

# **COUNTRY POLICY REVIEW AND ANALYSIS**

**Germany (Hessen)**



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## Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Information is divided into German National Policy and Hessen Policy. Unless stated otherwise, National Policy also applies in Hessen.

### Country priorities

In the Federal Republic of Germany, responsibility for the education system is determined by the federal structure of the state. Under the Basic Law (*Grundgesetz* – R1) the individual Länder must exercise governmental powers and fulfil governmental responsibility, unless the Basic Law allows for any other arrangement. In July 2004, the Federation and the Länder adopted a joint strategy for lifelong learning in Germany (*Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland*). The strategy aims to demonstrate how learning can be encouraged and supported for all citizens of all ages and at all life stages.

The Länder's reform measures arising from this strategy particularly concern, for example:

- expanding full-day offers with the aim of extended educational and support options;
- raising the educational level of disadvantaged people;
- improving linguistic competence;
- improving dovetailing of the pre-school and primary school sectors;
- improving school education, reading competence and the understanding of mathematical and scientific correlations;
- vocational orientation measures and measures to improve transition from school to work;
- strengthening the link between vocational and higher education;
- laws to improve the Federation's and the Länder's identification and recognition of professional qualifications acquired abroad;
- increasing the higher education graduation rate and that of comparable qualifications.

([The Education System in the Federal Republic of Germany 2016/2017 – Ongoing reforms and policy initiatives](#), p. 301; [Aufstieg durch Bildung – Die Qualifizierungsinitiative für Deutschland: Bericht zur Umsetzung 2015](#); [European Semester](#))

In addition to these reform measures, the Hessian government agreed:

- that the ultimate goal of education for all children should be their best possible support, their participation in society and guidance to a self-determined life;



### Country priorities

- that it is important to consider each child individually within their individual options;
- that inclusive schooling and special schools will co-exist and that parents have the right to choose between them;
- that the transition from early childhood and kindergarten to elementary school should be linked more closely;
- that all pupils should master basic skills in literacy, numeracy and the German language;
- to extend bilingual education;
- to achieve the learning outcomes of all pupils, including those with special needs and high learning outcomes;
- to highlight the role of personal, social and emotional skills as essential for the personality development of children and adolescents;
- to support schools, e.g. through multi-professional teams consisting of teachers, socio-educational professionals and special education teachers;
- to expand all-day offers in school.

[\(Aufbruch im Wandel durch Haltung, Orientierung und Zusammenhalt\)](#)



## Section 2: Analysis grid

### Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
<p>1.1 There is a clearly stated policy for the promotion of quality in inclusive education.</p> <p><i>(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)</i></p>	<p><b>National Policy</b></p> <p>1.1.1 In July 2004, the Federation and the Länder adopted a joint strategy for lifelong learning in Germany (<i>Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland</i>). Lifelong learning includes all formal, non-formal and informal learning. One development focus is equity of access. (National Overview)</p> <p>1.1.2 By implementing the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), the Länder are increasingly creating the prerequisites for teaching pupils with special educational needs (SEN) in mainstream schools with the same learning objectives as other pupils, and in some cases with different learning objectives. In addition, the Länder are developing different forms of access to the mainstream school system or joint teaching for pupils who have different learning objectives. (The Education System in the Federal Republic of Germany 2016/2017 – <a href="#">Educational Support and Guidance</a>, p. 253)</p> <p><b>Hessen Policy</b></p> <p>1.1.3 (6) Schools should be designed to enable the common education and learning of all learners to the highest possible extent. They should take into account individual physical, social, emotional and cognitive development, and ensure that they are promoted appropriately. Schools must prevent impending failure and other impairments of learning, language and physical, social and emotional development with preventive measures. Pupils with partial performance disorders are entitled to individual support. Highly gifted pupils should be supported in their development by counselling and supplementary educational offers. (Hessian School Law 2017: Principles for Realisation)</p>



Agency recommendation	Findings
<p>1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.</p> <p><i>(Legislation and policy and upholds the right of all learners to full participation in school with their own local peer group.)</i></p>	<p><b>National Policy</b></p> <p>1.2.1 The right of children with disabilities to education and training appropriate to their needs is stated in the Basic Law (<i>Grundgesetz</i>, Art. 3 – R1), in Book Twelve of the Social Code (<i>Sozialgesetzbuch XII – Sozialhilfe</i>) and in the Länder constitutions (R14–29).</p> <p>1.2.2 On 18 November 2010, the Kultusministerkonferenz (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany – KMK) adopted a position paper on ‘Educational and legal aspects in the implementation of the United Nations Convention of 13 December 2006 on the Rights of Persons with Disabilities in school education’ (<i>Behindertenrechtskonvention – VN-BRK in der schulischen Bildung</i>; National Overview)</p> <p>1.2.3 In October 2011, the KMK adopted the decision for inclusive education of children and young people with disabilities in schools (<i>Inklusive Bildung von Kindern und Jugendlichen mit Behinderungen in Schulen</i>). The recommendations are guided by the United Nations Convention on the Rights of the Child (UNCRC) and the UNCRPD. They set out the framework conditions for increasingly inclusive educational practice in general education and vocational schools. (The Education System in the Federal Republic of Germany 2016/2017 – <a href="#">Educational Support and Guidance</a>, p. 252)</p> <p><b>Hessen Policy</b></p> <p>1.2.4 Every young person has a right to education. This right is guaranteed by a school system that must be established and maintained in accordance with this law. Individual educational rights arise from this right to education if they are determined by the conditions and content of this Act or by this Act.</p> <p>1.2.5 No gender, disability, country of origin or confession of religion or the economic or social status of the parents shall determine the admission to a school. (The Education System in the Federal Republic of Germany 2016/2017 – <a href="#">Educational Support and Guidance</a>, p. 251; Hessian School Law 2017: § 1 Right to school education)</p>



Agency recommendation	Findings
<p>1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.</p> <p><i>(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)</i></p>	<p><b>Hessen Policy</b></p> <p>Inclusion is a development task embedded in the continuous quality development of inclusive general schools. Schools with an inclusive school culture also strive to provide the best possible support for all pupils to help them develop their personalities and thus enable them to participate actively and equally in society. Pupils with comprehensive impairments or disabilities are offered educational, counselling and support services at around 1,200 general schools in Hessen. All general schools, vocational schools and special schools in Hessen are regionally networked to form inclusive school alliances (iSB). The special education advice and support centres are part of the iSB.</p> <p><a href="#">(Regulation on Teaching, Education and Special Needs Education of Pupils with Impairments or Disabilities – VOSB, May 2012)</a></p>
<p>1.4 Legislation and policy for inclusive education is cross-sectoral.</p> <p><i>(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)</i></p>	<p><b>National Policy</b></p> <p>1.4.1 Close co-operation is needed between schools and parents, between teachers, and between schools and other agencies concerned, e.g. public health agencies, medical services, youth welfare services. (The Education System in the Federal Republic of Germany 2016/2017 – <a href="#">Organisation and Governance</a>, p. 60)</p>
<p>1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.</p>	<p><b>Hessen Policy</b></p> <p>1.5.1 Inclusive schooling for pupils with SEN takes place as a regular form in the mainstream school, in close co-operation with special educational advisory and support centres and, if necessary, with special schools. In planning and implementing inclusive schooling, special education teachers and mainstream school teachers work together in accordance with the individual development plan (§ 49 (4)). Special educational counselling</p>



Agency recommendation	Findings
	<p>and support centres and the school inspectorate provide counselling for inclusive education. (Hessian School Law: § 51 Inclusive schooling in the mainstream school)</p> <p>1.5.2 New regulations on inclusive school alliances – All mainstream schools, vocational schools, special schools and support centres in Hessen form regional inclusive school alliances (iSB). In an inclusive school alliance, schools are grouped together under the supervision of headteachers and school boards. They work at regional level to address resources, quality and placement in mainstream schools and provide support for pupils with and without statements of special needs. (Hessian School Law <a href="#">Inklusive Schulbündnisse</a>)</p>
<p>1.6 Policy outlines how education policy-makers need to take responsibility for all learners.</p>	<p>–</p>
<p>1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.</p>	<p><b>National Policy</b></p> <p>1.7.1 The curricula for schools explicitly grant a lot of freedom to teachers. They encourage teachers to focus on learners’ individual development and special needs, rather than on formal teaching objectives. (The Education System in the Federal Republic of Germany 2016/2017 – <a href="#">Organisation and Governance</a>, p. 52)</p> <p><b>Hessen Policy</b></p> <p>1.7.2 Teachers educate, teach, advise and supervise on their own responsibility within the framework of the principles and goals of the Hessian School Law. They must maintain political, religious and ideological neutrality in school and teaching and are required to receive regular training. (Hessian School Law §§ 86)</p> <p>1.7.3 The Hessian <a href="#">Checklist for Inclusion</a> helps to review teachers’ attitudes and values as part of their own and their schools’ development. It describes school development as a continuous process of quality development. The checklist supports schools by systematically drawing attention to different, binding facets and quality aspects. It invites them to gather the perceptions of the individuals involved about the school’s level of development and discuss them together with development goals in mind.</p>





Agency recommendation	Findings
	<p>The quality aspects are:</p> <ul style="list-style-type: none"><li>• funding and personal resources;</li><li>• goals and strategies regarding quality development;</li><li>• leadership and management;</li><li>• professionalism;</li><li>• school culture;</li><li>• teaching and learning;</li><li>• results and effects.</li></ul> <p>The goal is a self-image and the practice of a 'school for all'. The repeated use of the checklist after appropriate long development phases can accompany change processes and reflect changes in perception.</p>
1.8 Policy requires learning material to be accessible.	<p><b>Hessen Policy</b></p> <p>1.8.1 Regulations on contracts with publishers state that they must supply print-ready files to media centres to print in different formats, e.g. Braille/colour (over 2,000 school text books annually) for learners with visual impairments. They also support users of augmentative communication (<a href="#">Contract for easier access to educational books, HKM 10.12.2014</a>)</p> <p>1.8.2 Easy to read German literature (<i>leichte Sprache</i>) is produced by publishers, e.g. Klett Publisher: <a href="#">Easy language literature for pupils</a>.</p> <p>1.8.3 Support centres for blind, deaf, hearing impaired (HI) and visually impaired (VI) learners provide specialist resources (for VI HI physical disabilities) and advise on suppliers. Early childhood education and kindergarten receive specialist resources from the health insurance or social ministry/school municipality (e.g. <a href="#">Johann Peter Schäfer School</a>; <a href="#">Johannes Vatter School</a>)</p>



