

# Education in Inclusive Classes: Democracy Education and Participation

What criteria need to be taken into account when measuring participatory structures in teaching?

Measuring participatory structures and using the criteria as suggestions for participatory teaching

I have assigned the services for you.

Example: example cases  
(directive/participatory)

Selection of categories:  
communication, rules, decision-making and power\*

Group discussions in inclusive primary schools in Bavaria in grade 2, 3 schools, 9 classes, 44 participants, content analysis with MAXQDA\*\*

Implementation in example cases (picture stories with 2 to max. 4 pictures) with children and a student

Validation by expert groups

Children are also experts

Pretest and validation

Quantitative survey (n=508)

Grades 2 to 4

Network-internal online survey with 2 pathways, using tablet and headphones

Child-friendly user guidance: free time management, reading ability not required

Approximately equal distribution of children from inclusive and non-inclusive schools

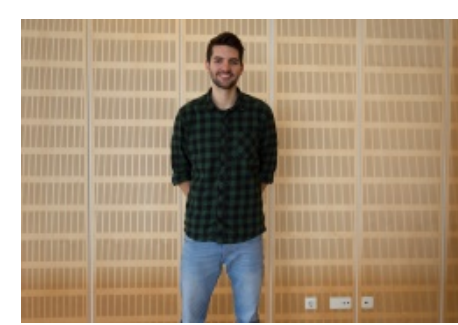
Statistical analysis with Lime survey and SPSS



Who decides on the division of services in this story?



Who should decide on the division of services in this story? What would you like best?



Who decides on the division of services in your class?



Who should decide on the division of services in your class? What would you like best?



Selected results:

the majority of the children interviewed experience little participation in everyday school life (Table 1).

The majority of the children surveyed (>70%) would like to see more participation (Table 2). The younger the children, the higher the agreement between the experienced and desired school situation.

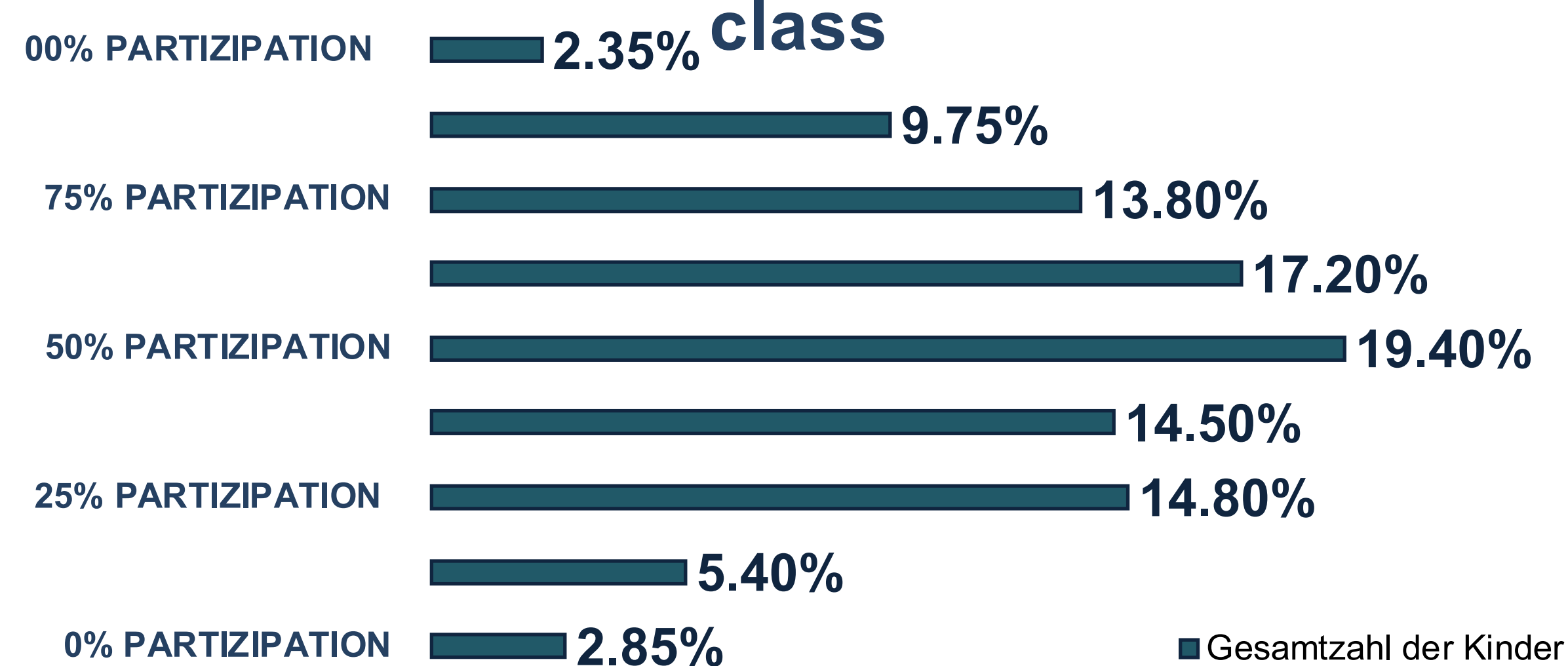
Children's perceptions and assessments can provide the basis for joint discussions.

