

# INKLUSION BILDUNG SCHULE

Graduiertenkolleg  
Humboldt-Universität zu Berlin




## Inclusion – Education – Schools: Structural Analyses of Development

The graduate school “Inclusion – Education – Schools: Structural Analyses of Development” is a collaboration between the Hans-Böckler-Stiftung and the Humboldt Initiative Structured Promotion at Humboldt-University, Berlin. It is the first graduate school in the German-speaking countries devoted to analyze policies, practices, and structural development of inclusion in education systems and aims on bringing PhD students from different fields of the social sciences to collaborate across disciplinary boundaries.

Analyzing the development of inclusive schools is a major challenge for the German education system. The PhD program focuses in a multidisciplinary approach on

- Definitions of inclusion in educational policies
- Governance and political processes in the German Länder
- Didactic concepts for teaching diverse learners inclusive classes
- Standards and benchmarks for individual school development

The curriculum will include theoretical and methodological approaches from interdisciplinary and international perspectives. To ensure mentoring of high quality, key researchers in this field will be invited to the program’s seminars, summer schools and conferences.

**Hans Böckler  
Stiftung** 

Fakten für eine faire Arbeitswelt.



Dana Tegge

## Development of Indicators for an Inclusive School System (IRIS) – An Empirical District and School-Level Analysis Using the District of Paderborn

The development of inclusive schools confronts the whole education system with new challenges. Considering the different responsibilities in the controlling and managing of the educational system, the District level alongside the State level also has an important role in the process of developing an inclusive school system. The objective of the doctoral thesis is thus to develop a set of indicators at district and individual school level that provides information about conditions and school organizational aspects such as experience in dealing with heterogeneity (special educational needs, migration, gender, etc.) on input, process and output-level. The framework of indicators is meant to identify general problems and offer an empirical foundation for the information on inclusive school processes in the communities, thus providing valid governance knowledge for a holistic, coherent inclusive educational management as well as contributing to improving the quality of inclusive education on a community level.

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Angelika Bengel

## Organization Development and Professional Habitus. An Analysis of Conditions for School Development Processes towards One School for All

This PhD project examines the conditions for changing patterns of thought and behavior from the perspective of teachers in order to get to an inclusive school. Building on insights gained in an empirical case study at an individual school, I explore specific factors for change. Data collection (group discussions, photograph interviews) and analysis of data run in a circular process, which is based on grounded theory. The essential hypothesis is that it is not enough to put a child with disabilities into a regular class to create one school for all. Rather, the whole school system needs to be changed. By using the concept of habitus and Neo-Institutionalism, this thesis' aim is to grasp and acknowledge the complexity of Change.

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Julia Gasterstädt

## Special Educators as Stakeholder in the Process of Developing Inclusive Schools. A Comparison of Two Different School Districts in Germany

Aim of the PhD project is to draw attention to special education teachers who work in schools which are in the process of developing an inclusive school setting. There has been little research on the question under which circumstances SEN teachers relate their professional identity to the requirements of inclusive school development. Especially research is not taking into account the specific organizational forms of special needs education and inclusion in different educational systems. The project will approach these desideratum by a two-stage research design containing document analysis, expert interviews with stakeholders in two different school systems in Germany and biographical narrative interviews with SEN teachers working in these systems.

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Aylin Jordan

## How Do Children Experience Cultural Diversity?

This research project is aimed at developing a didactic conception for teaching 'culture' in the primary school classroom based on a comprehensive theoretical framework for intercultural education and qualitative empirical data – a current desideratum in primary school social studies. The theoretical part of the project references current positions within the field of intercultural pedagogy and emphasizes a differentiated view on culture that takes into account social processes of diversification through individualization as well as global and transnational forms of migration. Thus this didactic concept is seeking to contribute to the necessary establishment of cultural openness and inclusion in all aspects of school. The phenomenographical study examines the qualitatively different ways in which children aged 8-10 experience cultural diversity by asking which categories of belonging children choose for themselves, which situations children depict as cultural different and how children experience situations in which inequality manifests within the difference line of culture. The data will be collected through problem-centered interviews and analyzed following principles of Grounded Theory.

Julia Wiebigke

## Media Analysis with the Topic Focus on Inclusive Education

Initiated by the ratification of the United Nations Convention on the rights of persons with disabilities on the 26th of May in 2009, scientific and medial discussions about inclusion are reaching the public awareness. Wocken characterizes the approval of the UN Convention as gratifying but not sustainable. In the context of the PhD project, the social discourse in form of reports in the daily and weekly press, is to be displayed. The comprehension of inclusive education in the medial representation is of particular interest – how is inclusive education perceived in the media? For the theoretical frame of references it is essential to retrace the term and the concept of inclusion with recourse to the consummation of its conceptual change. The act of qualitative research is to be designed with recourse to discourse analysis. The socio-political discourse is to be transpired and latent elements which have a determining influence on the discourse should be extracted.

