CRC 1750 [in:just]
INCLUSION : RECOGNITION : JUSTICE

International Public Kickoff for CRC 1750 [in:just]
Goethe-University Frankfurt am Main - Campus Westend

OCT 23 - 24, 2026

INTERRUPTING [in:just] EDUCATION

KEYNOTE SPEAKERS

Fri 23.10.
10:00 - 11:00

Gita Steiner-Khamsi
Teachers College, Columbia University &
Geneva Graduate Institute
Social Justice in Education: A Sequential Analysis

Fri 23.10.
18:00 - 19:00

Gert Biesta
University of Melbourne, Western Norway University
of Applied Sciences & Maynooth University
Education, Democracy and the Right to be Taught

Sat 24.10.
09:00 - 10:00

Sigrid Arnade
Sprecherin der LIGA Selbstvertretung
Die UN-BRK: Zwischen Begeisterung und
Bedeutungslosigkeit

Sat 24.10.
10:15 - 11:15

Dagmar Herzog
Graduate Center, City University of New York
The New Fascist Body

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CONFERENCE STRUCTURE

Friday, October 23rd 2026	Saturday, October 24th 2026
08:30 – 09:00 **Arrival** [Cas. Foyer]	
09:00 – 10:00 **Opening** [Cas. 823]	**09:00 – 10:00** **Keynote** [Cas. 823] Sigrid Arnade
10:00 – 11:00 **Keynote** [Cas. 823] Gita Steiner-Khamsi	**10:15 – 11:15** **Keynote** [Cas. 823] Dagmar Herzog
11:00 – 11:30 *Break*	*11:15 – 11:45* *Break*
11:30 – 17:30 **Parallel Sessions** [Cas. 1.801] [Cas.1.811] [IG 254] [IG 1.314]	**11:45 – 13:15** **Parallel Sessions** [Cas. 1.801] [Cas.1.811] [PEG 1.G191] [PEG 1.G192]
17:30 – 18:00 *Break*	*13:15 – 14:00* *Break*
18:00 – 19:00 **Keynote** [Cas. 823] Gert Biesta	**14:00 – 15:00** **Closing / Wrap-Up** [Cas. 823]
19:00 – 20:00 **Evening Reception** [Cas. 823]	

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PARALLEL PANELS FRIDAY, OCT 23rd 2026

	Panel 1	Panel 2	Panel 3	Workshop
11:30 – 13:00	**Chairs:** M.Caruso / J.Engel / V.Moser *Problematizing [in:justice] in Education: Histories and Politics* [Cas. 1.801]	**Chairs:** C.Machold / W.Meseth *Norms and Normativity in (Pedagogical) Organizations* [Cas. 1.811]	**Chairs:** M.Silkenbeumer / A.Walther *Feelings of [in:justice] in the Context of Non-/ Belonging* [IG 1.314]	
Break				
14:00 – 15:30	**Chairs:** C.Burchard / J.Engel / M.Hummrich *Who Belongs to the Planetary? Materialities, Times, and Spaces of Participation* [IG 254]	**Chairs:** N.Engel / V.Moser *The Ambivalence of Recognition: De-/ Institutionalizing Justice in Schools and Universities* [Cas. 1.811]	**Chairs:** F.Känder / A.Reichold *Epistemic and Affective [in:justice] in Education* [IG 1.314]	**Chairs:** L.Hanemann / M.Heller *Let's Talk about [in:justice]. Methodologische Überlegungen zur Erhebung von Ungerechtigkeits-erfahrungen von Kindern und Jugendlichen in der Schule* [Cas. 1.801]
Break				
16:00 – 17:30	**Chairs:** A.Damm / E.Grommé / J.Janczyk *Questioning (Un-) Certainties. How We Know What We Know about [in:justice] in Growing Up* [IG 1.314]	**Chairs:** M.Hummrich / L.Janik / S.Jornitz *Normative Orders of Participation and Belonging: Qualitative Comparative Methodologies in Educational Governance Research* [Cas. 1.811]	**Chairs:** R.Gänzle / E.Lohse *(Right to) Education through Participation* [IG 254]	**Chairs:** J.Elven / C.Machold *Normen und Normativität auf der Ebene von Organisationen und Praktiken erforschen. Methodologische und empirische Perspektiven* [Cas. 1.801]

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PARALLEL PANELS SATURDAY, OCT 24th 2026

	Panel 1	Panel 2	Workshop 1	Workshop 2
11:45 – 13:15	**Chairs:** M.Trail / C.Wong *Interrupting Critique in (Post-) Digital Societies* [Cas. 1.811]	**Chairs:** M.Caruso / K.Lux / D.Töpper *Translating [in:justice] - Assembling Research on Participation and Justice Across Linguistic and Scholarly Traditions* [PEG 1.G191]	**Chairs:** L.Camus / H.Drachsler / L.Menzel-Wuttig / N.Mouhammad *Overcoming Risks and Challenges in Processing and Storing Highly Sensitive Personal Data* [PEG 1.G192]	**Chairs:** E.Lohse / V.Moser *Education as a Human Right* [Cas. 1.801]

KEYNOTE LECTURE

Gita Steiner-Khamsi
Teachers College, Columbia University & Geneva Graduate Institute

SOCIAL JUSTICE IN EDUCATION: A SEQUENTIAL ANALYSIS

Friday, 23 October ·10:00–11:00 · Cas. 823

Abstract

The presentation examines the principle of education for all from an international comparative perspective. The principle commits to social justice by ensuring equal access and equitable outcomes. Three global trends are presented and explained: (1) the worldwide horizontal and vertical expansion of education, whereby more and more people (horizontal expansion) attend educational institutions for longer and longer periods of time (vertical expansion)—up to and including recurrent or lifelong learning for all; (2) the shift in policy priorities from equal access to quality improvement for all; and (3) a scripted, sequential order in which equal access and opportunities were granted to social groups: first to boys/men, then to girls/women, then, a few years later, to people with specific needs, and, only last, to ethnic and linguistic minorities.

International organizations such as the Council of Europe, the OECD, UNESCO, and the World Bank have played a decisive role in these trends. Democratic backsliding, including the dismantling of public institutions, has, in some countries, led to a reversal of the educational expansion of past decades. The post-liberal world order, which was actively promoted and supported by international organizations through technical advice and financial resources, is under siege. The presentation concludes with a few reflections on what the post-liberal world order may imply for a research project committed to social justice and equitable access in education.

Short CV

Gita Steiner-Khamsi is the William H. Kilpatrick Professor of Comparative Education at Teachers College, Columbia University, New York. She is also honorary UNESCO Chair of Comparative Education Policy at the Geneva Graduate Institute.

To Programme →

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KEYNOTE LECTURE

Gert Biesta

University of Melbourne, Western Norway University of Applied Sciences & Maynooth University

EDUCATION, DEMOCRACY AND THE RIGHT TO BE TAUGHT

Friday, 23 October ·18:00–19:00 · Cas. 823

Abstract

Despite many attempts and the attempts of many, education – both publicly funded and privately funded – continues to produce and reproduce societal inequalities. While some may see this as a fact of life, arguing that not everyone can be a 'winner,' many countries are committed to policies which provide equal educational opportunities for all. Such initiatives need to be taken seriously, as they can make a real difference in the lives of children and young people. But they also deserve critical scrutiny, particularly with regard to the question what kind of opportunities are actually provided and what kind of equality is therefore on the educational horizon. This has something to do with the operationalisation of equal opportunities and the ambition of educational equality itself. In all this, the question that is often overlooked is what makes educational opportunities properly educational and what kind of conception of education is therefore at play. These are the questions I will raise in my presentation, arguing for a shift from developmental to existential opportunities and for the importance of emancipatory teaching as a process of interruption, also in light of the idea and ideal of democracy. I will capture the angle of my contribution through the idea of the right to be taught.

Short CV

Gert Biesta is Professor of Education in the Faculty of Education of the University of Melbourne, Australia, Adjunct Professor of Education at the Western Norway University of Applied Sciences, and Emeritus Professor of Public Education at Maynooth University, Ireland. He is a member of the Education Council of the Netherlands, the advisory body of the Dutch government and parliament, and an expert advisor for the Council of Europe's European Space for Citizenship Education.

To Programme →

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KEYNOTE LECTURE

Sigrid Arnade

DBR-Sprecherinnenrat, ISL-Sprecherin für Gender und Diversity, Sprecherin der LIGA Selbstvertretung

Language: German

DIE UN-BRK: ZWISCHEN BEGEISTERUNG UND BEDEUTUNGSLOSIGKEIT

Saturday, 24 October · 09:00–10:00 · Cas. 823

Abstract

The UN Convention on the Rights of Persons with Disabilities (UN CRPD) has succeeded in establishing the human rights model of disability. Furthermore, the right to inclusion has been enshrined, thereby emphasizing the value of diversity. As the case during the negotiations, the participation of those affected must also be ensured during implementation. Although the UN CRPD is legally binding, its implementation - particularly with regard to inclusion in schools - leaves much to be desired, as evidenced by current exclusion rates. Although inclusive education benefits all children, there is currently more exclusion than inclusion. The situation in Saxony-Anhalt requires special attention, where support should be provided for inclusion structures as well as for affected children and their families.

