
- Organisational Diversity
- Tension Vocationality – Special Needs Education

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Development and evaluation of an in-service teacher training about the inclusion of students with diverse abilities

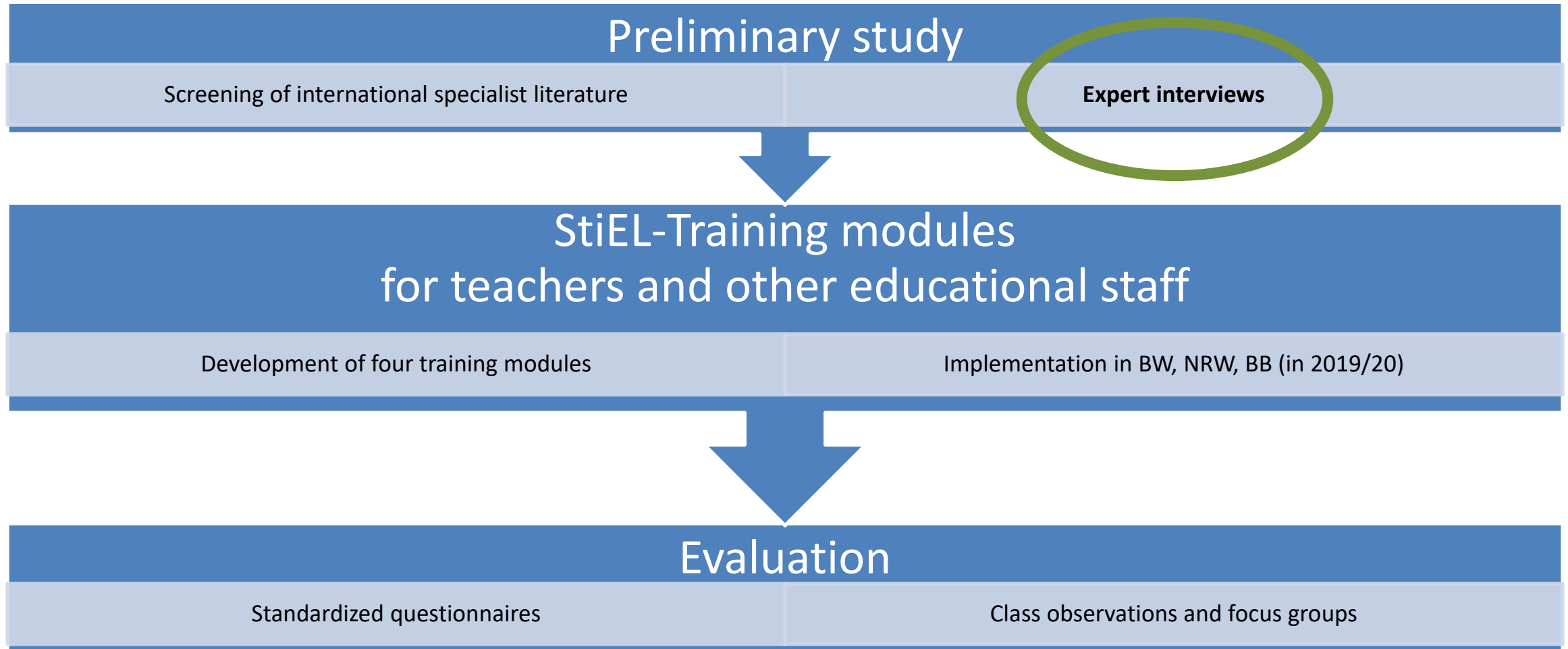
The overall goal of the project ‘*StiEL*’ is to contribute to the **professional development of teachers and other educational staff working at German secondary and vocational schools** with the help of an **evidence-based training** on inclusion of students with diverse abilities, which will be developed within the scope of this project. The project is a collaborative research project with three partnering institutions and funded by the Federal Ministry of Education and Research from 2018-2020.

In the first phase of the project, training modules are developed based on review of literature, existing training programs on inclusion and interviews with teachers, school staff members and education experts. **The content of the training modules are ‘inclusive didactics and diagnostics’, ‘multi-professional cooperation’, ‘school and community development’ & ‘definitions of inclusion and heterogeneity, human rights education and social learning’.**

In the second phase of the collaborative project, the training modules are delivered and evaluated. The knowledge and skills acquired by the participants through the training as well as the teaching and management of inclusive classrooms after the training are **evaluated by use of a longitudinal (treatment and control group design) and an ethnographic (participatory classroom observation and interviews) approach.**

In the final phase of the project, the modules are revised based on the evaluation results. Afterwards, a best practice manual is created and the modules are made available via open access databases.

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Expert interviews

Category of experts	N
School principals	9
Teachers	19
Special needs teachers	6
Other educational staff (e.g. social workers)	3
Scientific experts	2
Representatives of specialist associations	3
Trainers	3
Total	45

Approach:

- Semi-structured expert interviews (Kruse 2015)
- Qualitative content analysis (Kuckartz 2014) via MAXQDA

Expert interviews

Aim: Vocational qualification

→ Interviewees highlight qualification for the labour market as purpose of vocational training and focus in their statements strongly on the points of graduation

Expert interviews

Graduation: temporal pressure

→ Teachers have a short period of time (2-3 years) to prepare pupils for their finals exams; they experience even more time pressure as it is the case in secondary level I

Expert interviews

Transmitting expert knowledge vs. pedagogy

→ VET teachers see their role in giving expert knowledge; they encode pedagogy as something external which does not belong to their business (VET training enables vocational qualification; ,it is not about well-being at school‘)

Expert interviews

Inclusion as disruptive factor

- As VET teachers see their role in ‚transmitting expert knowledge‘ inclusion is mostly seen as a disruptive factor - as it consumes time they do not have
- moreover they connect inclusion with educational capabilities which they do not possess (→ they delegate inclusion to special education)

Expert interviews

Dominant understanding of inclusion: narrow

- In order to delegate to special education there arises a strong orientation on (medical) diagnosis – although there is no such thing as SEN in VET training
- Dealing with heterogeneity (in general) isn't seen as inclusion

Expert interviews

Special interpretations of inclusion

- „Außenklassen“: whole classes from special schools are accommodated with their special needs teachers in the buildings of vocational school, but there is no connection (with the exception of spatial proximity)
- separation continues ...

Workshop

- Conditions enabling and constraining inclusive pedagogy in VET?
- Teachers' and Trainers' Skills and Competences for Inclusive VET?
- How to deliver these skills and competences?

Thank you for your attention!

For more information: www.stiel-verbund.de

Contact: stiel@ph-freiburg.de