




Social Integration in Germany (Bavaria)

1. GERMAN SCHOOL SYSTEM - IN GENERAL

- o Cultural and educational autonomy in the 16 Federal states**
 - o In each state different teacher training, different school system and curricula**
 - o KMK – Permanent Conference of Ministers of Education and Cultural Affairs**
 - o Compulsory school attendance**
 - o Segregated school system throughout Germany**
 - o Different curricula and exams in each school type**
 - o Schools for the range of handicaps**
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GERMAN EDUCATION STRUCTURE

Fachhochschule

University

Vocational
training
(9. -12. class)

Berufsschule / Lehre /
Fachoberschule

Gymnasiale Oberstufe

Special
school
(5.-9. class)

Haupt-
schule
(5. – 9./10.
class)

Realschule
(5./7. – 10.
class)

Gymna-
sium
(5. – 12.
class)

Gesamt-
schule

Special
primary
(1.-4. class)

Primary school
(1. – 4. class)

Special
Kinder-
garten

Integrated
Kinder-
garten

Kindergarten



2. SPECIAL EDUCATION IN BAVARIA

- Segregated system: special schools for
 - pupils with physical impairment
 - blind and visually impaired pupils
 - deaf and hearing impaired pupils
 - emotionally and socially disturbed pupils
 - pupils with speech difficulties
 - „slow learners“
 - pupils with learning disabilities (mentally handicapped)
 - sick children (in hospital)
 - Vocational training

- Each type of school has their own curriculum



- **Funding**

 - Government

 - Private (church, NGO's)

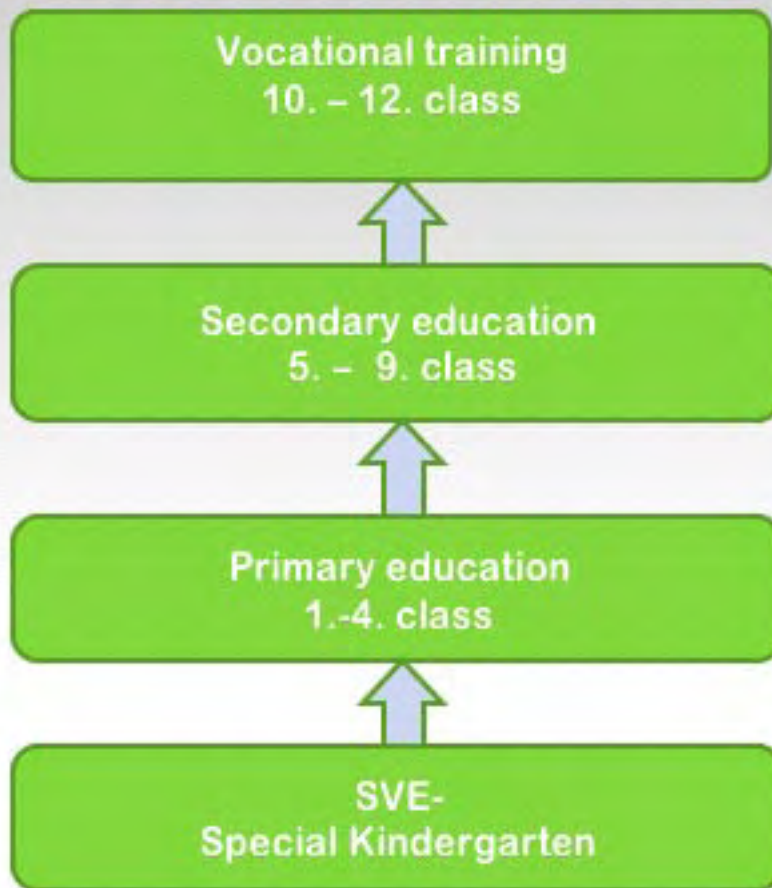
- **Diagnostic Assessment**

- **Changing schools is possible**

- **In Bavaria: no integrative schools or classes**



3. EDUCATIONAL PHASES FOR CHILDREN WITH LEARNING DISABILITIES



4. SPECIAL SCHOOLS' HISTORY

- Before National Socialism (up to 1933)
- During National Socialism (1933-45)
- Establishment of “Lebenshilfe” in 1958 by parents
- Compulsory education for the mentally handicapped established in the 1960s, for the severely and multiply handicapped in 1979
- Objectives of the curricula:
social integration and personal identity
- 1998: change of paradigm
- 2003: new curricula



5. POSSIBILITIES OF SOCIAL INTEGRATION

- **Early diagnosis and help**
- **Pre-school**
- **School**
- **Vocational Training**



EARLY DIAGNOSIS AND HELP

- Age 0-3
- Rehabilitation through early diagnosis and prevention programme
- Payment by health insurance
- Medical, therapeutical, psychological and pedagogical assistance
- Parental guidance