Short CV

Sigrid Arnade holds a doctorate in veterinary medicine and served for many years as Managing Director of Interessenvertretung Selbstbestimmt Leben in Deutschland e.V. (ISL) until 2020. She is also widely known as an activist for the rights of people with disabilities, particularly women with disabilities. She is a co-founder of the German Disability Council (Deutscher Behindertenrat), on whose working committee she represented Weibernetz e.V. and ISL e.V. for many years. On behalf of the German Disability Council, she participated in the negotiations on the United Nations Convention on the Rights of Persons with Disabilities (CRPD), where she advocated particularly for women's rights. Outside her professional activities, she has co-founded three associations and one foundation. She currently serves in a voluntary capacity on the boards of NETZWERK ARTIKEL 3 and the LEBENSNERV Foundation and as a spokesperson for LIGA Selbstvertretung. From 2023 to 2026, she was an Honorary Professor at Alice Salomon University of Applied Sciences Berlin. In recognition of her pioneering work for the rights of women with disabilities, she was awarded the Cross of the Order of Merit of the Federal Republic of Germany in 2004 and the First Class Cross of the Order of Merit in 2010. She has also been a recipient of the Binding Prize for Nature and Environmental Conservation since 2004. She became widely known through her book Weder Küsse noch Karriere. Erfahrungen behinderter Frauen, published by Fischer Taschenbuch Verlag in 1992.

To Programme →

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GOETHE UNIVERSITÄT FRANKFURT AM MAIN

KEYNOTE LECTURE

Dagmar Herzog

Graduate Center, City University of New York

THE NEW FASCIST BODY

Saturday, 24 October ·10:15–11:15 · Cas. 823

Abstract

Dagmar Herzog explores the emotional workings of novel postmodern forms of fascism in Germany, highlighting recurrent themes of eroticized racist imagery and anti-disability politics as well as their antecedents in Nazism and before. Disinhibiting, deliberately contradictory messaging, and the "suture" of libidinal transgression with ableist malice construct not a backlash but a "frontlash," an anticipatory preemptive reaction against progressive inclusionary policies that have not even yet been widely implemented.

Short CV

Dagmar Herzog is an American historian and Professor of History at the City University of New York. She is a prominent scholar of modern and cultural history, specialising in the study of sexual morality, gender, religion, and fascism.

She is particularly well known for her research on the history of the Holocaust, especially her extensive and detailed work on the intellectual history of eugenics in relation to societal attitudes towards people with disabilities, as well as on fascist body politics.

Her acclaimed publications, including works published in German, include Eugenische Phantasmen. Eine deutsche Geschichte (Suhrkamp, 2024), based on the Frankfurt Adorno Lectures she delivered in 2021, and Der neue faschistische Körper (Wirklichkeits-Books, 2025).

In the latter, she develops the argument that the eroticisation of racism is politically exploited in the context of contemporary right-wing populism, not only to portray male migration as a threat to German women, but also, among other things, to establish a new form of elitist thinking through the discrediting of people with disabilities..

To Programme →

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GOETHE UNIVERSITÄT FRANKFURT AM MAIN

FRIDAY, OCT 23rd 2026

08:30 – 09:00: Arrival – [Cas. Foyer]

09:00 – 10:00: Opening – [Cas. 823]

10:00 – 11:00

Keynote – [Cas. 823]

SOCIAL JUSTICE IN EDUCATION: A SEQUENTIAL ANALYSIS

Gita Steiner-Khamsi (Teachers College, Columbia University & Geneva Graduate Institute)

Read abstract →

11:00 – 11:30: Break

11:30 – 13:00: Parallel Sessions

Panel 1 – [Cas. 1.801]

PROBLEMATIZING [IN:JUSTICE] IN EDUCATION: HISTORIES AND POLITICS

Chairs:
Marcelo Caruso (Humboldt-Universität zu Berlin), Juliane Engel (Goethe-Universität Frankfurt), Vera Moser (Goethe-Universität Frankfurt)

Read abstract →

Talk 1:
Violence in Educational Contexts as Dimension of Problematizing [in:justice]
Meike Baader (Universität Hildesheim)

Talk 2:
The Cruel [in:justice] of Educational Potentialism
Johannes Bellmann (Universität Münster)

Talk 3:
The Path-Dependency of Justice
Florian Waldow (Humboldt-Universität zu Berlin)

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Panel 2 – [Cas. 1.811]

NORMS AND NORMATIVITY IN (PEDAGOGICAL) ORGANIZATIONS

Chairs:
Claudia Machold (Goethe-Universität Frankfurt), Wolfgang Meseth (Goethe-Universität Frankfurt)

Read abstract →

Talk 1:
Research on Classroom Interaction: Interrupting Norms and Normativity
Hannah Fuchs (Goethe-Universität Frankfurt), Ilonca Hardy (Goethe-Universität Frankfurt), Astrid Jurecka (Goethe-Universität Frankfurt), Galina Putjata (Goethe-Universität Frankfurt), Rita Sparwasser (Goethe-Universität Frankfurt) & Natalie Mähl (Goethe-Universität Frankfurt), Wolfgang Meseth (Goethe-Universität Frankfurt), Michael Urban (Goethe-Universität Frankfurt)

Talk 2:
Researching Norms and Normativity Beyond Formal Education: Parent Organizations and Organizations of Child and Youth Welfare Removal as Contexts of Interruption
Johanna Christ (Goethe-Universität Frankfurt), Claudia Machold (Goethe-Universität Frankfurt) & Jana Dreesbach (Goethe-Universität Frankfurt), Julia Elven (Goethe-Universität Frankfurt)

Commentary: Fabian Kessl (Bergische Universität Wuppertal)

Panel 3 – [IG 1.314]

FEELINGS OF [IN:JUSTICE] IN THE CONTEXT OF NON-/BELONGING

Chairs and Introduction:
Mirja Silkenbeumer (Goethe-Universität Frankfurt), Andreas Walther (Goethe-Universität Frankfurt)

Talk 1:
Narrated Emotions in Oppressive Contexts: Experiences and Perspectives of Refugee Children
Veronika Magyar-Haas (Université de Fribourg)

Read abstract →

Talk 2:
Being Trained to Belong: Emotional Deviance and Affective Inclusion in Anti-Violence Programs
Elgen Sauerborn (Freie Universität Berlin)

Read abstract →

13:00 – 14:00: Break

14:00 – 15:30: PARALLEL SESSIONS

Panel 1 – [IG 254]

WHO BELONGS TO THE PLANETARY? MATERIALITIES, TIMES, AND SPACES OF PARTICIPATION

Chairs:
Christoph Burchard (Goethe-Universität Frankfurt), Juliane Engel (Goethe-Universität Frankfurt), Merle Hummrich (Goethe-Universität Frankfurt)

Read abstract →

Talk 1:
Ecological Justice and the Rights of Nature
María Teresa Vicente Giménez (Universidad de Murcia)

Read abstract →

Talk 2:
"Ways of Knowing" – Political Struggles over Epistemic Justice in Aotearoa and their Relevance to Educational Studies
Bettina Fritzsche (Pädagogische Hochschule Freiburg)

Read abstract →

Commentary:
Nicolle Pfaff (Universität Duisburg-Essen)

Panel 2 – [Cas. 1.811]

THE AMBIVALENCE OF RECOGNITION: DE-/INSTITUTIONALIZING JUSTICE IN SCHOOLS AND UNIVERSITIES

Chairs:
Nicolas Engel (Friedrich-Alexander-Universität Erlangen-Nürnberg), Vera Moser (Goethe-Universität Frankfurt)

Read abstract →

Talk 1:
Contested Belonging - Ambivalences of Recognition between School and Social Space
Nina Bremm (FAU Erlangen-Nürnberg), Thorsten Hertel (FAU Erlangen-Nürnberg)

Talk 2:
Can the Disabled Subject Speak? Citizenship, Education and Recognition from a Disability Studies Perspective
Anne Waldschmidt (Universität zu Köln)

Talk 3:
Persistently Paradoxical? The Institutionalization of Inclusion without the Deinstitutionalization of Segregation
Justin J.W. Powell (Université du Luxembourg)

Commentary from an Organisational and Inclusive Education Perspective:
Sophie Abend (Goethe-Universität Frankfurt), Nicolas Engel (Friedrich-Alexander-Universität Erlangen-Nürnberg), Vera Moser (Goethe-Universität Frankfurt), John Spasiano (Friedrich-Alexander-Universität Erlangen-Nürnberg)

Discussion

Panel 3 – [IG 1.314]

EPISTEMIC AND AFFECTIVE [IN:JUSTICE] IN EDUCATION

Chairs:
Felix Känder (Europa-Universität Flensburg), Anne Reichold (Europa-Universität Flensburg)

Read abstract →

Input 1:
Epistemic Injustice in Educational Contexts
Nadja el Kassar (University of Lucerne, Philosophy)

Input 2:
Probabilistic AI and (Novel?) Epistemic Injustices in School Assessment
Jakob Erichsen (Europa-Universität Flensburg, Educational Science)

Input 3:
Emotions and Affective [in:justice] in Education
Anne Reichold (Europa-Universität Flensburg, Philosophy)

Input 4:
Epistemic Injustices in Education and the Public Sphere
Elisa Piras (Center for Advanced Studies of Eurac Research, Bolzano, Political Science & Philosophy)

Discussion with Audience

Workshop – [Cas. 1.801]

