

# ink lusion ion

## ALS CHIFFRE?

### **Congress of the German History of Education Association 2019** **Inclusion as Cipher? Analysis and Reflections in the Field of History of Education** **Bielefeld University · CITEC building** **30.09.2018 – 02.10.2019**

Looking at the developments of the last years, inclusion became the focus of attention in Germany as targeted norm in the educational as well as the social context. Although the topic has been present in the national and international discourse for almost half a century, including Luhmann's system-theoretical reflections from the 1980s, it has – initiated through impulses from education policy – only recently expanded into a nationally broadly discussed field with manifold connotations, collocations and semantics that in its entirety rather resembles a melange than a consistent unity. Proceeding from this topic's versatility and complexity it can be asked whether the current discourse already sufficiently reflects on inclusion or whether it has blind spots and excludes certain perspectives. This also applies to its educational-historical subject areas.

Hence, the idea to perceive inclusion as cipher shall be used as a metaphorical access to reveal ways of its deciphering that have been previously neglected. Aside from the quest for new decoding approaches, the notion also entails the critical engagement with decipherings of inclusion as well as its corresponding predecessors, which have already taken place in past times. For instance, this pertains to the present historiography of inclusion, which is in Germany strongly connected to special educational lines of tradition. Conversely, the question regarding preceding encryption processes of inclusion, the agents involved in those processes as well as specific historical constellations, introduces another perspective in the discourse about inclusion, which – via its educational-historical accesses – can provide impulses relevant to the present day and the future.

In order to tackle the deciphering particularly of the history of inclusion and of its predecessors in a broad and varied manner, the field of history of education has the task to decipher and contextualise the social and educational handling of diversity and heterogeneity as core of inclusion. Whether those deconstructivist acts allow new perspectives towards inclusion and in particular its history or not, is to be the topic within the scope of the congress of the German History of Education Association (a division of the German Educational Research Association/GERA).

It is possible to target decoding processes in areas such as the following examples:

- Contemplation of historical education concepts in respect of their inclusive and excluding moments and their role as potential predecessors of contemporary inclusive understandings of education
- Examination of forms, networks and interests regarding the implementation of inclusive concepts including their predecessors as well as the progression of reverse developments
- Thematisation of societal institutions, which have incorporated the questions of exclusion and inclusion
- Reflections concerning historical ways of dealing with diversity and heterogeneity in the educational as well as the social context
- Analysis of progressive teaching approaches as source of ideas and pioneer of the inclusion debate – also from a praxeological perspective
- Examination of the idea of a “Schule für alle” (“school for all”) in the German educational system and also of parallel and discrepant developments in the international context
- International reflection of discourses of inclusion and its predecessors, possibly from a comparative perspective.

The here exemplarily outlined views on inclusion and its history can be dealt with by means of various epistemological accesses as – among others – culture-theoretical, educational-sociological, discourse-theoretical and practice-theoretical approaches, which are nationally as well as internationally established in the field of history of education. Besides the concurrence of different educational-historical research traditions, the integration of multi-variant disciplinary perspectives is of relevance to tackle the deciphering of inclusion and its corresponding history/histories. It is the aim of the congress to do so in a broad and varied manner.

Please submit your abstract until 01/20/2019. The congress of the German History of Education Association will take place from 09/30/2019 through to 10/02/2019 in the CITEC-Building of Bielefeld University. Additional information concerning the congress, the submission of abstracts as well as the registration will be available on the homepage of the congress ([http://www.uni-bielefeld.de/erziehungswissenschaft/tagung\\_iac/index.html](http://www.uni-bielefeld.de/erziehungswissenschaft/tagung_iac/index.html)) or on the homepage of the German History of Education Association. If you have any further queries, please do not hesitate to contact the organising team via email ([tagunghistbf2019@uni-bielefeld.de](mailto:tagunghistbf2019@uni-bielefeld.de)). It is possible to apply for a contribution by one speaker (abstracts with 500 words) or for a symposium (abstracts with 2000 words). Presentations can be held in German or English.

*> Concept and organisation*

**Jun.-Prof. Dr. Michaela Vogt** (Junior Professor for Educational Science with Special Focus on the Theory and History of Inclusive Education · Bielefeld University · Working Group 1 of the Faculty of Educational Science)

*> Program commission*

**Prof. Dr. Annemarie Augschöll Blasbichler** (University of Bozen)

**Prof. Dr. Patrick Bühler** (FHNW School of Education)

**Prof. Dr. Eckhardt Fuchs** (Georg-Eckhardt-Institute)

**Prof. Dr. Vera Moser** (HU Berlin)

**Prof. Dr. Sylvia Kesper-Biermann** (Hamburg University)

**Prof. Dr. Sabine Reh** (HU Berlin / DIPF)

**Prof. Dr. Tanja Sturm** (University of Münster)