Instrument of reflection is applicable in practice (dissertation by Julia Dörner).

The instrument will be further developed through a child-oriented/language-sensitive handbook (transfer project) for use in practice (including BA work by Miriam Maier).

\*Bartosch, Ulrich/Knauer, Raingard/Bartosch, Christiane/Bleckmann, Johanna/Griepner, Elena/Maluga, Agnieszka/Nissen, Imke (Hrsg.) (2015): Schlüsselkompetenzen pädagogischer Fachkräfte in Kindertageseinrichtungen für Bildung in der Demokratie. Kiel: Fachhochschule Kiel.  
\*\*Bartosch, Christiane/Bartosch, Ulrich/Thomas, Joachim (2018): Vertrauen und Selbstvertrauen. Partizipatorische Pädagogik als Bedingung von Inklusion. In: Bartosch, Ulrich/Schreiber, Waltraud/Thomas, Joachim (Hrsg.): Inklusives Leben und Lernen in der Schule. Berichte aus dem Forschungsverbund zu Inklusion an der Katholischen Universität Eichstätt-Ingolstadt. Bad Heilbrunn: Klinkhardt. 277-311.

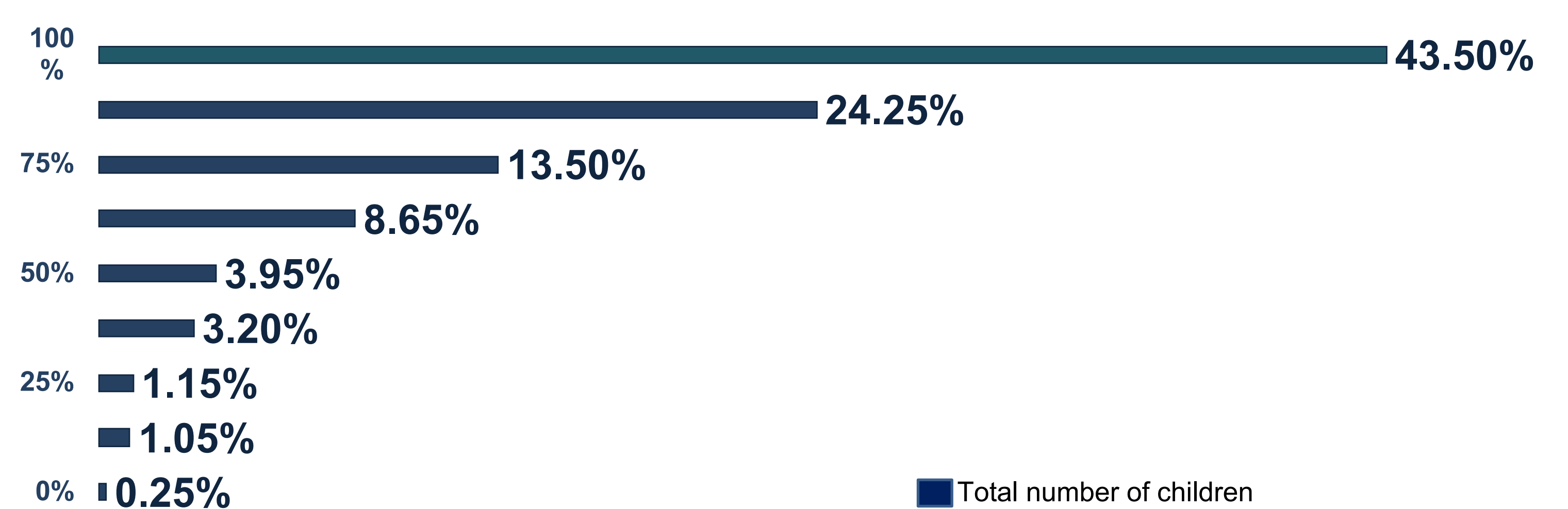
## Experienced participation in own class



■ Gesamtzahl der Kinder

Tables 1 and 2: own diagrams

## Children's request to participate in their own classes



■ Total number of children



Joint Project for Inclusive  
Living and Learning at  
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