LET'S TALK ABOUT [IN:JUSTICE]. METHODOLOGISCHE ÜBERLEGUNGEN ZUR ERHEBUNG VON UNGERECHTIGKEITSERFAHRUNGEN VON KINDERN UND JUGENDLICHEN IN DER SCHULE

Language: German

Chairs:
Laura Hanemann (Goethe-Universität Frankfurt), Mareike Heller (Goethe-Universität Frankfurt)

Talk 1:
Institutioneller Rassismus: Theorie und Methodologie
Juliane Karakayali (Evangelische Hochschule Berlin)

Workshop on Collective Interpretation with:
Jessica Angioni (Technische Universität Dresden), Sabine Andresen (Goethe-Universität Frankfurt), Julia Becher (Johannes Gutenberg-Universität Mainz), Anastasiya Bobrova (Pädagogische Hochschule Vorarlberg), Christina Dülfer (Goethe-Universität Frankfurt), Laura Hanemann (Goethe-Universität Frankfurt), Mareike Heller (Goethe-Universität Frankfurt), Max Osmann (Johannes Gutenberg-Universität Mainz), Anne Piezunka (Technische Universität Dresden), Sophia Richter (Pädagogische Hochschule Vorarlberg), Yasmina Sariano (Goethe-Universität Frankfurt), Mirja Silkenbeumer (Goethe-Universität Frankfurt), Andreas Walther (Goethe-Universität Frankfurt)

Read abstract →

15:30 – 16:00: Break

16:00 – 17:30: Parallel Sessions

Panel 1 – [IG 1.314]

QUESTIONING (UN-)CERTAINTIES. HOW WE KNOW WHAT WE KNOW ABOUT [IN:JUSTICE] IN GROWING UP

Language: German

Chairs:
Alexandra Damm (Goethe-Universität Frankfurt), Eva Grommé (Goethe-Universität Frankfurt), Jule Janczyk (Goethe-Universität Frankfurt)

Moderated by: Eva Grommé (Goethe-Universität Frankfurt)

Talk 1:
The Reduction of Theory to Normative Reflection with an Uncertain Epistemic Status
Rita Casale (Bergische Universität Wuppertal)

Language: German

Read abstract →

Talk 2:
Measuring What Matters? Quantitative Approaches to (In)Justice in Growing Up
Johanna Wilmes (Goethe-Universität Frankfurt)
Language: German

Read abstract →

Talk 3:
Heterogeneity and Difference from a History of Knowledge Perspective and the Limitations of Methodological Questions
Sabine Reh (Humboldt-Universität zu Berlin & DIPF Berlin)

Language: German

Read abstract →

Discussion with participants from Talks 1–3

Panel 2 – [Cas. 1.811]

NORMATIVE ORDERS OF PARTICIPATION AND BELONGING: QUALITATIVE COMPARATIVE METHODOLOGIES IN EDUCATIONAL GOVERNANCE RESEARCH

Chairs:
Merle Hummrich (Goethe-Universität Frankfurt), Louisa Janik (Goethe-Universität Frankfurt), Sieglinde Jornitz (Leibniz-Institut für Bildungsforschung und Bildungsinformation)

Introduction

Read abstract →

Talk 1:
The Governance of the Life Course: Some Conceptual and Methodological Notes
Marcelo Parreira do Amaral (Universität Münster)

Read abstract →

Talk 2:
Qualitative Studies with a Macroscopic, Mesoscopic, and Bifocal Lens
Gita Steiner-Khamsi (Teachers College, Columbia University & Geneva Graduate Institute)

Read abstract →

Commentaries:
David P. Baker (Pennsylvania State University) &
Wivian J. Weller (Universidade de Brasília)

Panel 3 – [IG 254]

(RIGHT TO) EDUCATION THROUGH PARTICIPATION

Language: German

Chairs:
Richard Gänzle (Universität Bayreuth), Eva Lohse (Universität Bayreuth)

Read abstract →

Talk 1:

Partizipation in Schulen aus rechtlicher Perspektive
Birgit Peters (Universität Trier)

Talk 2:
Staatliche Beurteilungsspielräume im Umgang mit inklusiver Bildung - Maßstäbe der Europäischen Menschenrechtskonvention
Patricia Wiater-Hellgardt (Friedrich-Alexander-Universität Erlangen-Nürnberg)

Talk 3:
Demokratieerziehung an der Schule durch Schülermitwirkung
Jörg Ennuschat (Ruhr-Universität Bochum)

Commentary:
Kommentar aus erziehungswissenschaftlicher Außenperspektive
Julia Hugo (Universität Konstanz)

Workshop – [Cas. 1.801]

NORMEN UND NORMATIVITÄT AUF DER EBENE VON ORGANISATIONEN UND PRAKTIKEN ERFORSCHEN. METHODOLOGISCHE UND EMPIRISCHE

Language: German

Chairs:
Julia Elven (Goethe-Universität Frankfurt), Claudia Machold (Goethe-Universität Frankfurt)

Input:
Normen und Normativität in Dokumenten von Elternorganisationen und Inobhutnahmeeinrichtungen
Johanna Christ (Goethe-Universität Frankfurt), Claudia Machold (Goethe-Universität Frankfurt) & Jana Dreesbach (Goethe-Universität Frankfurt), Julia Elven (Goethe-Universität Frankfurt)

Read abstract →

Working on Empirical Data

17:30 – 18:00: Break

18:00 – 19:00

Keynote – [Cas. 823]

EDUCATION, DEMOCRACY AND THE RIGHT TO BE TAUGHT
Gert Biesta (University of Melbourne, Western Norway University of Applied Sciences & Maynooth University)

Read abstract →

19:00 – 20:00: Evening Reception – [Cas. 823]

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GOETHE UNIVERSITÄT FRANKFURT AM MAIN

SATURDAY, OCT 24th 2026

09:00 – 10:00

Keynote – [Cas. 823]

DIE UN-BRK: ZWISCHEN BEGEISTERUNG UND BEDEUTUNGSLOSIGKEIT
Sigrid Arnade (DBR-Sprecherinnenrat, ISL-Sprecherin für Gender und Diversity, Sprecherin der LIGA Selbstvertretung)

Language: German

Read abstract →

10:00 – 10:15: Break

10:15 – 11:15

Keynote – [Cas. 823]

THE NEW FASCIST BODY
Dagmar Herzog (Graduate Center, City University of New York)

Read abstract →

11:15 – 11:45: Break

11:45 – 13:15: Parallel Sessions

Panel 1 – [Cas. 1.811]

INTERRUPTING CRITIQUE IN (POST-)DIGITAL SOCIETIES

Chairs:
Matthew Trail (Goethe-Universität Frankfurt), Chin Chin Wong (Goethe-Universität Frankfurt)

Read abstract →

Talk 1:
Criticality after 2022: On Reductiveness, Relationality and Repair
Felicitas Macgilchrist (Carl von Ossietzky Universität Oldenburg)

Read abstract →

Talk 2:
Interdisciplinary Comments, Critiques and Radicalization
Christoph Burchard (Goethe-Universität Frankfurt)

Joint Discussion

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Panel 2 – [PEG 1.G191]

TRANSLATING [IN:JUSTICE] - ASSEMBLING RESEARCH ON PARTICIPATION AND JUSTICE ACROSS LINGUISTIC AND SCHOLARLY TRADITIONS

Chairs:
Marcelo Caruso (Humboldt-Universität zu Berlin), Katharina Lux (Humboldt-Universität zu Berlin), Daniel Töpper (Humboldt-Universität zu Berlin)

Moderated by:
Marcelo Caruso (Humboldt-Universität zu Berlin)

Talk 1:
Educational Justice and Participation: The Conceptual Landscape of Swedish Educational Research
Johannes Westberg (Rijksuniversiteit Groningen)

Read abstract →

Talk 2:
Translating Participación: Latin American Traditions of Participation and Justice in Education
Cristina Alarcón López (Universität Wien)

Read abstract →

Talk 3:
Education, Participation and Historical Futures: Rethinking the Histories of Educational Justice
Kevin Myers (University of Birmingham)

Read abstract →

Commentary:
Nicolas Engel (Friedrich-Alexander-Universität Erlangen-Nürnberg)

Workshop 1 – [PEG 1.G192]

OVERCOMING RISKS AND CHALLENGES IN PROCESSING AND STORING HIGHLY SENSITIVE PERSONAL DATA

Chairs:
Leon Camus (Leibniz-Institut für Bildungsforschung und Bildungsinformation), Hendrik Drachsler (Leibniz-Institut für Bildungsforschung und Bildungsinformation), Lukas Menzel-Wuttig (Goethe-Universität Frankfurt), Nina Mouhammad (Leibniz-Institut für Bildungsforschung und Bildungsinformation)

Read abstract →

Workshop with:
Leon Camus (Leibniz-Institut für Bildungsforschung und Bildungsinformation), Hendrik Drachsler (Leibniz-Institut für Bildungsforschung und Bildungsinformation), Lukas Menzel-Wuttig (Goethe-Universität Frankfurt), Nina Mouhammad (Leibniz-Institut für Bildungsforschung und Bildungsinformation)

Workshop 2 – [Cas. 1.801]

EDUCATION AS A HUMAN RIGHT

Chairs:
Eva Lohse (Universität Bayreuth), Vera Moser (Goethe-Universität Frankfurt)

Statement 1:
International Social and Cultural Rights
Franziska Oehm (Deutsches Institut für Menschenrechte)

Statement 2:
Praktische Hürden beim Zugang zur inklusiven Schule – Ergebnisse einer Elternbefragung
Susann Kroworsch (Deutsches Institut für Menschenrechte)

Statement 3:
The Right to Education, Legal Time and the Making of the Human
Thokozani Kaime (Universität Bayreuth)

Read abstract →

13:15 – 14:00: Break

14:00 – 15:00: Closing / Wrap-Up – [Cas. 823]

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DFG Deutsche Forschungsgemeinschaft

GOETHE UNIVERSITÄT FRANKFURT AM MAIN

ABSTRACTS:

PROBLEMATIZING [IN:JUSTICE] IN EDUCATION: HISTORIES AND POLITICS

Chairs:
Marcelo Caruso (Humboldt-Universität zu Berlin),
Juliane Engel (Goethe-Universität Frankfurt),
Vera Moser (Goethe-Universität Frankfurt)

Matters of (in)justice in education have consistently arisen during the long twentieth century, paving the way for current claims, controversies and initiatives. Once educational systems became established and consolidated, distribution of resources as well as explicit and implicit norms of recognition and participation advanced as controversial questions. Individual and collective actors formulated diagnoses, programs and possible solutions with distinct emphases and conceptualizations.