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	<p>1.8.4 <a href="#">Digital packs</a> from each Land are accessible to all schools from media centres. These are free or low costs (paid by Federal Ministry of Education and Research – Bund)</p>
<p>1.9 Policy describes an effective framework of support for schools to implement inclusive education.</p> <p><i>(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)</i></p>	<p><b>National Policy</b></p> <p>1.9.1 Special education centres (<i>sonderpädagogische Förderzentren</i>), either as regional or supra-regional institutions, aim to support mainstream schools. They do this by meeting individual special needs or a range of different needs (e.g. physical and motor development, hearing and sight) to guarantee integrative and co-operative special education. This education is based as near to the home as possible and provided by specialists. Within the scope of special education centres’ responsibility for preventive measures, support is provided even before the determination of SEN has taken place, sometimes as early as kindergarten.</p> <p><b>Hessen Policy</b></p> <p>1.9.2 To implement inclusive instruction, all mainstream schools and special schools (§ 49, Abs. 2) in the service district of a state school office form school alliances (<a href="#">inclusive school alliances</a>). According to the regional structure, several alliances can be formed in parallel.</p> <p>Each inclusive school alliance includes all types of schools and programmes, including special schools. According to § 52, Abs. 2 of the Education Act, headteachers are more involved and responsible.</p> <p>The inclusive school alliances consider:</p> <ul style="list-style-type: none"> <li>• admission of pupils with SEN as close to their place of residence as possible;</li> <li>• the locations for inclusive teaching, according to the pupils’ educational and support priorities;</li> <li>• advice and support to mainstream schools in preventive measures and in inclusive schooling;</li> <li>• provision of special education teachers for inclusive education;</li> <li>• working together with the counselling centres and child and youth welfare institutions.</li> </ul>



Agency recommendation	Findings
	<p>1.9.3 Special educational counselling and support centres advise and assist the mainstream schools on preventive measures and measures for the reduction of impairments, as well as on inclusive schooling. They provide special education teachers to support inclusive schools. They work together with the counselling centres and child and youth welfare institutions. (Hessian School Law § 52: Inclusive school alliances and special educational counselling and support centres)</p>
<p>1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners' needs.</p>	<p><b>National Policy</b></p> <p>1.10.1 Special educational support aims to enable children and young people who have disabilities or are 'at risk' to exercise their right to schooling, training and education that is tailored to their personal capabilities and needs. Children and young people receive support in the form of individual assistance measures. These enable them to achieve the highest level of integration at school and at work, participate in society and lead an independent life as far as possible. Support for SEN in inclusive educational schooling encourages learners both with and without disabilities to work together. (National Overview; The Education System in the Federal Republic of Germany 2016/2017 – <a href="#">Educational Support and Guidance</a>, p. 251)</p> <p><b>Hessen Policy</b></p> <p>1.10.2 The education and training plan in Hessen addresses all places where children's education and educational processes take place. It focuses consistently on the child and not on the respective educational institution. Educational processes are highly differentiated and reflect the context of the individual child.</p> <p>1.10.3 Education is understood to be:</p> <ul style="list-style-type: none"> <li>• a lifelong process in which the first ten years of life are the most learning-intensive and development-intensive;</li> <li>• a social process in which children and adults participate actively;</li> <li>• a development process in a social and cultural context;</li> </ul>



Agency recommendation	Findings
	<ul style="list-style-type: none"> <li>• a holistic concept that includes knowledge as well as values and educational processes.</li> </ul> <p>1.10.4 In the <a href="#">Bildungs-und Erziehungsplan (BEP)</a> education plan for children aged 1–10, educational goals are about strengthening the basic skills of all children. These skills include taking responsibility, ability to co-operate, creativity and dealing with individual differences and cultural diversity. The focus is on children who are strong, responsible and value-driven, communication and media literate, active in their learning, research and discovery, and creative and imaginative artists.</p> <p>Children experience different transitions in the course of the first years, from the family to day-care, kindergarten and, later, primary school. These special situations and sessions are closely monitored. Interdisciplinary interdependent pedagogical concepts are being developed to accompany and support children in the best possible way.</p> <p>The BEP focuses on the age-appropriate participation of all children, developing an educational partnership with parents, collegial teamwork, the integration and co-operation of all educational institutions and all those involved in education.</p> <p>The BEP is described in the Hessian child and juvenile welfare act (HKJGB) and in the Hessian School Law (HSchG). The aim is to anchor the BEP firmly in education, as the permanent basis of work in day-care facilities and primary schools in Hessen.</p> <p>1.10.5 <a href="#">Counselling and Support Centres (BFZ)</a> co-ordinate the special educational offers and the inclusive schooling of pupils at mainstream schools, in co-operation with special schools and extracurricular institutions. Therefore, they are often stationed at special schools. Counselling and support centres are divided into regional and supra-regional units, depending on their responsibilities.</p> <p>The regional counselling and support centres (rBFZ) are responsible for promoting learning skills, emotional and social development, speech therapy and mental development. The supra-regional counselling and support centres (üBFZ) are responsible for promoting physical and motor development, vision, hearing and for the education of sick learners.</p>



Agency recommendation	Findings
	<p><b>Hessen Policy</b></p> <p>1.10.6 Guidelines for pupils with special needs</p> <p><a href="#">Guidelines for education and training with a focus on intellectual disability/impairment</a> – These are based on the learning prerequisites and the individual acquisition activities of pupils. They are bound to the social expectations of the learners and the legal framework.</p> <p><a href="#">Guidelines for learners with speech impairment</a> – Special needs education for learners with speech impairments is tailored to personal abilities and needs. Speech therapy education is primarily preventive and aims to avoid SEN.</p> <p><a href="#">Guidelines for pupils who are in hospital</a> – Pupils in hospital or similar facilities for a long time or at regular intervals, or who cannot attend school, receive lessons as early as possible during this time. The lessons are based on learners’ individual needs and require qualified pedagogical diagnostics. All measures should be governed by the principles of prevention and integration, to enable education and training tailored to their personal abilities and needs.</p> <p>Counselling is provided by the school responsible for or attended by the learner and the special educational counselling and support centre or a special school. If the learner applies to a special school, the advice is also given by the them. (VOSB § 5 and § 6)</p> <p>1.10.7 Mainstream schools set up support and promotion committees (<i>Förderausschuss</i>) on the nature, extent and organisation of special needs education. The committee draws up recommendations on the type, scope and organisation of special needs education and proposals for the individual development plan pursuant to § 49 (4) to accompany education in the mainstream school.</p> <p>1.10.8 For pupils with the priority area of intellectual disability/impairment, the school supervisory authority decides on supplementary, pupil-related staff allocation within the available job contingent. This is on the recommendation of the support and promotion committee. (Hessian School Law 2017 § 54: Schooling with entitlement to special education)</p>



Agency recommendation	Findings
	<p>1.10.9 For pupils entitled to special needs education, compulsory school attendance may be extended by up to three years. This is at the request of the parents, or if the headteacher thinks it could bring the learner closer to the desired degree or improve their prospects in the labour market or employment.</p> <p>1.10.10 Full-time compulsory education is extended by one year for pupils who have attended five primary school years in schools with a focus on sight and hearing. (§ 53 (5); § 61 Fulfilment of full-time compulsory education when eligible for special needs education)</p> <p>1.10.11 Co-operation classes (§ 53 (3), sentence 3 of the Education Act) and co-operative offers use local proximity for joint teaching and school projects. Lessons should be arranged to facilitate the joint learning of the pupils in mainstream and special needs schools. Learners eligible for special education remain pupils of the special school.</p> <p>Co-operation classes and co-operative offers in mainstream schools can be established, particularly for the priority areas of learning or mental development. Other forms of co-operation classes can be developed in lower-secondary education, and can serve to return learner groups to public schools. (Regulation on Teaching, Education and Special Needs Education of Pupils with Impairments or Disabilities – VOSB, May 2012, § 19 Co-operation classes and co-operative offers at public schools)</p> <p>1.10.12 When a pupil transfers from one type of school to another, the teachers and headteachers of the schools concerned work together. It is always possible for pupils to return to mainstream schools. The education authority decides whether to transfer a pupil following a request from the special school or from the parents or legal guardians. Pupils in special schools for learners with learning difficulties can be admitted to primary or secondary school if there is a chance that they will be able to cope with lessons and achieve success. Schools for learners with speech defects and learners with behavioural problems are conceived as transitional schools. (VOSB, § 18)</p>



Agency recommendation	Findings
	<p>Transition from special school to mainstream school:</p> <p>If a claim for special needs education no longer exists or the claim cannot be fulfilled at the current school, the school authorities decide on the change of school, in agreement with the parents or the adult pupil and the headteacher of the receiving school.</p>
<p>1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.</p>	<p>1.11.1 Awareness-raising schemes and measures to ascertain and implement technological or social innovations from which people with disabilities can benefit have been and continue to be funded and guided by the Federation, the Länder and local authorities (Consideration of Reports Submitted by State Parties under Article 35 of the Convention, Germany 2013; <a href="#">IECE Germany Country Questionnaire</a>, p. 2)</p>
<p>1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners.</p> <p><i>(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)</i></p>	<p>1.12.1 Inclusive schooling for pupils with SEN takes place in mainstream schools, in close co-operation with special educational advisory and support centres and, if necessary, special schools. In planning and implementing inclusive schooling, special education teachers and mainstream school teachers work together in accordance with the individual development plan pursuant to § 49 (4). Special educational counselling and support centres and the school inspectorate provide counselling for inclusive education.</p> <p>1.12.2 Special schools must further develop professionalism and institutional organisation. Specifically, they must consider how to re-assess conceptions of the traditional special school, to develop working co-operation between special and mainstream schools. (National Overview; The Education System in the Federal Republic of Germany 2016/2017 – <a href="#">Educational Support and Guidance</a>, p. 250)</p> <p>1.12.3 In inclusive schooling, the connectivity and permeability between the programmes must be maintained. (Hessian School Law § 51: Inclusive schooling in the mainstream school)</p>