**SVE - special
Kindergarten**

**POSSIBILITIES OF
SOCIAL
INTEGRATION
DURING
KINDERGARTEN**

Family

**Integrated
Kindergarten**

**Integration in
regular
Kindergarten**

**MSH -
Mobile
Special
Teacher**



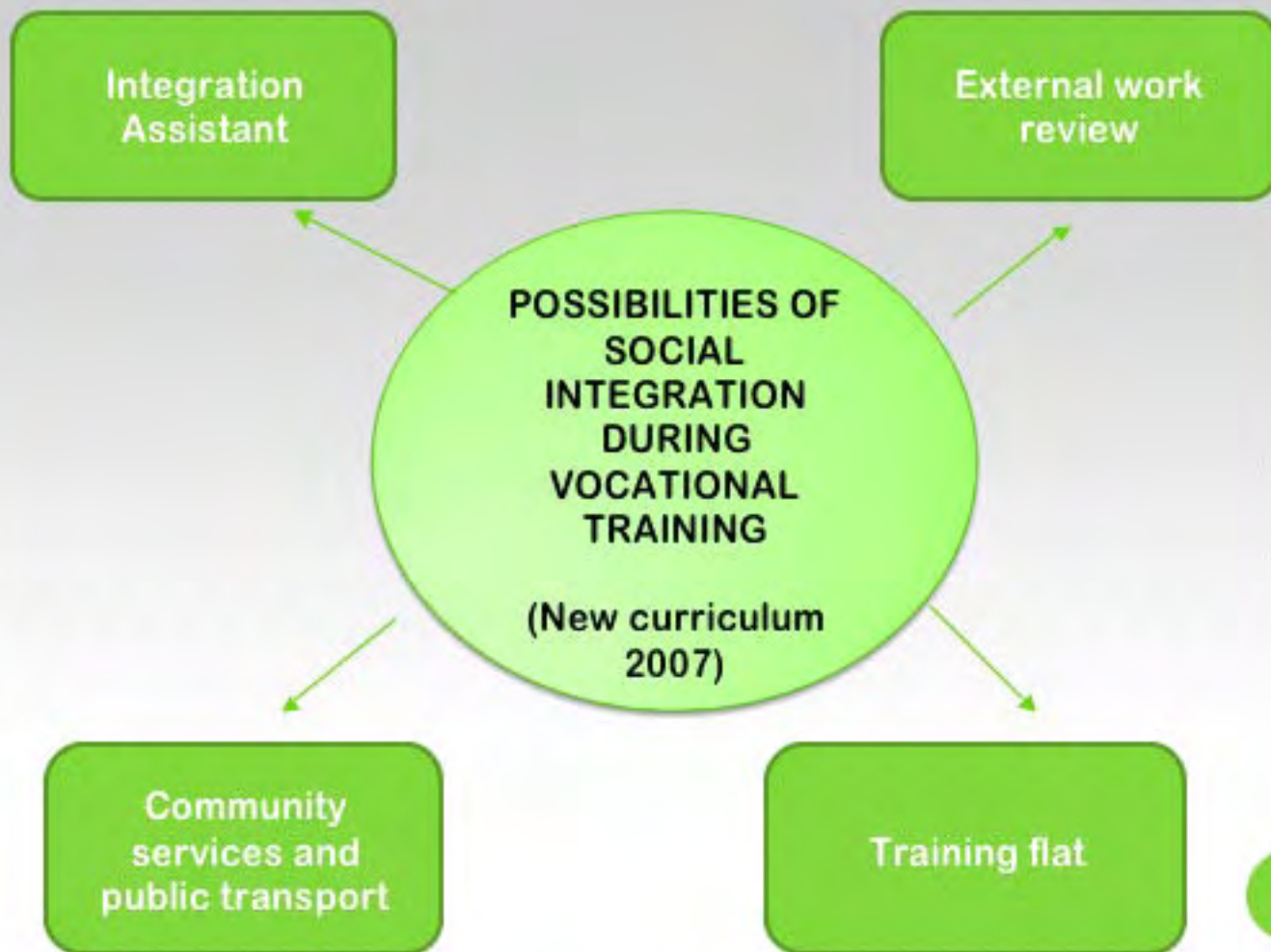
Co-operation projects

**POSSIBILITIES OF
SOCIAL
INTEGRATION
DURING
SCHOOL**

Special
classes in
regular school

MSD –
Mobile Special Teacher





6. INTEGRATION OUTSIDE SCHOOL

- **OBA (Offene Behinderten Arbeit):**
comprehensive assistance for the individual
and family by public and charitable institutions
- **Leisure activity clubs**
- **Government adult education**



7. INTEGRATION DIFFICULTIES

- **General problems**
- **Problems for Mobile Special Teacher (MSD)**
- **Problems during secondary education**
- **Problems during vocational training**



GENERAL DIFFICULTIES

- Segregated school system
- Performance orientated schools
- Weak commitment by regular school system
- General misunderstanding of how and what special schools teach

- Germany's history (NS-time and East-West-partition)



PROBLEMS FOR MOBILE SPECIAL TEACHER

- Weak cooperation by regular teacher**
- Negative response by parents of regular pupils**
- “sink or swim”: pressures on handicapped pupils**



PROBLEMS IN SECONDARY EDUCATION

- **Difficulties in cooperation with regular school**
 - Increasingly divergent development
 - Regular teachers are not interested in cooperation
 - Initiative always comes from the special school
- **Problems for Mobile Special Teachers**



DIFFICULTIES IN VOCATIONAL TRAINING

- Lack of work experience opportunities
- Very limited job opportunities on the first market