Rather than providing stable frameworks, explicit and implicit norms of recognition and participation often became sites of conflict themselves, as competing understandings of justice, merit, inclusion, and educational purpose collided over who should participate, on what terms, and according to which conceptions of justice. Such conflicts could generate crises of legitimacy in which established educational orders lost their taken-for-granted character and became objects of public contestation.

Presenters will address past forms of problematization of (in)justice in education in their shifting and context-specific dimensions. They will focus on the politics of problematization, its arenas, constellations of actors and varying outcomes.

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GOETHE UNIVERSITÄT FRANKFURT AM MAIN

NORMS AND NORMATIVITY IN (PEDAGOGICAL) ORGANIZATIONS

Chairs:
Claudia Machold (Goethe-Universität Frankfurt),
Wolfgang Meseth (Goethe-Universität Frankfurt)

The conference theme of Interrupting provides the conceptual framework for the panel and unfolds on two interrelated levels. First, Interrupting refers to an analytical interruption of the enactment of social practice. Reconstructive approaches artificially interrupt social practices by analytically slowing down and sequencing their unfolding. Therefore, the two talks discuss the heuristic potential of distinguishing between norms and normativity for the analysis of (pedagogical) organizations and explore how this distinction can be made empirically productive. To bring the respective perspectives of the subprojects into sharper relief, they will be presented comparatively in two tandems. While B01 Participation in Classroom Interaction under Conditions of Multilingualism and B05 Problematized Behavior as Challenge to Inclusive Education and School Belonging discuss the distinction between norms and normativity with reference to interactional and organizational practices in schools, B02 Parent Organizations and Barriers to Belonging in Education and B03 Constellations of Inclusion and Exclusion in Child and Youth Welfare Removal focus on practices in (pedagogical) organizations outside the school context. Second, the panel understands Interrupting as a reflexive interruption of its own theoretical assumptions. Normativity becomes an object of reflection. Both contributions reflect on the normative assumptions underlying the subproject in question and the challenges associated with them. The panel concludes with a detailed commentary: The contributions are contextualized from a specific perspective on organizations and institutions, and their relevance as well as any gaps are highlighted.

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NARRATED EMOTIONS IN OPPRESSIVE CONTEXTS: EXPERIENCES AND PERSPECTIVES OF REFUGEE CHILDREN

Veronika Magyar-Haas (Université de Fribourg)

Emotions are affective forms of assessing social situations. They are subjective and embodied, as well as culturally, socially, and discursively regulated, moulded, and reshaped, so that they are both an expression of and a contributor to social relations and structures. Accordingly, emotions provide insights not only about subjects but also about their social circumstances and contexts.

This paper draws on the experiences of Ukrainian refugee children, which they described and depicted in drawings during interviews with them about their well-being. Based on the analysed empirical data, the presentation highlights how refugee children address and regulate their emotions, and which social norms, expectations and structures of injustice they refer to in doing so. The emotional exposure and vulnerability of refugee children and their reported strategies in challenging contexts as well as the oppressive structures and institutionalised orders to which they are subjected will be discussed.

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BEING TRAINED TO BELONG: EMOTIONAL DEVIANCE AND AFFECTIVE INCLUSION IN ANTI-VIOLENCE PROGRAMS

Elgen Sauerborn (Freie Universität Berlin)

In this presentation, I introduce the concept of affective inclusion by examining anti-violence training as a site where belonging is negotiated through emotion. Based on a case study of sanctioned amateur football players in Germany, I show how institutions respond to “emotional deviance” by teaching participants to control anger, aggression, and provocation. The training promises reintegration into the football community, but this return is tied to the adoption of a dominant emotion culture.

My presentation highlights the relational character of this process. Feelings are not deviant in themselves; they become deviant in relation to institutional norms, media representations, and unequal social positions. The case therefore raises the question of whose emotions are recognized as understandable and whose are treated as problems requiring correction. In this sense, affective inclusion reveals how belonging can be granted on unequal emotional terms. It also opens up a broader discussion of how experiences of exclusion, discrimination, or injustice may be reframed as failures of emotional self-control.

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WHO BELONGS TO THE PLANETARY? MATERIALITIES, TIMES, AND SPACES OF PARTICIPATION

Chairs:
Christoph Burchard (Goethe-Universität Frankfurt),
Juliane Engel (Goethe-Universität Frankfurt),
Merle Hummrich (Goethe-Universität Frankfurt)

Planetary societies have become a powerful horizon for law, governance, education, and social critique. Climate change, biodiversity loss, ocean degradation, extractivism, and socio-technical infrastructures are no longer plausibly understood as merely local, national, or even international problems. They are framed as planetary transformations that require new forms of knowledge, responsibility, participation, and subject formation. Yet this framing is analytically unstable. The "planetary" does not name a self-evident scale, subject, community, or legal order. It raises the prior question of how participation in planetary society is constituted in the first place: who or what (and when and where) belongs to it, through which concepts, institutions, material relations, temporal horizons, and political struggles?

This panel critically explores the materialities, temporalities, and spaces of planetary participation. Aligning with the broader framework of Research Area A (RA.A), planetary participation is produced through normative orders, institutional forms, and practices that define who or what can count as a participant, a subject of concern, an object of responsibility, or a bearer of claims. Therefore, this panel addresses planetary participation as a contested analytical problem and a field of tension and interruption. We question how different concepts of the planetary form different subjects, authorize different institutions, privilege different materialities, and open or close different possibilities of critique. In this context, we invite experts from the law and education to discuss the following questions:

- Which bodies, ecological entities, infrastructures, histories, and damaged futures become legible within planetary governance in law, and education — and which do not?
- Whose knowledge, experiences, and ways of learning are recognised as relevant for understanding planetary relations, and whose are marginalised, ignored, or rendered unintelligible?
- What norms of responsibility, care, participation, resilience and justice are institutionalised and stabilised? What alternative norms can be possible?

These questions can be explored into three possible directions: 1) debates on planetary governance, Earth system law, and planetary justice, 2) situated and pragmatic political conflicts related to rights of nature, and environmental responsibility, and 3) postcolonial and decolonial critiques of the planetary, foregrounding colonial histories, epistemic violence, and the limits of universalising narratives of humanity, stewardship, and common destiny. In sum, this panel discusses how each conception of the planetary stabilises different normative expectations, authorises different institutional arrangements, and produces different forms of participation, critique, and exclusion.

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ECOLOGICAL JUSTICE AND THE RIGHTS OF NATURE

María Teresa Vicente Giménez (Universidad de Murcia)

“Ecological justice” is a new paradigm within theories of justice that recognizes the mutual interaction between humanity and Nature. When ecological justice is brought into legal theory, it challenges the anthropocentric paradigm that has characterized Western civilization since the modern era—a paradigm that separated human beings from the Earth and led them to believe that the Earth formed part of their dominion. In its place, an ecocentric paradigm is emerging that seeks to reconcile human beings with the earthly home to which they belong. The “rights of Nature” recognize the inherent laws of natural entities, their value, and their subjective rights.

“Ecological justice” and the “rights of Nature” are no longer merely theoretical proposals; they have already entered positive law. In 2022, the Spanish Parliament adopted the law recognizing legal personality and rights of its own to the Mar Menor Lagoon and its Basin, making it the first ecosystem in Europe to be granted legal rights. The law was promoted by a social movement through a Popular Legislative Initiative. In 2024, the Plenary of the Spanish Constitutional Court, in Judgment 142/2024 of 20 November, expressly upheld the constitutionality of the entire law, recognized the paradigm shift from anthropocentrism to ecocentrism, and emphasized the major advance this represents for the law, among other important points.