Agency recommendation	Findings
	<p>1.12.4 If measures of the mainstream school according to §§ 1 and 2 alone are not sufficient for learners to follow the course of education in the class community, they can be supported by special educational counselling services in counselling and support centres. Special educational counselling offered as a preventive measure is aimed at teachers, pupils, parents. In particular:</p> <ul style="list-style-type: none"><li>• advice and support on applying for disadvantage compensation;</li><li>• advice on determining the level of development, the initial learning situation and the organisation of learning arrangements with regard to in-school and extra-curricular offers;</li><li>• advice on the evaluation of individual learner achievements, based on diagnostic assessment of the learning conditions and an exploration of promotion opportunities;</li><li>• advice on school registration;</li><li>• advice based on child-environment analysis;</li><li>• consulting based on individual competence and development profiles;</li><li>• advice on the procurement and production of suitable teaching and learning materials and equipment;</li><li>• assistance in continuing an individual development plan in case of imminent failure, impairment of learning, language, hearing, vision, and physical, social and emotional development.</li></ul> <p>(Regulation on Teaching, Education and Special Needs Education of Pupils with impairments or disabilities – VOSB, May 2012, § 3 Special educational counselling services as preventive measures)</p>





*Measure 1 evaluative comments*

46. The Committee recommends that the State party:

- (a) Immediately develop a strategy, action plan, timeline and targets to provide access to a high-quality, inclusive education system across all Länder, including the required financial resources and personnel at all levels;
- (b) Scale down segregated schools to facilitate inclusion and ensure that the law and policies uphold the duty that mainstream schools enrol children with disabilities with immediate effect if that is their choice;
- (c) Ensure that reasonable accommodation is provided at all levels of education and that the right to such accommodation is legally enforceable and justiciable before the courts. (UNCRPD report 2015, p. 8)

**Measure 2: To support improved co-operation, including greater involvement of parents and local community**

Agency recommendation	Initial findings
<p>2.1 The full involvement of families in all educational processes is outlined in legislation and policy.</p>	<p><b>National Policy</b></p> <p>2.1.1 Under the Basic Law (<i>Grundgesetz</i>) the exercise of governmental powers and the fulfilment of governmental responsibility is incumbent upon the individual Länder, as far as the Basic Law does not provide for or allow for any other arrangement. The Basic Law contains a few fundamental provisions on questions of education, culture and science: for example, it guarantees equality before the law (Art. 3, Paragraph 1) and the rights of parents (Art. 6, Paragraph 2). (National Overview)</p>
<p>2.2 Policy for inclusive education places learners and their families at the centre of all actions.</p>	<p><b>Hessen Policy</b></p> <p>2.2.1 Parents are to be comprehensively informed and advised on their child’s level of learning and development, problems that arise, school and extra-curricular support measures and support options, and the individual development plan. Counselling sessions should discuss parents’ suggestions for encouraging their child. Education and educational goals are discussed with the parents. In advance of establishing a support and promotion committee in accordance with §§ 9 and 10, parents must be informed about the</p>



Agency recommendation	Initial findings
	<p>decision-making process, the eligible support offers and their objectives, and possible effects on future schooling. (Regulation on Teaching, Education and Special Needs Education of Pupils with impairments or disabilities – VOSB, May 2012, § 6 Advice and information for parents)</p> <p>2.2.2 Pupils and their parents must be informed and advised of all important school matters.</p> <p>2.2.3 If an institution makes an application (for assessment of SEN), parents must be informed and consulted. Parents can object to a placement decision. (National Overview)</p>
<p>2.3 Sharing information among professionals and families is a policy priority.</p>	<p>2.3.1 Information for parents is provided at schools: an information flyer in 12 languages explains every single provision in a short and easy reading format.</p> <p>2.3.2 Information and counselling for parents is usually carried out in parents’ meetings. For pupils, it is usually during lessons. With the agreement of the teacher and headteacher, the parents can attend their children’s education in basic (primary) and middle (lower-secondary) levels.</p> <p>2.3.3 The headteacher and teachers should inform and advise parents and pupils on an appropriate scale about:</p> <ul style="list-style-type: none"> <li>• learning development, needs and possibilities of individual support, and the working and social behaviour of the learner;</li> <li>• the performance appraisal, including transfers and course classifications;</li> <li>• the choice of educational programmes.</li> </ul> <p>2.3.4 The parents of adult learners up to the age of 21 must be informed of facts relating to the school relationship, particularly about risks of dislocation and non-dislocation, provided that the adult or full-age learner has not objected. Parents and learners must be informed of the contradiction rule.</p> <p>2.3.5 Adolescents, parents and adult learners have the right to access their school, school inspectorate and school medical service files. The inspection is inadmissible if the data is connected with third party data that</p>



Agency recommendation	Initial findings
	the separation is not possible or only possible with disproportionate effort. In this case, the data subjects must be informed about the data stored about their person. (Hessian School Law 2017 § 72: Information rights of parents and pupils)
2.4 Policy has the goal of supporting parental interaction and communication with professionals.	<p><b>Hessen Policy</b></p> <p>2.4.1 Resource centres support pupils with SEN, provide prevention measures and consult parents and teachers. (Hessian School Law)</p> <p>2.4.2 Prior to support provided by advisory and support centres, the advisory and promotional mission must be clarified with those involved in supporting the learner. This supports the exchange of different educational expertise and procedures and results in a co-operative working agreement, from which promotion goals can develop. The working agreement must be documented. Teachers or socio-educational staff from the advisory and support centres accompany and document the support measures for pupils in mainstream schools. These are represented in the individual promotion plan according to § 5. (<i>Verordnung über Unterricht, Erziehung und sonderpädagogische Förderung von Schülerinnen und Schülern mit Beeinträchtigungen oder Behinderungen</i> (VOSB) §25)</p>
2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.	2.5.1 Aids for adequate school education which are provided by the youth or welfare service to support young people with disabilities, equipment funded by health insurance funds and other extra-curricular help must be integrated into the educational offers. The schools access this aid through co-operation with the extra-curricular institutions. Parents may also be advised to consider extra-curricular measures. (VOSB, Hessian School Law and Book of the Social Code; Co-operation between Schools and the Youth aid measures – Book of the Social Code §§ 54–55)

*Measure 2 evaluative comments*

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### Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Initial findings
<p>3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.</p>	<p><b>National Policy</b></p> <p>3.1.1 Paragraph 22a of the German Code of Social Law (<i>Sozialgesetzbuch SGB VIII</i>) describes the duties of public sector institutions responsible for child and youth services.</p> <p>3.1.2 The national education reports are a major tool for educational monitoring in Germany. They provide concise information about the current situation in the German education system. The reports are addressed to different target groups in educational policy, administration and practice in science and training, and to the public. The reports are designed based on an educational concept with three goals: individual self-direction, social participation and equal opportunities, and human resources. (National Education Report 2014, Preface; <a href="#">IECE Germany Country Questionnaire</a>, p. 15)</p> <p>3.1.3 In June 2015, the Standing Conference revised its <a href="#">comprehensive strategy on educational monitoring</a>. The comprehensive strategy should not only describe developments in the education system but also create applicable knowledge. From the empirical data, the right conclusions should be drawn and put into action.</p> <p>The comprehensive strategy provides for the following methods and instruments:</p> <ul style="list-style-type: none"><li>• participation in international school performance studies (PIRLS/IGLU, TIMSS, primary school, PISA);</li><li>• monitoring and implementation of educational standards for the primary sector, lower-secondary level and the <i>Allgemeine Hochschulreife</i>;</li><li>• methods to ensure quality at school level;</li><li>• the joint report on education of the Federation and Länder. (On-going reforms and development paper, referenced in CROSP survey, p. 304)</li></ul>



Agency recommendation	Initial findings
<p>3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.</p>	<p>–</p>
<p>3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.</p>	<p><b>National and Hessen Policy</b></p> <p>3.3.1 The implementation of the nationwide comparison work in the German Länder is part of the overall strategy adopted by the Conference of the Ministers of Education for Education Monitoring in 2006.</p> <p>Comparative work is written work in the form of tests, which examine nationwide competencies that learners have reached in literacy and maths. Nationwide in this context means that with <a href="#">VERA</a> (National test for evaluation of language and maths skills), the learning level in the third and eighth grades of all general education schools and classes in Germany is compulsory. (<a href="#">Learning Surveys</a>)</p>
<p>3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.</p>	<p>–</p>
<p>3.5 Policy outlines how to involve families in the process of evaluating quality of services.</p>	<p>3.5.1 The elected school parent council exercises the right of co-determination of parents at the school. For the duration of two years, a chairperson, a deputy and, if necessary, further members of the Executive Board are elected from among the parents.</p> <p>The <a href="#">School Parent Advisory Board</a> must approve, among other things, decisions on the school programme, principles for homework and class work, or principles for the establishment and scope of voluntary education and care services.</p>



Agency recommendation	Initial findings
	<p>According to the individual development plan, all parents must be involved in the planning process, the level of their child's learning and development goals, problems that arise, school and extra-curricular support measures and support options. (VOSB § 5 and 6)</p> <p>The parents must be involved in and informed about the decision-making process, the eligible supporting offers and their objectives and possible effects on future schooling.</p>
3.6 Policy describes mechanisms to evaluate demand for services.	–
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.	<p>3.7.1 Various checklists help schools to systematically review in-house selected topics.</p> <p>The <a href="#">Hessian Checklist for Inclusion</a> supports schools by drawing attention to different quality aspects for discussion and development. The repeated use of the checklist after an appropriate development phase can support the change process.</p> <p><a href="#">Quality Development Tool</a></p>

### Measure 3 evaluative comments

<p>According to the findings of the Programme for International Student Assessment (PISA), the Ministers of the Länder agreed to:</p> <ul style="list-style-type: none"><li>• fix standards for main subjects in all Länder;</li><li>• optimise the transition from kindergarten to school;</li><li>• intensify speech development programmes, especially for migrant pupils;</li><li>• improve the reading ability and reading competence of German pupils.</li></ul>
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**Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion**