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Anne Piezunka

## Is a „Good“ School an Inclusive School?

In Germany, school inspections evaluate the quality of schools. In this regard I want to analyse, how school inspections define a „good“ school and if features of inclusive schools are taken into consideration. Furthermore I am interested in the process of developing definitions of „good“ schools. I want to work out important influencing factors regarding the definition.

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Thea Nesyba

## Impact of Organized Interests on Inclusion Policy

This PhD project aims at analyzing the impact of organized interests (teacher unions, parents associations, student unions) on inclusion policy. It combines interest group approaches from Public Choice Theory with concepts from Neo Institutionalism in order to explain how unions generate interests and impact policy-making in the education sector. Insights gained from theory will be tested within a contrastive analysis of two German Länder. The empirical part foresees an analysis of inclusion policy documents as well as interviews with experts from unions and school administration.

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Sophie Görtler

## Indicators for Inclusion in Educational Practice

The research project is designed to gather quality indicators for inclusion used in practice at Berlin schools with a focus on inclusion. The field research is to be conducted at five Berlin schools using a qualitative approach. School documents will be analysed first, followed by group discussions as well as interviews of experts in order to collect those indicators that the schools have decided to use for their own inclusive development. The data will then be analysed using Qualitative Content Analysis. As there are no standards for 'inclusive schools' in Germany, the information gathered from the research project is of utter importance since it shows criteria the schools chose to bridge the gap of definition and thus aims to contribute to fill this gap and enhance the quality of inclusive school practice in Germany.

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Anja Akhoondi

## Communication Processes as a Significant Determinant in the Transformation of Educational Systems towards Inclusion? A Case Study of the Implementation Process in Hamburg

This PhD project focuses on institutional persistence and change in educational systems. The research is theoretically embedded in approaches of neo-institutionalism. In a first theoretical step, factors will be identified which have an impact on communication. In the subsequent empirical phase of the project, these factors will be applied and tested in a case study in the state of Hamburg. Following a mixed methods research design, documents, print media and expert interviews will be evaluated/interpreted via qualitative content analysis. Approaches of social network analysis will be adapted to locate actors in the communication network and to determine intangible connections and constellations. The results of the project thus contribute to filling a research gap concerning the particular importance of communication processes in public educational policies.

Anika Wawzyniak

## How Do Children Experience Doing Gender? A Qualitative Empirical Study and its Consequences for Primary Schools

At present it might seem like no one is disadvantaged in society, and therefore in school, anymore. But latest researches prove contrary: e.g. boys are still proud to be boys whereas girls say that they are (still) not allowed to do certain things because they are girls. Apparently gender issues still have an enormous influence on personal developments and perceptions. BUTLER describes sex and gender as constructed new in each situation by oneself. So everyone is involved in (re)producing stereotypes. But one can do different. Doing differences means the ability to reflect on one's own behavior and stereotypes and (re)act differently. Even so children are mostly seen as lurkers in most researches concerning gender issues, they aren't. In fact they are as involved in creating clichés as everyone else: e.g. MICHAŁEK asked boys what made them boys and found that they tend to create more clichés when they don't actually talk about themselves but about boys and girls in general. Different groups constructed different meanings of "being a boy". Hence resulting in the following research questions:

1. What meaning do the categories gender and sex have for children in their (everyday) life?
2. How do children experience constant confrontation with their (given) sex (in school)?
3. Do children experience themselves as contributors to gender?

I'd like to confront children with a book or a story including gender issues subliminal and to do interviews. Thereby I hope for individual perception with less stereotypes and clichés as possible.

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Florian Schrumpf

## Gender – Race – Class: Intersectionality in Primary Schools

This PhD-Project examines the following questions: How can inclusive science class-settings prevent discrimination towards cultural, economic and sexual different people? Which structures can be helpful approaching a reflective treatment with different social structures? It is intended to analyze that problem among the three dimensions of heterogeneity: gender, race, class.

A first theoretical part describes relevant social structures that 'legitimate' unequally distributed resources in a critical way and how social participants (re-)produce them in concrete social interactions. It is scheduled to consider those dimensions not separated, but also how they influence each other and cause specific problems. In a second step this leads to the question how schools, classes and teaching do have an intensifying or an relieving impact on the students.

For answering the research-question, the empirical part tries to identify strategies against (institutional) discrimination of inclusive schools, settings and participants by analyzing global school documents, and doing group discussions with teachers and students. Another focus of attention are periods, where sexual or cultural diversity become a central topic.

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