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“WAYS OF KNOWING” – POLITICAL STRUGGLES OVER EPISTEMIC JUSTICE IN AOTEAROA AND THEIR RELEVANCE TO EDUCATIONAL STUDIES

Bettina Fritzsche (Pädagogische Hochschule Freiburg)

An important aspect of the debates on planetary justice is the call for the recognition of diverse forms of knowledge. Building on decolonial critiques of epistemic violence (Spivak 1988) and in the context of indigenous theoretical development (e.g. Smith 1999), attention is drawn to the limitations of Western systems of knowledge and their claim to universality is called into question. In this context, it is also argued that modern Western knowledge could only attain its hegemonic status on the condition of the continuous exclusion – or indeed the subjugation and appropriation – of other forms of knowledge. The question of what knowledge is, and which knowledge is actually taken into account and recognised, is therefore inextricably linked to the question of power relations and the scope for action within those power relations.

And, as the theme of the conference also demonstrates, the relationship between justice, participation and knowledge is also a genuinely educational topic: The negotiation, recognition and dissemination of knowledge are central tasks in educational contexts; at the same time, these are linked to a normative promise of justice.

In my talk, I will discuss the interplay between knowledge, power relations and agency, using the example of the political debates surrounding the recognition of indigenous knowledge in Aotearoa/New Zealand. The context of Aotearoa proves particularly fruitful for my research question, insofar as there have been efforts here for many decades to grant greater recognition to Indigenous perspectives in both political and educational contexts. Drawing on Indigenous critiques as well as anthropological analyses, I will highlight the difficulties and pitfalls associated with these endeavours towards epistemological justice. In particular, I will refer to Toon van Meijl’s (201) ethnographic account of the political struggles of a Māori community over water rights. Drawing on his analysis of internal debates within this community regarding the spiritual quality of water, van Meijl criticises the widespread notion that indigenous knowledge should be understood as a form of knowledge that is, by its very nature, radically different from Western knowledge.

In contrast to a conception of knowledge as a definitive and declarative understanding of something that is known, van Meijl introduces a concept of ‘ways of knowing’ that relates both to the production of knowledge and to the interpretation of knowledge.

The paper will discuss the extent to which this decolonial perspective on knowledge, developed within anthropology, can be fruitful to further the pursuit of epistemological justice in educational studies.

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THE AMBIVALENCE OF RECOGNITION: DE-/INSTITUTIONALIZING JUSTICE IN SCHOOLS AND UNIVERSITIES

Chairs:
Nicolas Engel (Friedrich-Alexander-Universität Erlangen-Nürnberg),
Vera Moser (Goethe-Universität Frankfurt)

Recognition enables participation (Teilhabe), access to resources, and visibility, but at the same time produces categories, boundaries, and forms of non-recognition. Recognition pre-structures processes of inclusion.

This panel explores how educational institutions respond to contemporary claims for justice and their inherent normative expectations. The focus is not merely on the conditions under which new programmes, structures, or policies can be successfully implemented. Rather, the panel is primarily concerned with the processes of translation that take place within specific educational institutions and with how these processes stabilize, challenge, dismantle, or reproduce normative orders of inclusion (Teilnahme) and participation (Teilhabe).

At the heart of the panel lies the ambivalence of institutionalized recognition, or institutionalized justice. We assume that educational institutions respond to claims for justice by making certain experiences of inequality and subject positions articulable and open to discussion. Through programmes, they address and respond to these claims, while also making them visible through the development of institutional structures. Yet this rendering visible is never neutral or innocent. Recognition is always bound up with specific categorizations, procedures, and areas of responsibility. In this way, it produces, for example, distinctions between those who are considered disadvantaged, in need of support, affected, discriminated against, capable of achievement, or belonging—and those who are not.

Institutionalized regimes of recognition thus simultaneously generate forms of non-recognition and, potentially, stigmatization. They can render experiences invisible, delegitimize claims, confine individuals to particular positions, or produce new forms of stigmatization.

The ambivalence of institutionalized recognition will be discussed in this panel from the perspectives of school research, inclusion research, and Disability Studies, and critically examined through organizational and inclusive education perspectives.

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EPISTEMIC AND AFFECTIVE INJUSTICE IN EDUCATION

Chairs:
Nicolas Engel (Friedrich-Alexander-Universität Erlangen-Nürnberg),
Vera Moser (Goethe-Universität Frankfurt)

Educational contexts are not merely places for the transmission of knowledge, but also a place where social asymmetries run the risk of being reproduced. This interdisciplinary panel discussion addresses dynamics of belonging, misrecognition, inclusion and exclusion in education through the lens of epistemic and affective injustice.

Four inputs by experts from Philosophy, Educational Science and Political Science will be followed by an open discussion. Nadja El Kassar elucidates the concept of epistemic injustice and its significance for the educational contexts. Jakob Erichsen addresses the growing relevance of AI applications and focuses on algorithmic assessments of educational outcomes and discusses the extent to which these may give rise to new forms of epistemic injustice or reshape existing injustices. Anne Reichold analyzes emotions as possible signals and interruptions of injustice in educational contexts and discusses types of affective injustice arising from unequal recognition, missing uptake and emotional regulation. Elisa Piras connects the topic to broader democratic and political contexts by addressing wider implications for societal participation, feelings of belonging, public discourse, and the distribution of epistemic authority. Together, we will explore how epistemic and affective dimensions of injustice shape educational contexts and how interdisciplinary analysis can serve as a tool for interrupting educational injustice.

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INSTITUTIONELLER RASSISMUS: THEORIE UND METHODOLOGIE

Juliane Karakayali (Evangelische Hochschule Berlin)

with:

Jessica Angioni (Technische Universität Dresden),
Sabine Andresen (Goethe-Universität Frankfurt),
Julia Becher (Johannes Gutenberg-Universität Mainz),
Anastasiya Bobrova (Pädagogische Hochschule Vorarlberg),
Christina Dülfer (Goethe-Universität Frankfurt),
Laura Hanemann (Goethe-Universität Frankfurt),
Mareike Heller (Goethe-Universität Frankfurt),
Max Osmann (Johannes Gutenberg-Universität Mainz),
Anne Piezunka (Technische Universität Dresden),
Sophia Richter (Pädagogische Hochschule Vorarlberg),
Yasmina Sariano (Goethe-Universität Frankfurt),
Mirja Silkenbeumer (Goethe-Universität Frankfurt),
Andreas Walther (Goethe-Universität Frankfurt)

The workshop consists of a presentation by Juliane Karakayali and a joint interpretation of research data from projects of RA C which will be presented during the workshop.

The workshop will be held in German.

The presentation „Institutioneller Rassismus: Theorie und Methodologie“ introduces and outlines the concept of institutional racism. Further, methodological approaches to analyse institutional racism in the context of school are presented considering especially interviews with students. Referring to existing studies, different approaches of research on students in the context of school are discussed.

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THE REDUCTION OF THEORY TO NORMATIVE REFLECTION WITH AN UNCERTAIN EPISTEMIC STATUS

Rita Casale (Bergische Universität Wuppertal)

This talk considers the division of labour between educational theory and empirical research from epistemological and social theoretical perspectives.

It begins by addressing the failure to consider the dependence of conceptualisation on methodological approach. One consequence of this is the reduction of theory to normative reflection, or the categorisation of empirical data. Another consequence is the notion that educational reality can be accessed directly through empirical means.

In contrast, the subject of research is defined as the outcome of theoretical considerations and methodological choices. The socio-political implications of this critique are examined using the concept of education as a public good as an example.

In this context, the use of John Rawls' Theory of Justice to justify educational inequalities serves as a case in point for the argument developed here concerning the division of labour between theory and empirical research.

A critical examination of the adoption of Rawls's understanding of educational injustice reveals the implications of this division of labour. However, focusing on establishing educational justice can obscure Rawls' conception of education as an individual endowment, the nation-state perspective and the general nature of scientific production.

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HETEROGENEITY AND DIFFERENCE FROM A HISTORY OF KNOWLEDGE PERSPECTIVE AND THE LIMITATIONS OF METHODOLOGICAL QUESTIONS

Sabine Reh (Humboldt-Universität zu Berlin & DIPF Berlin)

In my short presentation, I will address methodological issues in educational research on inequality and injustice from a historical-epistemological perspective. In several steps, I will argue that the separate development of methodologies for researching "participation" ("Teilhabe") runs the risk of limiting rather than expanding the possibilities for knowledge if it transforms fundamental questions across different paradigms into methodological ones. To this end, I will briefly outline the history of educational research on inequality and its concepts—in Germany particularly heterogeneity and difference in recent decades—from a perspective of the history of knowledge. Research on inequality is significantly older than is often claimed and may not be told solely as a history of progress. Subsequently, I will illustrate how, in methodological debates on uncertainty, conceptual frameworks (regardless of whether the research is quantitative or qualitative) are no longer understood as historical. That is, they no longer appear as limited and limiting conditions of the possibility of knowledge. Rather, I would like to advocate for making productive use of the interdisciplinary dialogue on research strategies and designs—but above all on our own concepts—by bringing into sharp focus the various logics at play. In doing so, the situated content of the insights gained in the projects is not eliminated through abstraction and formalization.

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HETEROGENEITY AND DIFFERENCE FROM A HISTORY OF KNOWLEDGE PERSPECTIVE AND THE LIMITATIONS OF METHODOLOGICAL QUESTIONS

Johanna Wilmes (Goethe-Universität Frankfurt)

This talk examines the possibilities and limits of quantitative approaches to (in)justice in growing up. It asks what selected items and response categories allow us to understand about children's living conditions and experiences, and on what grounds the resulting findings can be interpreted as evidence of injustice. Examples from the international Children's Worlds study provide a starting point for reflecting on the normative assumptions and interpretative decisions involved. Comments by the youth expert team accompanying Children's Worlds+ highlight the importance of examining the contextual relevance of instruments and involving young people in questioning research assumptions and interpretations. Rather than treating operationalisation as a merely technical step, the talk argues for making its **normative** and epistemological implications explicit and open to scrutiny. It concludes by asking what responsibilities arise when research identifies indications of injustice in children's lives.