Agency recommendation	Initial findings
4.1 National level inclusive education strategies are linked to long-term financial support.	<p><b>National Policy</b></p> <p>4.1.1 Under Book Twelve of the Social Code (<i>Sozialgesetzbuch XII – Sozialhilfe</i>), pupils with SEN receive financial assistance to provide them with an adequate school education, especially with regard to the period of compulsory schooling and attendance at a mainstream secondary education school. (National Overview)</p> <p>4.1.2 Decisions on the funding of education are made at all three levels, but the Länder and the local authorities provide over 90% of public expenditure. (National Overview)</p> <p>4.1.3 Special conditions apply when school buildings need to be made accessible, including in very small schools in rural areas, etc.</p>
4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.	<p><b>National Policy</b></p> <p>4.2.1 The recommendations of the Standing Conference apply to pupils with SEN, regardless of whether support takes place in a mainstream school or a special education institution. Differentiation is made between eight funding priorities: sight; learning; emotional and social development; speech; mental development; hearing; physical and motor development; instruction for sick pupils. (<a href="#">The Education System in the Federal Republic of Germany 2016/2017</a>, p. 252)</p> <p><b>Hessen Policy</b></p> <p>4.2.2 Schools are responsible for allocating budget, providing flexibility to meet learner needs. Resources to meet school needs are dependent on the socio-economic index.</p>



Agency recommendation	Initial findings
	<p>4.2.3 At mainstream schools fulfilling the requirement for special needs education, staff provision is arranged in agreement with the school inspectorate, within the quota of the competent regional special educational advisory and support centre (§ 27, para. 1) and on the basis of a co-operation agreement (§ 25, para. 7). At selected mainstream schools, individual support measures are provided regionally. (VOSB § 14/13)</p> <p>4.2.4 On the basis of a School Inspectorate decision on supplementary staff allocation (Education Act, § 54, Abs. 7), a pupil receives further additional support of up to seven hours per week with a special needs teacher, as well as support from socio-educational staff.</p> <p>4.2.5 Support should take place without reference to identification. Counselling and educational support should be exhausted before an identification is made. (VOSB, § 8, point 5, page 9)</p> <p>4.2.6 Pupils within the seven categories of special needs (with an official statement) have additional support from a special teacher working alongside the class teacher (see 4.2.5). Schools are also allocated additional special teacher hours through the inclusive school alliance, according to the total number of pupils in the school. These teachers work to support all learners, provide preventative measures and identify pupils in need of further help.</p> <p>(Regulation on Teaching, Education and Special Needs Education of Pupils with Impairments or Disabilities – VOSB, May 2012, § 13: Personnel opportunities including schooling)</p>
<p>4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.</p>	<p>4.3.1 The inclusive school alliances take into account the schools with special equipment maintained by the school authorities according to § 145 (2) of the Education Act. They also consider the measures of the providers of integration assistance and the nursing offers of extra-curricular institutions. These schools make provision for the needs of blind and visually impaired, physically handicapped and hearing-impaired learners, as well as those in the priority area of cognitive development through spatial and personal equipment.</p>





Agency recommendation	Initial findings
	The inclusive school alliances set binding, regional criteria for the annual distribution of the total resources of all special education, counselling and support services, taking into account their flexible use in both mainstream schools and special schools. ( <a href="#">VOISB § 2</a> )
4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.	<p>4.4.1 The <a href="#">DIPF</a> (German Institute for Pedagogical Research) is a state-funded institute responsible for the national report on education. It uses data to provide an overview of concepts, methods, questions and research results of the economics of education with regard to human capital research, internal efficiency and financing of education. It outlines the investment character of education, methods and results of return estimates, and the contribution of the economics of education to investigating the conditional factors of school performance and to the normative foundation of financial decisions in education.</p> <p>4.4.2 Systematic <a href="#">collection of data</a> also focuses on economic measures, e.g. provision of special teachers as preventative action or links to indicators about goal achievement (such as reduction of school drop-out). There are targets for inclusive education and a reduction in number of special schools.</p>

*Measure 4 evaluative comments*

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**Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education**

Agency recommendation	Initial findings
5.1 Policy clearly respects the rights and the needs of children and their families.	<p><b>National Policy</b></p> <p>5.1.1 The concept of family-centredness in early childhood intervention (ECI) includes regular meetings between professionals and families – parents are involved in the discussions and the implementation of the individual plan for the intervention. (ECI questionnaire, p. 12)</p>



Agency recommendation	Initial findings
	<p>5.1.2 Offers to promote the active involvement of parents in day-care are being extended and concepts developed to intensify the collaboration between school, parents and youth welfare services. (IECE questionnaire, p. 12)</p>
<p>5.2 Support is available for families to recognise and understand the needs of their child.</p> <p><i>(Support focuses upon what is in the child's best interests.)</i></p>	<p>5.2.1 The law aims to reach 'all' children and families in need. Establishing regional interdisciplinary ECI centres helps to avoid unequal situations in rural/urban areas. Co-ordination/networking between different services is an important principle in ECI. Families have many opportunities to access information concerning ECI for their children (doctors, nurses, hospitals, kindergarten, etc.). Pre-natal support/guidance for families is offered by paediatricians, nurses. (ECI questionnaire, p. 9)</p>
<p>5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.</p>	<p>5.3.1 A federal law (<i>Sozialgesetzbuch, SGB IX, § 30</i>) gives parents the right to ECI for their children at every level. The 16 Länder organise ECI in different ways; each Länder is responsible for its own ECI.</p> <p>5.3.2 Since 1976, every child can take part in a screening system from birth to 64 months (U1–U9) to detect delays and difficulties. During the child's first year, six screening sessions are offered by paediatricians (U1–U6). (ECI questionnaire, p. 9)</p> <p>Some Länder have established pre-primary classes (<i>Vorklassen</i>) for five-year-old children who have not yet reached compulsory school age, but whose parents want assistance with their preparation for primary school. Attendance is voluntary.</p> <p>5.3.3 In special needs education, the following types of early years education are provided for children aged 3–6/7:</p> <ul style="list-style-type: none"> <li>• special kindergarten (<i>Sonderkindergarten</i>) and support kindergarten (<i>Förderkinderkarten</i>), which care for and support children with disabilities only.</li> </ul>



Agency recommendation	Initial findings
	<ul style="list-style-type: none"> <li>• integration kindergarten (<i>Integrations-Kindergärten</i>), which accepts children with and without disabilities. (National Overview)</li> </ul> <p><b>Hessen Policy</b></p> <p>5.3.4 Since 1999, all three- to six-year-old children in Hessen can attend ECE institutions close to their home. Institutions which used to separate children with special needs no longer exist. Since August 2019, participation in ECI institutions for all children (age three to school age) is cost free for six hours per day.</p> <p>Hessen has developed a ‘framework of inclusion’ (<i>Rahmenvereinbarung Integration</i>) which describes the responsibilities of various public roles. In terms of provision, there are two key factors:</p> <ul style="list-style-type: none"> <li>• more staff resources: for each child with a diagnosed need for extra support an additional 15 hours of staff resources are available;</li> <li>• smaller groups of children: group sizes are decreased from 25 to 20 children.</li> </ul> <p>5.3.5 Additional advisory services (<i>Heilpädagogische Fachberatung</i>) are integrated into the overall support offered by early childhood intervention services. They provide support to ECE institutions working with children with special needs and to the children’s families and communities. Networks and services with focus on provision and prevention are established as an important focus of Hessian family policy.</p> <p><a href="#">Early help and child protection</a></p>
<p>5.4 Policy states that in risk situations, the child’s rights should come first.</p>	<p>5.4.1 Schools co-operate with youth welfare services and offices as necessary for problem-solving with regard to those whose well-being is at risk. If teachers become aware of significant evidence of pupils’ endangered well-being, they should seek solutions with the pupil and, if necessary, encourage the use of assistance. Parents are to be included as far as the effective protection of the pupil is not questioned. (Hessian School Law 2017: Principles for realisation)</p>



Agency recommendation	Initial findings
<p>5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.</p>	<p>5.5.1 The Bund (federal government) and the Länder together established nine principles to underpin common ECE quality standards and sound financing strategies (BMFSFJ/JFMK <i>Communiqué Frühe Bildung weiterentwickeln und sichern</i> 2014). (European Commission Education and Training Monitor 2015, Germany, p. 4).</p> <p>5.5.2 The Hessian education plan for children aged 0–10 (<a href="#">Hessischer Bildungs- und Erziehungsplan</a>) addresses inclusive pedagogy as a key factor. In doing so, it follows the UNCRPD, stressing the positive potential of diversity and its various aspects. The plan specifies the scope and tasks of the specialist institutions providing early childhood intervention (<i>Fruehfoerderung</i>). Moreover, it describes how these institutions co-ordinate their support with other organisations and support children during educational transitions.</p> <p>5.5.3 Based on national guidelines, the Länder develop more detailed and specific curriculum guidelines at the Land level (<i>Bildungs-und-Erziehungspläne</i>). These intensify educational efforts for children in day-care centres and to ensure closer collaboration with primary education. (IECE questionnaire, p. 12)</p>
<p>5.6 Early childhood guidance is developed jointly by departments of health, education and social services.</p>	<p>5.6.1 There is a joint framework in the Länder for early education for children in day-care centres (<i>Gemeinsamer Rahmen der Länder für die frühe Bildung in Kindertageseinrichtungen, Beschluss der Jugendministerkonferenz und der Kultusministerkonferenz, 2004</i>). This represents a general agreement about educational objectives in early childhood education. (IECE questionnaire, p. 11)</p> <p>5.6.2 Early childhood education includes all institutions run by the non-public and public child and youth welfare services which cater for children until they start school. The implementation and financing of child and youth welfare legislation lies under the Basic Law of the Länder. As a matter for local self-government, it is the responsibility of the local authorities. Under Federal Law the legal framework for day care for children provided under the youth welfare office is regulated by the Child and Youth Welfare Act (<i>Kinder- und Jugendhilfegesetz</i>). It covers the placement, briefing, training and payment of suitable day-care staff by the</p>



Agency recommendation	Initial findings
	<p>youth welfare office. (<a href="#">The Education System in the Federal Republic of Germany 2016/2017</a> – Early Childhood, p. 102)</p> <p>5.6.3 Early childhood services and provisions involve professionals from various disciplines and different backgrounds. Three recommendations were suggested in 2005 to ensure quality teamwork:</p> <ul style="list-style-type: none"> <li>• co-operation with families as the main partners of professionals;</li> <li>• team building approach to ensure inter-disciplinary work before and during the agreed tasks;</li> <li>• stability of team members to facilitate a team building process and quality results. (ECI questionnaire, p. 12)</li> </ul> <p>5.6.4 Two recommendations were suggested in 2005 to ensure that the health, education and social sectors involved in ECI services and provisions share responsibilities:</p> <ul style="list-style-type: none"> <li>• good co-ordination of sectors to guarantee the fulfilment of aims of all prevention levels through adequate and co-ordinated operational measures;</li> <li>• good co-ordination of provision to guarantee the best use of community resources. (ECI questionnaire, p. 12)</li> </ul>
<p>5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.</p>	<p>5.7.1 The National Centre of Early Aid (<i>Nationales Zentrum für Frühe Hilfen</i>) aims for the early detection of children at risk and strengthens co-operation between different social services focused on the early years. This helps children at risk and supports families in difficult social-economic situations. It carries out research projects and designs new social networks. (ECI questionnaire, p. 8)</p> <p>5.7.2 Different professions have shared common goals in ECI centres for many years. Interdisciplinary working is part of the training curricula. Every week, interdisciplinary team meetings take place discussing individual cases, concepts of ECI, exchanging information on important ECI topics. In view of the importance</p>



