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Inklusion: Damit sie gelingen kann

Die Rolle der Unterstützungssysteme

Abstract

How supporting systems can make inclusion in schools a success – that is the message of this book. Though Germany agreed to an inclusive education system when ratifying the CRPD (Convention on the Rights of Persons with Disabilities), many pupils are still enrolled in special education needs schools, and the German school system continues to be complex and layered. Currently, parents often have to decide between participation and optimal fulfilment of needs (Unesco 2007: 31), with inclusion often being reduced to mean mainstreaming of special needs students, rather than providing a high quality inclusive education system for all children.

This volume aims at closing the gap between a narrow understanding of inclusion and a wide one by providing insights into good practice from a variety of perspectives. Each of them highlights that inclusive schools only work well when being surrounded by effective supportive systems with a focus on networking, expert knowledge and collaboration.

The book consists of three parts:

- Part One puts the current system in perspective: how did the school system in Germany develop, what routes did the development of the supportive systems take – and how is structure behind the various systems?
- Part Two describes the supportive systems in practice: how – also: how differently – do good supportive systems look like? What makes them different, what makes them to one another? This part ends with a detailed look into the systemic conclusions that can be drawn from these examples and their role within a truly inclusive school system.

- Part Three offers a glimpse into a possible, more inclusive future – both with regard to how digitalization can further inclusion, and how a more inclusive society could look like.

In addition, an appendix offers further material to the praxis cases, an insight into a system that is on its way, and a series of questions and learnings for policy makers with regard to construing inclusive education policies.

All articles of this volume may be read in their own right. Authors and editors hope, however, that readers will be inspired to read the volume in its entirety, taking ideas and inspiration for their own way into more inclusive school systems.