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NORMATIVE ORDERS OF PARTICIPATION AND BELONGING: QUALITATIVE COMPARATIVE METHODOLOGIES IN EDUCATIONAL GOVERNANCE RESEARCH

Chairs:
Merle Hummrich (Goethe-Universität Frankfurt),
Louisa Janik (Goethe-Universität Frankfurt),
Sieglinde Jornitz (Leibniz-Institut für Bildungsforschung und Bildungsinformation)

Educational systems around the world increasingly refer to similar normative ideas that are intended, in one way or another, to enable Teilnahme and Teilhabe. While Teilnahme denotes formal inclusion in educational institutions through access rights, membership, and physical presence, Teilhabe refers to the possibility of appropriating these institutionally provided spaces and transforming them into effective forms of belonging, recognition, and agency (Hummrich, Moser & Walther, 2026). Formal Teilnahme is thus a necessary but not sufficient condition for Teilhabe (Qvortrup & Qvortrup, 2018). Around this relationship cluster further normative expectations such as inclusion, diversity, recognition, and justice (Fraser, 1998; Honneth, 1994), which have become institutionally embedded through international UN conventions (the Convention on the Rights of Persons with Disabilities and the Convention on the Rights of the Child) as well as through national legal frameworks such as IDEA and the ADA in the United States. From a neo-institutionalist perspective, this process can be understood as institutional isomorphism through which educational systems adopt globally legitimized principles and organizational myths (Meyer & Rowan, 1977; Meyer et al., 1997), without this necessarily resulting in the realization of Teilhabe.

At the same time, the democratic foundations upon which these normative expectations rest are increasingly contested (Forst, 2022; Lessenich, 2019). In many societies, distrust of democratic institutions is growing, political polarization is increasing, and nationalist and right-wing populist movements are calling established rights of Teilnahme and Teilhabe into question. This creates a paradoxical situation for educational systems: participation, inclusion, and justice have become globally institutionalized normative expectations (Baker, 2014; Parreira do Amaral & Hartong, 2021), while the political and social conditions that support these expectations are becoming increasingly fragile and contested (Hummrich, 2022; Jornitz & Timm, 2021). Moreover, this tension does not arise solely from external factors such as migration. It is structurally embedded within institutions themselves through processes of internal exclusion (Bourdieu et al., 1997), the decoupling of normative programmes and institutional practice (Meyer & Rowan, 1977), and mechanisms through which formal Teilnahme is not necessarily transformed into Teilhabe (Gomolla & Radtke, 2009).

For comparative education research, this constellation presents a fundamental methodological challenge. While neo-institutionalist approaches have highlighted the global diffusion of educational models and the emergence of increasingly “schooled societies” (Meyer & Rowan, 1977; Baker, 2014), comparative education has simultaneously demonstrated that norms and institutional arrangements are continuously translated, adapted, and recontextualized in order to become embedded within specific political settings (Steiner-Khamsi, 2014; Powell, 2009). This gives rise to a complex

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methodological question: How are globally circulating norms embedded within and justified through specific governance structures and normative orders (Adick, 2008; Schriewer, 1994)?

The panel discusses how these processes can be reconstructed across multiple levels of governance, ranging from transnational conventions and human rights frameworks to national legislation, federal regulations, and public discourses (Parreira do Amaral, 2026; Hummrich et al., 2023). This perspective directs attention to the ways in which Teilnahme and Teilhabe in educational systems are not merely implemented as political objectives but are constituted as normative structures of possibility (Möllers, 2015; Scott, 2014). Comparative analysis therefore requires a tertium comparationis (Hummrich, 2014; Adick, 2008) that is formulated functionally as a question concerning the conditions under which Teilnahme and Teilhabe are enabled, regulated, or restricted within educational systems.

Such comparative analysis requires methods that do not remain at the level of manifest programmes and policies. Reconstructive qualitative approaches make it possible to uncover the meaning structures embedded in governance documents by revealing whose Teilnahme and Teilhabe are constituted as problems requiring intervention within normative orders, and whose are not, in the pursuit of educational justice. Only in this way can both the transnational circulation of participatory norms and the historically specific understandings of Teilnahme, Teilhabe, and justice be captured through which these norms are interpreted, justified, and institutionalized.

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THE GOVERNANCE OF THE LIFE COURSE: SOME CONCEPTUAL AND METHODOLOGICAL NOTES

Marcelo Parreira do Amaral (Universität Münster)

The life course in general, and the educational trajectories of young people in particular, comprise a high degree of complexity as they take place in iterative, recursive and interactive negotiation processes in which numerous actors, institutions and discourses are involved. This presentation suggests combining two conceptual discussions—Life Course and Governance—bringing them to bear on the examination of how policies aiming at enhancing access to education have been used to govern young people's life courses. The paper synthesizes comparative research of the complex relations among governance, discourses and structures of opportunity that impact the governing of the life course and particularly educational trajectories. Based on conceptual and methodological insights from European research projects conducted over several years, it suggests that the combination of life course research and a governance perspective enables analyzing the governance of educational trajectories along discursive, institutional and relational dimensions of opportunity structures. Considering these various dimensions, the presentation argues, allows us to attend to the social interactions, decision-making processes and processing mechanisms that precede and/or underlie educational processes and thus favor or complicate them. The contribution also critically discusses the implications of a (normative) governance perspective on life courses and closes with a discussion of the multidimensional and multilevel challenge of governing life course by means of education policies.

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QUALITATIVE STUDIES WITH A MACROSCOPIC, MESOSCOPIC, AND BIFOCAL LENS

Gita Steiner-Khamsi (Teachers College, Columbia University & Geneva Graduate Institute)

This brief input discusses the methodological implications of applying a macroscopic lens versus a mesoscopic lens to studying traveling reforms. It also shows how the interrelation between the two- the global/local nexus - is somewhat under-investigated. The presentation deals with traveling reforms, ideas, or norms that diffuse globally, making a case for a multi-level analysis of policy mobility.

A macro-level analysis reveals the global diffusion of the school-autonomy-with-accountability (SAWA) school reform, the use of data for accountability purposes (Steiner-Khamsi et al., 2026), and other global trends, such as the differentiation between Teilnahme and Teilhabe. In contrast, while the macroscopic lens investigates global trends over time and how they change ("as it moves, it morphs"), meso-level examinations address when and why institutions (such as federal, national, or local education authorities) display receptivity to adopting a global reform, how they selectively adopt and translate it, and who the drivers are that bridge the global and national levels in education policy.

The first strand of research is often associated with neo-institutionalist analyses, whereas the second strand calls for methods of inquiry that can illuminate institutional path dependencies—an intellectual project of historical institutionalists—and "system logic," a strength of sociological systems theory.

The presentation also makes the case for investigating the "in-between space" between macro- and meso-level analyses, also labeled the global/local nexus. Feedback or interaction between global and local actors has major repercussions for the reform, idea, or norm itself. A historical investigation of local encounters with global reform, and vice versa, between global reform and local adopters/adapters, allows us to trace semantic shifts in global trends that have occurred because of that interaction. This body of research is discussed in depth in diffusion of innovation research, where the interactions between early and late adopters of a reform, as well as between local adopters (governments) and international organizations (OECD, World Bank, etc.) are at center stage. The latter promote a specific reform package and frame it as an international standard or best practice. The question is: do these global actors learn from feedback from the implementers, that is, does their global script change over time?

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(RIGHT TO) EDUCATION THROUGH PARTICIPATION

Chairs:

Richard Gänzle (Universität Bayreuth),
Eva Lohse (Universität Bayreuth)

The research conducted by SFB 1750 is shaped by two concepts: "Teilhabe" and "Teilnahme." The panel "(Right to) Education through Participation" explores the question of how the right to education can contribute to addressing the issue of fostering "Teilhabe" and "Teilnahme." In the context of school and education, this raises fundamental questions: First of all, it is questionable whether the law can—or even should—go beyond guaranteeing "Teilnahme." It will also be fascinating to explore the significance of the school as a place of democratic experience.

The panel has been assembled to provide as broad a perspective as possible on these questions and topics.

Birgit Peters approaches the topic from the perspective of public law, international law, and European law. Her academic career has been particularly shaped by questions of participation and democratic legitimacy. In her habilitation thesis, "Legitimacy through Public Participation?," she examined how the public's rights to participation—which are shaped by international and European law—impact the democratic foundation of administrative procedure. This research is particularly relevant to the question of participation in schools: here, participation appears not merely as an organizational possibility, but as a matter of law, legitimacy, and democratic engagement.

Patricia Wiater expands this perspective to include a distinct dimension of human rights, European law, and political science. She holds doctoral degrees in both law and political science, which gives her an interdisciplinary perspective on the issues at hand. Her postdoctoral dissertation, "International Individual Complainants," examines individuals' access to international courts and, in turn, a central question of participation: Who can assert their rights, who is granted access to proceedings, and in what ways are individuals legally empowered? From the perspective of the ECHR on participation and the right to education, this represents an approach that links individual legal standing, human rights protection, and the European level.