Agency recommendation	Initial findings
	of an interdisciplinary team approach for the quality of intervention, an adequate budget for team meetings is available. (ECI questionnaire, p. 12)
5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.	<p>5.8.1 According to § 58 of the Hessian Education Act, compulsory school attendance begins on 1 August for children born before 1 July, therefore completing their 6<sup>th</sup> year of age by 30 June.</p> <p>In accordance with section 58 (4) of the <i>Hessisches Schulgesetz</i>, children who are unable to attend school may be admitted to the preliminary class with the consent of the parents. The goal of this class is to promote the children so that they can successfully participate in the first grade. The headteacher decides about admission to the preliminary class after hearing from the head of the preliminary class or the head of the course. (<a href="#">VOBGM § 10</a>)</p>
5.9 Policy outlines how cost-free services/provision are made available for families.	5.9.1 ECI provisions and services should reach all families and young children in need of support regardless of their socio-economic backgrounds. To ensure this, a recommendation in 2005 suggested that cost free services and provision are made available to families. This implies that public funds should cover all costs related to ECI through public services, insurance companies, non-profit organisations, etc., fulfilling the required national quality standards. (ECI questionnaire, p. 10)
5.10 Policy ensures the same quality of service irrespective of differences in geographical location. ( <i>Such as isolated or rural areas</i> ).	5.10.1 In Hessen, the <a href="#">Bildungs- und Erziehungsplan</a> guarantees provision of the same quality of education in each part of the country.



### Measure 5 evaluative comments

The recent federal programme ‘*Sprach-Kitas – ECE Centres Promoting Language Development*’ (2016–2019) is an example of support to enable every child to attend ECE. It provides support to 3,500 ECE centres to promote children’s language development at an early age and to reach out more effectively to more marginalised groups. As a reaction to the increased number of asylum seekers, early language and literacy programmes (e.g. ‘*Lesestart*’) are made available for refugees below the age of five (BMBF 2015 b).

### Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Initial findings
6.1 High expectations for all learners’ achievements underpin policy for inclusive education.	<p><b>Hessen Policy</b></p> <p>6.1.1 Schools should be designed to enable the common education and the common learning of all learners to the highest possible extent. Each learner, taking into account their individual physical, social and emotional and cognitive development, should be promoted appropriately.</p> <p>The school must prevent impending failure and other impairments of learning, language and physical, social and emotional development through use of preventive measures. Pupils with partial performance disorders are entitled to individual support. Highly gifted pupils should be supported in their development by counselling and supplementary educational offers.</p> <p>6.1.2 Schools are committed to the welfare of the learners and to the protection of their mental and physical integrity, intellectual freedom and opportunity for development. This must be taken into account when designing the school and education system. (Hessian School Law 2017: Principles for realisation)</p> <p>In the context of individual support, the promotion of high-achieving learners is one of the key tasks of the school’s graduation.</p> <p><a href="#">KMK Initiative for High Performing Learners</a></p> <p>Initiatives in Hessen aim to increase the development opportunities of high-performing and potentially highly capable learners in grades 1 to 10 and upper-secondary education, in the fields of mathematics,</p>



Agency recommendation	Initial findings
	<p>science, German (productive language skills in writing and argumentation) and foreign languages (English). Particular attention should be paid to the potential of learners from less educationally close parental homes, especially those with a migrant background, and to the gender balance, especially for girls in the STEM area.</p> <ul style="list-style-type: none"> <li>• <a href="#">High-performing and potentially particularly high-performing learners</a></li> <li>• <a href="#">Project to promote high-performing and potentially high-performing learners</a></li> </ul>
<p>6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.</p>	<p>6.2.1 Children with disabilities can participate in the planning and design of individual assistance in accordance with their age and development. Parents are also intensively involved. (IECE country questionnaire, 2019, p. 2)</p>
<p>6.3 Teaching, support and guidance has the goal of empowering all learners.</p>	<p>–</p>
<p>6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.</p>	<p><b>Hessen Policy</b></p> <p>6.4.1 For full participation in mainstream school education, the instruction should enable pupils to work together in shared learning experiences of varying breadth and depth on subjects and tasks to acquire the competences for the course.</p> <p>6.4.2 For partial attendance at a mainstream school, class instruction should be supplemented or partially replaced by additional lessons. Additional offers will take into account one or more priority areas of support, in particular for the acquisition of life skills and social skills, and various forms of communication and mobility skills. Therapeutic and social aids of extra-curricular measures can also be included in school life as additional or supplementary offers. The additional offers support the acquisition of competences that secure, enhance or enable greater participation in the community. (Regulation on Teaching, Education and Special Needs Education of Pupils with impairments or § 12 Organisation of inclusive education)</p>





Agency recommendation	Initial findings
	<p>6.4.3 Children and adolescents in need of special needs education to ensure their physical, social, emotional and cognitive development in school are entitled to special needs education. (§ 49 Special educational needs)</p> <p>6.4.4 Pupils whose language is not German should be supported by special offers to learn as far as possible together with German language pupils and to the same degrees. This is regardless of their own duty to strive for the acquisition of sufficient language skills. Children who do not speak German must attend language classes at kindergarten site when starting primary school. (Hessian School Law 2017: Principles for realisation)</p> <p>6.4.5 Special courses to acquire the German language or to improve German language skills promote pupils whose language is not German (§ 3 (14)). These are usually based on self-acquired basic knowledge and encourage learners to participate as soon as possible in the rule class (§ 8a, Promotion of students of other languages)</p>
<p>6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.</p>	<p><b>National Policy</b></p> <p>6.5.1 Apart from <i>Förderschulen</i> for pupils with learning difficulties and intellectual disabilities, all special schools work with curricula which, in terms of educational goals, lesson content and performance requirements, match those of mainstream schools (<i>Grundschule</i> and the educational courses offered by the secondary schools and <i>Gymnasium</i>). However, methods used must take into account the special learning requirements and impairments relating to individual types of disability. The volume of lessons stipulated in the timetables of mainstream schools is supplemented by special education lessons. Some educational courses in <i>Förderschulen</i> also last a year longer than those in mainstream schools. Schools for pupils with learning difficulties and intellectual disabilities work according to their own guidelines which, as with all other curricula, are issued by the Ministry of Education and Cultural Affairs of the relevant Land. (National Overview)</p>



Agency recommendation	Initial findings
	<p>6.5.2 All German Länder have implemented the individual education plan as obligatory, as a contribution to ensure the quality of special needs education. No extra standards are defined, but the individual education plan is based on the individual abilities and skills of the pupil with SEN. (National Overview)</p> <p>6.5.3 The individual development plan is drawn up based on the initial learning situation with all teachers involved in the classroom. Instruction accompanying and diagnostic procedures for recording the learning status and the individual learning prerequisites are used. These should be comparable with performance requirements and teaching offers of the respective educational programme, taking into account the learning group and the extra-curricular learning environment. Parents' proposals to promote their child should be considered and, where appropriate, taken into account in the individual development plan. Those involved in the support planning appoint a responsible teacher for the lead in this process, unless the class teacher has the lead. (Regulation on Teaching, Education and Special Needs Education of Pupils with impairments or disabilities (VOSB May 2012), § 5, Individual support and development plan)</p>

*Measure 6 evaluative comments*

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**Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)**

Agency recommendation	Initial findings
7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.	7.1.1 <a href="#">Various materials and counselling services</a> are available to support schools in their systematic school development. These include quality development tools in schools at each stage of the quality cycle, and school counselling, which provides on-demand training to schools in their development process, including the learning environment.
7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.	7.2.1 By developing a school promotion concept according to the principles of the school programme, headteachers, teachers and parents that are members of the schools overall conference should ensure a common pedagogical orientation and ensure the continuity of teaching and educational processes.  The co-operation of parents and others, according to § 16, Abs. 4 of the Hessian Education Act, contributes to the common educational mission of parents and schools. It serves to open the school to the reality of life. ( <a href="#">VOBGM § 2</a> )
7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	7.3.1 There are recruitment opportunities for teachers and teachers with disabilities or diverse backgrounds. Disability must not be a reason for refusal. The need for qualified staff makes it impossible to dispense teachers with disabilities or diverse background. ( <a href="#">Teilhaberichtlinien 2013</a> )



Agency recommendation	Initial findings
<p>7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs.</p> <p><i>(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)</i></p>	<p>7.4.1 The <a href="#">Orientation framework for school development</a> states in the quality area teaching and learning that a teacher must be able to deal with diversity, promote structured and transparent teaching and learning processes, arrange learning-friendly environments, etc. as part of the school development planning.</p> <p>See also 10.4.</p>
<p>7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.</p>	<p>7.5.1 The <a href="#">Orientation framework for school development</a> sets out a framework for school strategic plans. It has seven quality areas:</p> <ul style="list-style-type: none"><li>• Requirements and Conditions</li><li>• Goals and Strategies</li><li>• Leadership and Management</li><li>• Professionalism</li><li>• School Culture</li><li>• Teaching and Learning</li><li>• Results and Impacts.</li></ul> <p>Successful school development is described by the different phases of the quality development cycle as a continuous process. Priorities and binding goals form the basis for the planning and subsequent evaluation of concrete actions.</p>



Agency recommendation	Initial findings
<p>7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.</p>	<p>7.6.1 The Länder have passed a recommendation for ‘balance of disadvantage’ (<i>Nachteilsausgleich</i>). Pupils with SEN who do not have intellectual impairments but do have difficulties because of their disability (e.g. those with sensory impairments) and who follow the mainstream curriculum have a right to <i>Nachteilsausgleich</i>. In practice this can individualise learning, for example by reducing/adapting exercises in a special subject or in a test, or providing more time for working, technical aids, etc. (National overview)</p>
<p>7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.</p>	<p>7.7.1 The Orientation framework for school development describes the participation of all learners in all priority areas. Schools promotes the school community and social integration. Parents and learners are actively involved in the design of the school.</p> <p>Learner representatives are elected by the learners and can only be voted out by them. They take care of the interests of the pupils in the school, against the school supervisory authorities and the public, and exercise the learners’ right to co-determination in the school. They can carry out self-imposed tasks as part of the education and training mission of the school.</p> <p>In all schools, the elected learners represent their class or group for the duration of one school year in various settings. They form the student council of the school and may participate in class and school conferences. (<a href="#">Hessian School Law</a> §§ 120–126: Learner representation in schools)</p>
<p>7.8 School strategic plans have clear statements on the value of diversity.</p>	<p>–</p>



Agency recommendation	Initial findings
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	7.9.1 The <a href="#">Hessian Checklist for Inclusion</a> supports schools to gather perceptions of the school’s level of development and discuss them with development goals in mind. The quality aspects informing the strategic plan include: <ul style="list-style-type: none"><li>• leadership and management;</li><li>• professionalism;</li><li>• school culture;</li><li>• teaching and learning;</li><li>• results and effects.</li></ul>

*Measure 7 evaluative comments*

Further general developments linked to quality improvement include:

- School autonomy strengthened in all Länder.
- All schools in all Länder have developed individual school programmes – now the evaluation process is taking place.



**Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention<sup>1</sup>**

Agency recommendation	Initial findings
<p>8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.</p>	<p><b>Hessen Policy</b></p> <p>8.1.1 The school respects the freedom of religion, belief and conscience, as well as the constitutional right of parents to the education of their children and takes into account the feelings and beliefs of dissenters.</p> <p>8.1.2 In order to respect the principle of equality between women and men, it is necessary to encourage the equal representation of committees, advisory councils, commissions, other bodies and collegial bodies to be formed by virtue of this Law. The details are regulated in the respective rules of procedure.</p> <p>8.1.3 The school may not discriminate or favour any pupil because of gender, descent, race, language, homeland, origin, disability, faith, religious or political views.</p> <p>8.1.4 The school should create conditions for promoting equal rights for boys and girls. Pupils are generally taught together. If it makes educational sense, they can sometimes be taught separately. (Hessian School Law 2017 § 3: Principles for realisation)</p>

<sup>1</sup> Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.



Agency recommendation	Initial findings
<p>8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available.</p> <p><i>(Support structures prevent early tracking and streaming of pupils at an early age).</i></p>	<p><b>Hessen Policy</b></p> <p>8.2.1 The counselling and support centres pursuant to § 53 (2) of the Education Act support mainstream schools in preventive measures and inclusive schooling. They work together with other counselling centres and others, in particular with pre-school institutions, early intervention, medical and therapeutic services, school psychologists and child and youth welfare.</p> <p>8.2.2 Supra-regional counselling and support centres (UBFZ) can support learners with a focus on vision, hearing, physical and motor development or emotional and social development and learners with health issues. In the priority area of mental development, the support can be provided by special needs schools with this funding priority.</p> <p>8.2.3 The Regional Advisory and Support Centre draws up diagnostic opinions and expert opinions. If it is not possible to adequately cover a funding priority, the regional advisory and support centre forwards these assignments to another qualified counselling and support centre or to a special school.</p> <p>(Regulation on Teaching, Education and Special Needs Education of Pupils with impairments or disabilities (VOSB May 2012) § 25: Tasks and organisation of the advisory and support centres (BFZ))</p>
<p>8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.</p>	<p><b>National Policy</b></p> <p>8.3.1 The responsibility for the (assessment) procedure lies with the school supervisory authorities: either the authorities themselves have competence for SEN and sufficient experience in the field of educational support for people with disabilities, or they consult experts in the field of special educational support.</p> <p>Assessment for special education is based on multi-disciplinary reports. Parents can apply for assessment. (National Overview)</p> <p>8.3.2 Pupils with learning difficulties or any other disabilities have the right to:</p> <ul style="list-style-type: none"> <li>• comprehensive assessment;</li> </ul>





Agency recommendation	Initial findings
	<ul style="list-style-type: none"><li>• an individual support plan;</li><li>• scholastic education with supplementary special education support – perhaps with a time limit;</li><li>• co-operation and joint teaching in several or all lessons;</li><li>• treatments accompanied by therapy, therapy-oriented assessment and diagnosis. (National Overview)</li></ul> <p><b>Hessen Policy</b></p> <p>8.3.3 The assessment report pursuant to § 54 (5) of the Education Act is based on:</p> <ul style="list-style-type: none"><li>• a description of school learning on the basis of existing individual development plans, certificates, the application of <i>Nachteilausgleich</i> (reasonable adjustments) and school statements;</li><li>• the identification of the initial learning situation and learning conditions by means of classroom visits, conversations with parents and with people who support the child in school, extra-curricular institutions and the evaluation of diagnostic procedures;</li><li>• evaluation of medical examination reports and statements of youth welfare or other measures;</li><li>• exploring the funding opportunities based on an in-depth child-environment analysis, including actual or to-be-established school and extra-curricular funding opportunities.</li></ul> <p>8.3.4 The assessment report contains:</p> <ul style="list-style-type: none"><li>• a competency and development profile related to the educational requirements with regard to the learning environment;</li><li>• statements on the effect of an applied disadvantage compensation;</li><li>• a presentation of any appropriate teaching and learning resources and apparatus and their appropriate integration into educational offerings of teaching and education;</li></ul>



Agency recommendation	Initial findings
	<ul style="list-style-type: none"><li>• recommendations on the need for further supportive measures, including the development of learning, language and physical, social and emotional development;</li><li>• clear recommendations on the type, extent and organisation of the special needs education necessary for the well-being of the child. Further development of the education, showing the necessary personal, spatial, neuter and pedagogical framework conditions.</li></ul> <p>8.3.5 Pupils and their parents are required to participate in accordance with § 71 of the Education Act. (Regulation on Teaching, Education and Special Needs Education of Pupils with impairments or disabilities (VOSB May 2012) § 28: Assessment report)</p> <p>8.3.6 If school medical or school psychology examinations and special educational examinations are required to prepare a decision under this Act, learners are obliged to undergo examination and to participate in scientifically recognised test procedures. In justified individual cases, the school inspectorate may order an examination. Learners, their parents and adults of high school age must provide the information required for the examinations. As a rule, children, adolescents and adults of high school age may not be questioned about matters concerning their or their parents' or relatives' privacy. (Hessian School Law 2017 § 71: Commitment to special investigations)</p> <p>8.3.7 To prevent children with mild forms of special needs from being stigmatised, it is not necessary to make an official statement at an early date. An assessment team (e.g. classroom teacher, special needs teacher, health service) examines the child's SEN. The assessment leads to various forms of support provided by special needs teachers from regional counselling and support centres and classroom teachers, whether or not learners get an official statement of SEN. (CROSP questionnaire, p. 6)</p>



Agency recommendation	Initial findings
	8.3.8 The school reviews the entitlement to special needs education within the individual development plan at least every two years. If a claim for special needs education no longer exists or if there is another entitlement to special needs education, the head of the school discusses the issue with the school inspectorate, the parents and, if applicable, the adult pupil. Together they decide once again on the right to special needs education. (VOSB §11: Hessen law – for all pupils with statement of SEN)
8.4 Data is available relating to learners' rights to age appropriate education.	8.4.1 According to § 58 of the Hessian Education Act, compulsory school attendance begins on 1 August for children born before 1 July and thus completing their 6 <sup>th</sup> year of age by 30 June. <a href="#">Data is available:</a> <ul style="list-style-type: none"><li>• on learners/classes/teachers in different schools from grade 0–13;</li><li>• relating to special schools and inclusive education in all grades (<i>Förderschulen und sonderpädagogische Förderung in der allgemeinen Schule</i>).</li></ul>

*Measure 8 evaluative comments*

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### Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Initial findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes. <sup>2</sup>	–
9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes. <i>(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)</i>	9.2.1 The <a href="#">Hessian Checklist for Inclusion</a> supports discussions with school boards about school development using data on outcomes to set school aims for areas such as attendance of learners and staff, behaviour, etc. <a href="#">Quality development tools</a>

<sup>2</sup> This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.



Agency recommendation	Initial findings
<p>9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities.</p> <p><i>(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)</i></p>	<p>9.3.1 The <a href="#">social index</a> combines statistical data to capture the social burden of schools and kindergartens. It helps to justify different resource allocations, so that disadvantages arising from the diversity of the population in a city or region can be compensated. In Hessen, calculations are based on the unemployment rate in the region, the proportion of welfare recipients, the proportion of migrants and socio-demographic characteristics. This has consequences, e.g. on teacher allocation and class sizes. The procedure of allocation of teacher to schools is regulated by decree. (<a href="#">Lehrerstellenzuweisungserlass Schuljahr 2019/20</a>, 26.6.2019)</p>
<p>9.4 Policy outlines clear incentives for schools to take all learners from their local community.</p>	<p>9.4.1 Inclusive schooling for pupils with SEN takes place as a regular form in the mainstream school, in close co-operation with the special educational advisory and support centre and, if necessary, with the participation of the special school. Pupils have the right to attend a school that is close to where they live. (Hessian School Law § 51; VOSB)</p>
<p>9.5 Policy requires school strategic plans to outline preventive educational action against dropouts.</p> <p><i>(Including necessary measures so that learners who become disengaged find new educational alternatives.)</i></p>	<p>9.5.1 Mainstream schools take preventive measures to counteract and reduce the impact of failures and other impairments to learning, language and physical, social and emotional development. Preventive measures include:</p> <ul style="list-style-type: none"> <li>• individualised and differentiated forms of work in the classroom, taking into account different learning speeds;</li> <li>• comprehensive counselling and information for parents and pupils by teachers of the school;</li> <li>• support and support measures individually or in small groups by teachers of the school;</li> </ul>