Finally, **Jörg Ennuschat** contributes the specific perspective of school and education law as well as civic education. One of his primary areas of academic focus is education law. In his work on political education and democracy education in schools, he examines how the constitutional mandate for education and upbringing is realized in school practice. In this context, schools are not viewed as apolitical spaces, but rather as institutions where democratic competencies and democratic responsibility are taught and experienced.

It is precisely here that the panel's distinctive interdisciplinary nature lies. The three perspectives operate at different levels. This not only links various areas of law; rather, it brings together legal normativity, theories of democracy and legitimacy, and the concrete institution of the school. Thus,

participation can be examined simultaneously as a social practice, a democratic principle, and a legal position.

Thus, the title “(Right to) Education through Participation” points to a potential tension that makes the discussion particularly interesting: Is participation a prerequisite for education, the subject of education, or itself a component of the right to education? The three scholarly approaches offer different but interconnected answers to this question—and it is precisely for this reason that the discussion is fruitfully interdisciplinary.

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NORMEN UND NORMATIVITÄT IN DOKUMENTEN VON ELTERNORGANISATIONEN UND INOBHUTNAHMEEINRICHTUNGEN ERFORSCHEN / RESEARCHING NORMS AND NORMATIVITY IN DOCUMENTS OF PARENT ORGANIZATIONS AND CHILD AND YOUTH WELFARE REMOVAL

Johanna Christ (Goethe-Universität Frankfurt),
Claudia Machold (Goethe-Universität Frankfurt) &
Jana Dreesbach (Goethe-Universität Frankfurt),
Julia Elven (Goethe-Universität Frankfurt)

The workshop will be held in German.

How can documents provide access to norms and normativities at the level of practices and organisations? The workshop in German addresses this question from the perspectives of two research projects in the fields of child and youth welfare and parent organisations. Drawing on the websites of parent organisations and mission statements published by specialized welfare removal organizations (WRO), we aim to explore the methodological potential of document analysis for studying norms and normativities in organisational contexts. The workshop is designed as a dialogical format, combining the discussion of methodological questions with collaborative work on empirical material. Using concrete documents from our two research projects, we invite participants to discuss different understandings of documents and analytical approaches and to explore them through the empirical material. Two interrelated questions are at the centre of the workshop: How can the documents under study be conceptualised, and what comes into view depending on how we understand them? How can we gain access to explicit and implicit forms of knowledge as well as normative orientations in these documents, and what becomes visible through different analytical approaches?

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GOETHE UNIVERSITÄT FRANKFURT AM MAIN

INTERRUPTING CRITIQUE IN (POST-)DIGITAL SOCIETIES

Chairs:

Matthew Trail (Goethe-Universität Frankfurt),
Chin Chin Wong (Goethe-Universität Frankfurt)

Digital technologies no longer appear as external tools added to education and law. They have become part of the institutional conditions under which knowledge is produced, subjects are addressed, decisions are justified, and futures are imagined. Learning analytics, platforms, automated administration, legal tech, AI-supported decision systems, databases, metrics, and predictive models participate in shaping educational and legal orders from within.

This panel asks what happens to critique under these (post-)digital conditions. The term "post-digital" does not suggest that the digital is over. Rather, it marks a situation in which digital infrastructures have become ordinary, embedded, and often invisible. They no longer stand apart from institutional life; they help organise its categories, routines, expectations, and forms of authority.

From the perspective of norms and institutions, the panel examines how (post-)digital orders redefine what counts as fairness, responsibility, participation, accountability, evidence, risk, learning, harm, and justice. In education, this concerns new forms of assessment, classification, personalisation, and intervention. In law and administration, it concerns changing understandings of discretion, due process, evidence, responsibility, and institutional legitimacy. Empirically, the panel focuses on concrete sites in which these transformations become observable: educational platforms, learning analytics, automated procedures, AI-supported decision-making, legal technologies, and digital infrastructures of governance. These cases are not merely examples of technological change. They are sites where norms and institutions are practically reorganised.

The panel's central question is whether inherited forms of critique remain adequate to these transformations. Critique can no longer simply expose hidden assumptions or denounce digital power from the outside. It must also ask how digital systems absorb, format, and redirect critique itself — for example through transparency, fairness, compliance, audit, or ethics frameworks. The guiding question is therefore: how can education and law interrupt (post-)digital orders, while also reflecting on how these orders interrupt critique itself?

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CRITICALITY AFTER 2022: ON REDUCTIVENESS, RELATIONALITY AND REPAIR

Felicitas Macgilchrist (Carl von Ossietzky Universität Oldenburg)

When OpenAI launched ChatGPT in 2022, multiple aspects of education – from schools and higher education to research practices – began to change in response. This paper suggests that criticality has also taken on specific forms since the use of "generative AI" became widespread among teachers, learners and researchers. These forms of criticality interrupt traditions of critique by echoing these very traditions. We are also, however, seeing forms of criticality which interrupt the interruption: Donna Haraway may have called these 'generative criticality'. The talk first gives a brief overview of approaches to critique in the field of critical studies on education and technology. It then considers how criticality has shifted over the past 4 years, reflecting on reductiveness and relationality, and asking whether the humanities and social sciences are making themselves obsolete. The paper ends by discussing forms of criticality which interrupt the interruptions, exploring dignitarian critique and (posthumanist) repair.

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EDUCATIONAL JUSTICE AND PARTICIPATION: THE CONCEPTUAL LANDSCAPE OF SWEDISH EDUCATIONAL RESEARCH

Johannes Westberg (Rijksuniversiteit Groningen)

This presentation offers a preliminary overview of how Swedish pedagogical and educational research ("utbildningsvetenskap") conceptualizes justice and participation, situated within the historical context of the nine-year comprehensive school and its ideal of "a school for all." Starting from special education, I will examine concepts such as "delaktighet" (participation), "tillgänglighet" (accessibility), and "likvärdighet" (equivalence), where the latter occupies a central position in Swedish educational policy. I will also address how concepts such as social reproduction and capital are used in traditions of sociology of education, and how child studies foreground concepts of children's rights, agency and perspectives. Of particular interest in the Swedish case is how Sámi studies draw on concepts of collective self-determination as well as historical and epistemic justice, and how research on racism in education approaches issues of justice and participation through concepts such as racialisation, whiteness, and institutional power. An observation drawn from this overview is that justice in education cannot be reduced to equal access or the distribution of educational resources. It also concerns recognition, representation, agency, epistemic authority, and the power to shape education itself.

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TRANSLATING PARTICIPACIÓN: LATIN AMERICAN TRADITIONS OF PARTICIPATION AND JUSTICE IN EDUCATION

Cristina Alarcón López (Universität Wien)

Translation may denote the transfer from one language to another, but translating concepts involves more than finding lexical equivalents. It means relating words to their histories, cultures, politics, and social worlds. Translating the German concepts of Teilnahme and Teilhabe in relation to educational (in)justice into Latin American discursive traditions poses both challenges and opportunities. In Spanish, both are often rendered as participación. Yet participación is polysemous and politically charged, shaped by republican, liberal, socialist, anti-colonial, and pedagogical traditions. Related concepts of justice and participation include educación popular, igualdad, equidad, ciudadanía, autonomía, and emancipación. Nineteenth-century thinkers such as Simón Rodríguez and Domingo F. Sarmiento connected educación popular to republican projects, albeit in very different ways. The Córdoba University Reform foregrounded autonomy, student participation, and cogobierno; Mariátegui linked educational reform to wider social transformation; and Freire understood education through dialogue, conscientização, and praxis. This presentation approaches translation as inter-lation: it asks how the “einheimische” meanings and conceptual relatives of participación—involving access, involvement, co-determination, collective agency, and transformation—might complicate and enrich German-language discussions of educational justice, while asking what distinctions are lost and gained in translation.

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EDUCATION, PARTICIPATION AND HISTORICAL FUTURES: RETHINKING THE HISTORIES OF EDUCATIONAL JUSTICE

Kevin Myers (University of Birmingham)

Education is one of the institutions through which societies remember their pasts and imagine their futures. Its practices and purposes carry historical assumptions about persons, knowledge and social membership. In doing so, education conditions both the possibilities for participation available to individuals and communities, and the futures they can imagine and pursue.

This paper explores selected conjunctures in British and wider Anglophone educational histories, examining how understandings of participation developed through changing relationships of political authority, property, citizenship and empire. These histories suggest that educational arrangements have been oriented towards changing, but usually unequal futures, whose assumptions and consequences continue to shape the present. They also invite reconsideration of the national and disciplinary frameworks through which educational histories have conventionally been written. The paper argues that historical enquiry into educational justice must attend to these inheritances, including the contested understandings of liberty, independence, civilisation, educability, equality of opportunity and inclusion through which educational possibilities have been organised and imagined.

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OVERCOMING RISKS AND CHALLENGES IN PROCESSING AND STORING HIGHLY SENSITIVE PERSONAL DATA

Leon Camus (Leibniz-Institut für Bildungsforschung und Bildungsinformation),
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In our CRC we deal with highly sensitive data as defined by art. 9 of the General Data Protection Regulation (GDPR). This poses technical challenges we need to overcome. If you are interviewing or surveying vulnerable persons, our workshop is for you! In this workshop, we will outline what the GDPR requires of your research process, when personal data qualifies as sensitive, and how you can approach these technical challenges to mitigate the legal risks implied. We will provide you with concrete technical and procedural solutions for working with such data. Together we will identify what ideal solutions would look like for your specific research contexts, informing the development of real technical infrastructure. In addition, we will show when (sensitive) personal data is no longer considered sensitive or personal and the pitfalls of creating secondary data from sensitive sources. After completing this workshop, not only will you be aware of the risks when collecting and processing sensitive data, but you will also be equipped to navigate those risks more confidently in your day-to-day research.

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THE RIGHT TO EDUCATION, LEGAL TIME AND THE MAKING OF THE HUMAN

Thokozani Kaime (Universität Bayreuth)

The right to education is often understood as a promise of access, opportunity and individual development. But education also shapes who is recognised as fully human: whose knowledge counts, whose history is taught, whose language belongs in the classroom and whose future is considered worth investing in.

Drawing on my work on law and belonging, this talk asks how the right to education operates across different legal times. Education systems inherit colonial and racialised classifications even as they promise equality and a different future. Law may declare a break with the past, while the institutions through which people learn continue to carry it forward. At the same time, education is frequently justified by what learners might become, rather than by their dignity and participation in the present.

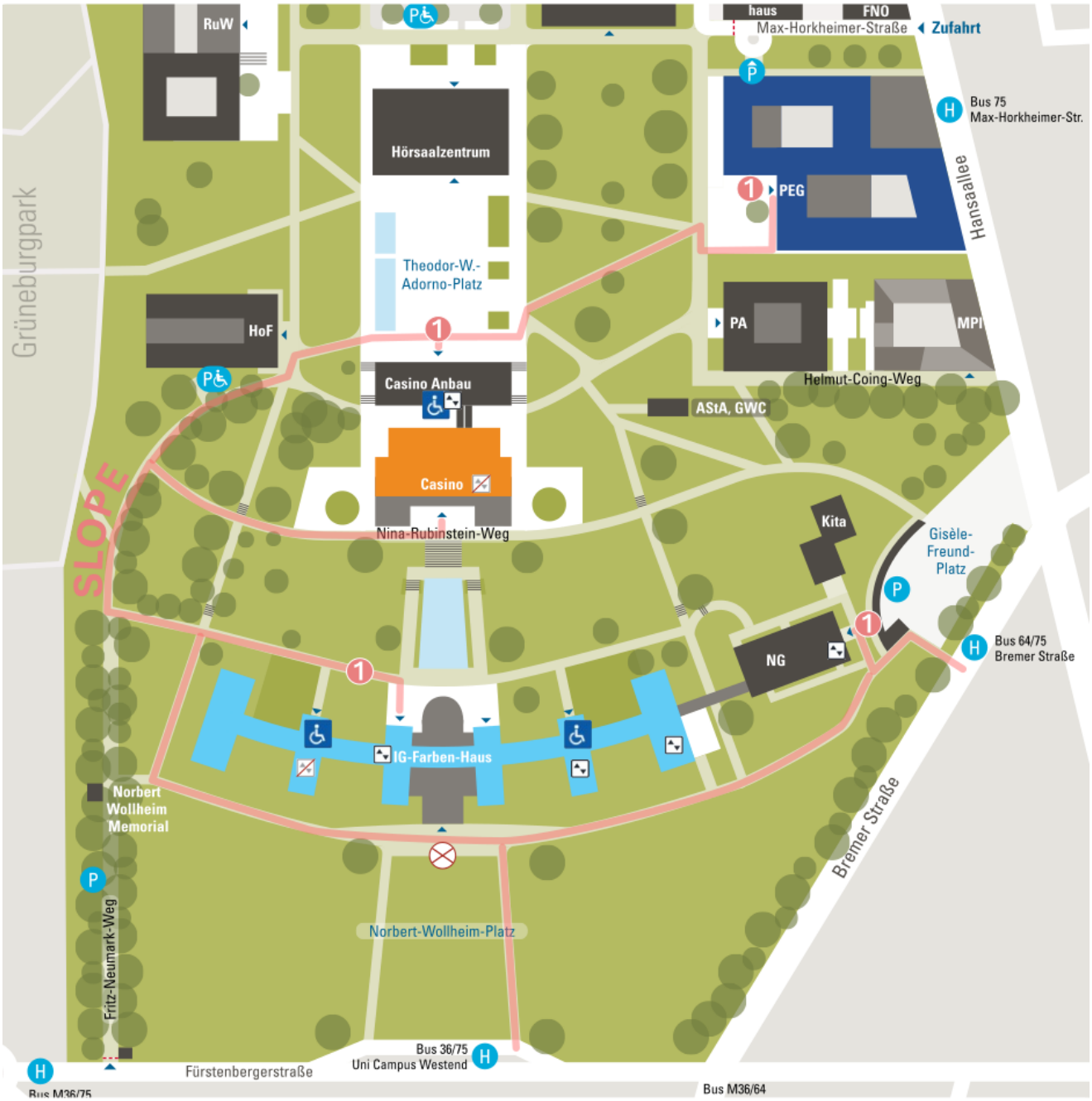
The talk argues that realising the right to education requires more than fulfilling set curricula or meeting basic minimum standards. It requires asking how educational institutions make and unmake belonging and whether they enable people to participate in shaping the communities, knowledges and futures they share. This is what a just education must strive for.

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CAMPUS MAP



P	Parking for authorised vehicles only, with prior registration		Step-free route
P♿	Accessible parking space	1	Step-free entrance
♿	Accesible toilet	▶	Entrance
	Lift	⊗	Entrance not step free
	Lift out of service	≡	Stairs

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ACCESSIBILITY & PRACTICAL INFORMATION

The conference takes place on **Campus Westend** at Goethe University Frankfurt.

Sessions are located in
the **Casino Building (Cas.)**, the **IG Farben Building (IG)** and the **PEG Building (PEG)**.
Room codes are shown directly in the programme.

Casino Building
The ground floor is accessible via a step-free entrance.
The 1st floor conference rooms can be reached via the Casino Annex.

IG Farben Building
Conference rooms are located on the ground floor and 1st floor, accessible via step-free entrance and lift.

PEG Building
Conference rooms are located on the 1st floor, accessible via step-free entrance and lift.

Interactive Google Map
Scan QR-code to open an online campus map

Getting to Campus Westend

Metro/Subway:

From Frankfurt Central Station, you can take the S-Bahn to Hauptwache and continue by underground (U1, U2, U3 or U8) to Holzhausenstraße.
From there, Campus Westend is approximately a 10-minute walk.

Bus:

Bus stops close to the campus include Uni Campus Westend, Bremer Platz / Bremer Straße and Max-Horkheimer-Straße.

Conference Languages & English Summaries

The conference is bilingual.
English-language summaries of presentations delivered in German will be available on the conference website.

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AWARENESS & CODE OF CONDUCT

The Awareness Concept and the Code of Conduct are intended to contribute to ensuring respectful, discrimination-sensitive interactions and an open, constructive exchange between everyone present.

By participating in the event, everyone present acknowledges these shared principles. Throughout the event, the Awareness Team is available as a confidential point of contact and support in situations where boundaries are violated, discrimination is experienced, or conflicts cannot be resolved independently.

The following principles apply to how we interact with one another:

1. **RESPONSIBILITY FOR STATEMENTS & ACTIONS**
   Everyone present takes responsibility for their own statements and actions and considers their possible impact on others. Different perspectives and controversial discussions are explicitly welcome. However, this does not exempt anyone from this responsibility.

2. **AVOID & REFLECT ON DISCRIMINATION**
   Everyone present is committed to avoiding all forms of discrimination, stereotyping, or violence and to critically examining generalisations and group constructions. We expect all participants to avoid discriminatory or derogatory attributions and to critically reflect on their own positioning, assumptions, and language habits.

3. **NAME & RESPECT BOUNDARIES**
   In the case of hurtful, discriminatory, or otherwise boundary-crossing statements and actions, boundaries can and should be named. Those affected decide for themselves whether and how they wish to respond or seek support. Responsibility for dealing with boundary violations does not lie with them alone. Other people and the Awareness Team are encouraged to intervene appropriately, provide guidance on where to seek support, and offer assistance. In the case of repeated or serious violations of the Code of Conduct, the organisers reserve the right to exclude individuals from parts of or the entire event.

4. **RESPECTFUL INTERACTION WITH DISSENT**
   Different opinions, experiences, and academic positions are part of the exchange and are respected. Criticism and disagreement are explicitly permitted and welcome, provided they relate to positions, arguments, and practices rather than devaluing or attacking individuals or groups. We expect respectful and appreciative interactions with one another, especially in cases of dissent.

5. **PHOTOGRAPHY & RECORDINGS**
   Participants may not make audio or video recordings during the event. This protects personal rights and is intended to create a space in which open discussion is possible. Recordings of presentations or other materials are only possible with the express prior consent of the respective speakers.

   An official photographer will be taking photographs during the conference. Selected photographs may be used for conference documentation and communication on the SFB 1750 website and social media channels. If you do not wish to be photographed, please inform the photographer or the conference team.

THE AWARENESS TEAM IS HERE FOR YOU

The Awareness Team is there for you if you feel uncomfortable, hurt, discriminated against, or that your boundaries are not being respected during the event, or if you observe such a situation.

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