Agency recommendation	Initial findings
	<ul style="list-style-type: none"><li>• co-operation with the counselling and support centres, other special educational support systems (according to § 50, Abs. 2 of the Education Act), school psychologists and counsellors at the school inspectorate;</li><li>• collaboration with out-of-school funding institutions, such as pre-school institutions (day nurseries), early childhood care, child and youth welfare services, and social assistance institutions.</li></ul> <p>(Regulation on Teaching, Education and Special Needs Education of Pupils with impairments or disabilities (VOSB May 2012) § 2: Preventive measures as a task the mainstream school)</p> <p>9.5.2 Apart from this mainstream guidance provision there are special services for learners with disabilities, learners with migrant backgrounds and disadvantaged learners who have dropped out of the educational and employment sector. (VET report, p. 7)</p> <p>9.5.3 In co-operation with the social services, there are various programmes and settings to prevent school drop out in Hessen:</p> <ul style="list-style-type: none"><li>• <a href="#">Lernwerkstatt</a> – a semi-stationary institution for learners of school age (about 14–15 years old) with behavioural problems which make it difficult for them to integrate in the mainstream school system or who refuse to attend school.</li><li>• <a href="#">Neustart</a> – aims to reintegrate learners with various socio-emotional problems in the mainstream school or in a pre-vocational measure. It also further develops their psycho-social competences and initiates emotional stability.</li></ul>

*Measure 9 evaluative comments*

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**Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership**

Agency recommendation	Initial findings
<p>10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners.</p> <p><i>(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).</i></p>	<p>10.1.1 Training of teachers/staff at all types of schools is regulated by Land legislation. Responsibility for teacher training rests with the Ministries of Education and Cultural Affairs and Ministries of Science of the Länder. They regulate training through study regulations or training regulations and examination regulations or corresponding statutory provisions.</p> <p>10.1.2 In some Länder, it is compulsory for student teachers to do a course in inclusion. The preparatory service includes general information about disabilities, teaching methods and assessment. It varies in length from 18 to 24 months, depending on the Land. It involves lessons, guided and independent teaching in training schools, studies in educational theory, and subject-related didactics at seminars which re-appraise and consolidate experiences gained through practical training. (National Overview)</p> <p>10.1.3 Inclusion and dealing with heterogeneity are also key topics in state funded projects:</p> <ul style="list-style-type: none"><li>• <a href="#">Further Education Initiative for Early Educational Experts – WiFF</a> (since 2008)</li><li>• <a href="#">Quality Offensive Teacher Education – QLB</a> (2013–23). (CROSP questionnaire, p. 4)</li><li>• <a href="#">Teacher Training Law</a></li></ul> <p>10.1.4 <a href="#">Teacher Education for Inclusion in Hessen</a> – Teacher education and training courses are offered by the Hessian Teachers’ Academy for school administrators and teachers in special schools and inclusive schools. They aim to provide pedagogical knowledge about the socialisation of children and adolescents, methodological competence and safety in dealing with challenging behaviour. Offers are provided by:</p> <ul style="list-style-type: none"><li>• <a href="#">Teacher Academy</a></li><li>• <a href="#">Hessian State School Offices</a></li><li>• Universities (e.g. <a href="#">Goethe University Frankfurt</a>; <a href="#">Justus Liebig University Giessen</a>).</li></ul>



Agency recommendation	Initial findings
<p>10.2 Policy supports the development of high quality and appropriately trained teacher educators.</p> <p><i>(With improvements in recruitment, induction and continuing professional development.)</i></p>	<p>10.2.1 The <a href="#">Hessian Teacher Academy</a> is responsible for the qualification of the training staff/teacher educators at the Hessian study seminars and carries out further education measures for schools and teachers. It qualifies teachers for counselling and training activities as well as for special school development projects. It also exercises the technical supervision of the Hessian media centres. The Hessian Teaching Academy is the training authority for the pedagogical preparation service in Hessen as well and performs its tasks through centralized facilities or through regional offices (study seminars).</p> <p>Hessian Teacher Academy – <a href="#">Core competence teaching</a>  <a href="#">Hessian teacher training law</a></p>
<p>10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers.</p> <p><i>(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)</i></p>	<p><b>National Policy</b></p> <p>10.3.1 Most Länder have laid down the goals of in-service training (IST) in their teacher training or educational legislation. Directives regulate other details about organisations which provide IST, and about applications, admissions and release from teaching duties for attendance at courses.</p> <p>10.3.2 Some Länder have also formulated the fundamental aims and tasks of IST for teachers in directives or publications and not in legal provisions. All Länder expressly lay down the duty of teachers to undergo IST by law or ordinance. It is the duty of employers (usually the Ministries of Education and Cultural Affairs) to ensure that suitable training programmes are provided. (National Overview)</p> <p>10.3.3 Within schools, IST is carried out for their own teaching staff or some members of their teaching staff. IST can also take place within schools or as guided private study.</p> <p>10.3.4 IST serves to maintain and extend the professional skills of teachers. It helps teachers to meet the current requirements of their teaching career and to fulfil their school’s educational mission. IST covers an extremely broad range of subjects. Course content can relate to school subjects, types of school, educational and teaching methods and goals, special problems within the classroom (e.g. in inclusive education settings), or particular issues within a specific disability. (National Overview)</p>





Agency recommendation	Initial findings
	<p>10.3.5 Special education teaching courses at universities and equivalent higher education institutions are structured to meet the requirements of special needs education for pupils in all school types and foster teachers' professional abilities in both specialist and educational terms. Qualification as a special education teacher can be obtained either by passing the (Second) State Examination after obtaining a related higher education qualification, or by passing the First State Examination and undertaking an additional course of study after qualifying for a different type of teaching career. In the Länder, the two forms of training exist side by side or as alternatives.</p> <p>10.3.6 The course of study covers the following:</p> <ul style="list-style-type: none"><li>• Educational sciences and practical training in schools, including in the subject areas relating to special education. Particular importance is attached to educational and didactic basic qualifications in heterogeneity and inclusion, and fundamental support diagnostics.</li><li>• Subject-related studies and didactics in at least one teaching area or area of learning.</li><li>• Study of special education; this should amount to around 120 European Credit Transfer and Accumulation System (ECTS) credits.</li><li>• A paper demonstrating the ability for independent scientific work.</li></ul> <p>10.3.7 The ratio of subject-related studies to educational sciences should be approximately 2:1. The standard period of study is a minimum of eight semesters and is rated with 240 ECTS credits. Study of special education incorporates discipline-specific and cross-discipline components, taking into account aspects of joint education of pupils with and without SEN. (National Overview)</p> <p>Student teachers select two of the following subject areas relating to special education, the weighting of which can vary in the course of study and examinations:</p> <ul style="list-style-type: none"><li>• Education for the blind</li><li>• Education for the deaf</li></ul>



Agency recommendation	Initial findings
	<ul style="list-style-type: none"> <li>• Education for those with intellectual disabilities</li> <li>• Education for those with physical disabilities</li> <li>• Education for those with learning difficulties</li> <li>• Education for those with speech defects</li> <li>• Emotional and social development.</li> </ul> <p>The standard period of study is four and a half years. The preparatory service (21 months) includes general information about disabilities, teaching methods and assessment.</p>
<p>10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies.</p> <p><i>(Such as learning to learn and active learning approaches.)</i></p>	<p>10.4.1 The <a href="#">Hessische Lehrkräfteakademie</a>, the state school boards and the universities provide in-service training on learning strategies, different subjects, dealing with heterogeneity in the classroom, classroom management, special needs and more.</p> <p>Training is provided for individual teacher, groups and the entire staff of a school in various settings.</p> <p>All training and counselling offers are published in the <a href="#">Veranstaltungskatalog</a> and can be filtered according to specific keywords or criteria such as date, school form, target group or subject/occupational field. A targeted search for in-service training on prioritised topics is also possible.</p>
<p>10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.</p>	<p>10.5.1 Through a school programme, the school sets the framework in which it exercises its pedagogical responsibility for its own development and the quality of its educational work. The school programme includes a training plan that covers the training needs of teachers. The programme should be revised regularly, especially if the framework conditions for its implementation have changed or the school wants to redefine its educational goals. The school develops its programme in co-operation with the schools with which it collaborates, e.g. the special schools or within the school alliances. (Hessian School Law § 127b)</p>



Agency recommendation	Initial findings
10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.	–
10.7 Policy supports research into the effectiveness of different routes into teaching. <i>(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)</i>	<p>10.7.1 To guarantee the continuous improvement of German teacher education in times of change, the Federal Government and the Länder launched a joint programme, the <a href="#">Qualitätsoffensive Lehrerbildung</a>. At its core, it aims to enhance the quality and attractiveness of teacher training. Until 2023 the Federal Ministry of Education and Research (BMBF) is awarding a total of up to EUR 500 million to support these goals.</p> <p>Social change, scientific developments and rapid technological progress confront teachers with numerous new challenges as much as teacher training and continuous professional development. These challenges also change their daily professional practice. These changing professional requirements are reflected in the programme's overall foci for action, as well as at the level of the individual projects. More than half of the funded projects have implemented special student support services and coaching offers for their teaching programmes. Over 80% of the projects focus on the further development of their teacher training courses and curricula, especially regarding issues of heterogeneity and inclusion. The measures within the programme have a practical impact, and are research-oriented and data-based.</p>



*Measure 10 evaluative comments*

46. The Committee recommends that the State party:

(d) Ensure the training of all teachers in inclusive education, increased accessibility of the school environment, materials and curricula, and the provision of sign language in mainstream schools, including at the post-doctoral level. (UNCRPD report 2015, p. 8)

***Qualitätsoffensive Lehrerbildung***

Since 2015, 49 projects at 59 universities and universities of education have worked towards the successful implementation of the *Qualitätsoffensive Lehrerbildung*. About half of the teacher education institutions at university level in Germany are participating in the programme.

**Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications**

Agency recommendation	Initial findings
<p>11.1 Policy ensures that VET programmes should address labour market skill requirements.</p>	<p><b>National Policy</b></p> <p>11.1.1 Vocational curricula at Berufsschulen are developed by the Länder in the Standing Conference of Ministers of Education and Cultural Affairs. They are decided upon in a co-ordinated procedure with agreement of the Federation, employers’ associations and unions, based on training regulations for on-the-job training. They are structured in accordance with areas of instruction to support acquisition of vocational knowledge, skills and competences.</p> <p>11.1.2 Training regulations are issued for all occupations requiring formal training by the competent federal ministry with the assistance of social partners and Ministries of Education and Cultural Affairs of the Länder. This ensures that competences take account of what has been learned from experiences in the working world and in vocational schools, as well as results of employment and occupational research and pilot schemes of the Federal Institute of Vocational Education and Training (BIBB). (VET report, p. 14)</p>



Agency recommendation	Initial findings
	<p>11.1.3 The Early Identification of Skills Needs in the Network (<i>FreQueNz</i>) research network includes several research institutions, an education organisation, BIBB, the German Confederation of Trade Unions (DGB) and the German Employers' Organisation for Vocational Training (KWB). <i>FreQueNz</i> aims for the timely identification of future skills needs and their evaluation in respect of their impact on VET. (VET report, p. 7)</p>
<p>11.2 Policy aims at matching labour market skill requirements and learners' skills, wishes and expectations.</p>	<p>11.2.1 <i>FreQueNz</i> also emphasises changes in the market to enable a more rapid reaction to occupational skills trends. The task is to use these requirements to derive or develop models for future skills and occupational profiles. (VET report, p. 7)</p>
<p>11.3 Policy outlines the development of partnerships and networking structures.</p> <p><i>(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment after graduation.)</i></p>	<p>11.3.1 The main feature of the German VET system is the close partnership between employers, trade unions and the government. Social dialogue and co-determination are important for the acceptance of reforms. (VET report, p. 6)</p> <p>11.3.2 The vocational Training Regulations (<i>Ausbildungsordnungen – AO</i>) and the Vocational Training Act (<i>Berufsbildungsgesetz – BBiG</i>) are the legal bases of the Federal Government's responsibility. The Länder have competences for vocational training curricula provided in schools. (VET report, p. 13)</p> <p><b>Hessen Policy</b></p> <p>11.3.3 In order to bundle all the activities that support young people on their way to training, Hessen has developed a nationwide concept: the Optimisation of placement provision in the transition from school to work (<a href="#">Optimierung der lokalen Vermittlungsarbeit im Übergang Schule – Beruf, OloV</a>) strategy. Within OloV, all institutions that are responsible for the design of the school to work transition co-operate.</p>
<p>11.4 Policy outlines how transition from education to employment is supported by adequate provision.</p>	<p>11.4.1 Very recently career education, work preparation and initiatives to ease the transition from school to work have been paid much more attention due to the high unemployment risk of school drop-outs and learners with poor school performance. (VET report, p. 7)</p>



Agency recommendation	Initial findings
	<p><b>Hessen Policy</b></p> <p>11.4.2 In addition to the forms of inclusive education in the mainstream class, entitlement to special needs education may be met in vocational schools:</p> <ul style="list-style-type: none"><li>• as partial participation with additional support opportunities at the vocational school;</li><li>• in programmes preparing for vocational training or employment to qualify for a job. (Hessian School Law 2017)</li></ul> <p>11.4.3 In the planning and implementation of teaching pupils with SEN, special education teachers and vocational teachers work together. The details of the co-operation depend on the type and severity of the disability. (Special education in vocational schools § 20: General)</p> <p>11.4.4 Schools' teaching and methods must meet the goal of educating learners to become self-employed. The participants, especially parents, teachers and pupils, work together to fulfil the education and training mission of the school. All stakeholders must be able to design school offers and school life in a way that enables the school to do its job according to local circumstances. (Hessian School Law 2017: Principles for realisation)</p> <p><b>National and Hessen Policy</b></p> <p>11.4.5 The aim is for people with disabilities to undergo an apprenticeship in a recognised occupation requiring formal training under the dual system, as far as their learning abilities allow. The school part of vocational training takes place in mainstream vocational schools (<i>Berufsschulen</i>) or in establishments for people with disabilities. The first stage of training is usually completed on a full-time basis as a basic vocational training year (<i>Berufsgrundbildungsjahr</i>). It can be preceded by a year of pre-vocational training (<i>Berufsvorbereitungsjahr</i>). Practical training takes place in companies, in inter-company training centres or in vocational training workshops for people with disabilities.</p>



Agency recommendation	Initial findings
	<p>11.4.6 Alongside training within the dual system, training opportunities are available in full-time vocational schools. Pupils with appropriate school-leaving qualifications are also offered the opportunity to continue their education in the <i>Fachoberschule</i> or <i>Fachschule</i>. These institutions, which provide vocational training for people with disabilities, usually have a large catchment area and offer learner accommodation.</p> <p>11.4.7 If an apprenticeship is not possible, young people with disabilities receive preparatory training geared to their individual capabilities and skills. This will either be for an occupation that will enable them to lead an independent life or for employment in a workshop for people with disabilities with the aim of facilitating future permanent integration into a work environment. (National Overview)</p> <p>11.4.8 The courses on offer within the transitional system do not provide a vocational qualification but endeavour to improve the trainability of individuals, enabling them to obtain a general qualification.</p>
<p>11.5 Policy supports the availability of meaningful VET options for learners to choose from.</p>	<p>11.5.1 Young people with SEN should have the opportunity to receive vocational training in a recognised occupation requiring formal training (<i>Anerkannter Ausbildungsberuf</i>). Where this does not appear feasible, they should be permitted to take up an occupation which is specially designed for people with disabilities, with the aim of facilitating future permanent inclusion into a work environment. If this is not practicable either, the young person must be prepared for an occupation that has been adapted to their individual capabilities and skills and will enable them to lead an independent life or be prepared for employment in a workshop for people with disabilities. (National Overview)</p> <p>11.5.2 <i>Berufsfachschulen</i> do not award a vocational qualification but offer courses for pupils with no training contract, pre-vocational training, basic vocational training, special programmes for entry-level qualifications at the workplace and work experience placements as preparation for apprenticeships. (VET report, p. 10)</p>
<p>11.6 Policy supports the availability of supervised practical training.</p>	<p>11.6.1 Practical skills teachers (<i>Werklehrer/Fachlehrer</i>) teach in school workshops, builders' training yards, business training offices, school kitchens, laboratories, demonstration workshops. Their task is to provide young people undergoing in-company training with subject specific practical teaching. (VET report, p. 6)</p>



Agency recommendation	Initial findings
<p>11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.</p>	<p>11.7.1 Special educational support enables young people who are either disabled or facing the threat of disability to exercise their right to schooling and education that is tailored to their personal capabilities. They receive support in the form of individual assistance measures so that they can achieve the highest possible level of integration at school and work, participate in society and lead as independent a life as possible. Furthermore, special educational support at mainstream schools aims to promote the integration of disabled people within mainstream education and provide all pupils, irrespective of their physical and mental capabilities, with the opportunity to have a working life.</p> <p>11.7.2 In so far as the type of disability or illness allows, <i>Förderschulen</i> award the same qualifications as obtained from mainstream schools (<i>Hauptschulabschluss, Mittlerer Schulabschluss, Allgemeine Hochschulreife</i>), provided that instruction was based on the curricula of the respective school type and the educational course was completed successfully. The vocational qualification is sometimes reduced in content, duration and in terms of cognitive demands. (VET report, p. 11)</p>
<p>11.8 Policy outlines how VET programmes are reviewed periodically.</p> <p><i>(Both internally and/or externally) in order to adapt to current and future skill needs.)</i></p>	<p>11.8.1 Social dialogue and co-determination are vitally important means of ensuring acceptance of reforms in the VET sector. The initiative for updating the occupational profile of a training occupation or for developing a new occupation comes from trade associations, employers' associations, trade unions or the Federal Institute of VET (BIBB). (VET report, p. 7)</p>

*Measure 11 evaluative comments*

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**Measure 12: To improve educational and career guidance across all phases of inclusive education**

Agency recommendation	Initial findings
<p>12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases.</p> <p><i>(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)</i></p>	<p>12.1.1 Guidance and counselling provision is embedded in the overall employment strategy as well as in the educational sector and the lifelong learning strategy. Guidance and counselling services in the education sector focus on career education in school, advice on educational career paths or individual learning difficulties. It is part of the school responsibilities. (VET report, p. 7)</p> <p><b>Hessen Policy</b></p> <p>OloV – see above.</p>
<p>12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities.</p> <p><i>(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)</i></p>	<p>12.2.1 Compulsory schooling does not end with a general education, but includes vocational or pre-vocational training, sometimes in vocational <i>Sonderschulen/Förderschulen</i>. Pupils are prepared for making decisions on their choice of career at schools providing general education (in such subjects as work studies and through visits to companies and work placements). Schools co-operate in this area with the career guidance departments of public employment agencies. (National Overview)</p>

*Measure 12 evaluative comments*

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## Annex

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### The Hessian Way to Inclusion

1972: Hessen adopted the Conference of Ministers of Education (KMK)'s 'Recommendation to the order of the special education system' on 16 March 1972.

1983: First attempt at joint education in primary school.

1989: First law on the school integration of children with disabilities, with a right to veto for parents of classmates.

1991: Second law – the veto right was removed and a job pool established. School experiments set up for years 5–10.

1991: (GVBl. I p. 183, 13<sup>th</sup> WP) Parents had the right to choose between inclusive education (*gemeinsamer Unterricht*) of disabled and non-disabled children or the co-operation of the mainstream school with the special school in primary schools.

1992: Adoption of the Integration Act into the new Hessian Education Act 1992 (GVBl. I p. 121, 13<sup>th</sup> WP): Law regulating special education in the school. It governed issues of special needs education, determination of support needs and co-operation between special schools and public schools. The right of parents to choose between special and public school was extended to secondary school.

1997: (GVBl. I p. 143, 204, 14<sup>th</sup> WP) Changes in the field of special needs education – the right of participation in inclusive education for children with disabilities and impairments in primary and secondary schools within the personal, neuter and spatial conditions of the mainstream school.

2011: (GVBl. I p. 267, 18<sup>th</sup> WP) Special needs education was restructured and the forms of special education schools replaced by support priorities.

*Inclusive schooling... takes place as a regular form in the mainstream school in close co-operation with the... special educational advisory and support centre and... with the participation of the special school (§ 51). Parents have the right to choose between special and public school.*

2019: (VOiSB) For the implementation of inclusive education in schools, all mainstream schools and special schools in the public district of a state school office form an inclusive school alliance (iSB), according to § 52 of the Education Act. The special educational advisory and support centres (BFZ) are part of the inclusive school alliances.

Additionally, there are special schools for learning, social-emotional and intellectual difficulties, speech, hearing and visual impairments.

The link between early childhood and compulsory schooling is described in the *Bildungs- und Erziehungsplan BEP* (children aged 1–10).