

The Limits of Educational Justice in Europe: A Multi-Sited School-based Ethnography of Inclusive Policy and Practices

Josefine Wagner

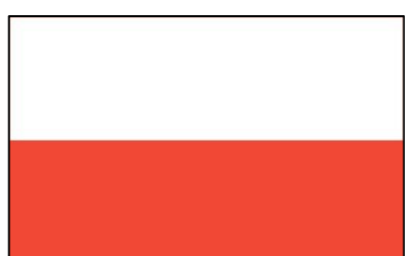





European Doctorate in Teacher Education
Marie Curie Skłodowska Research Fellow
University of Lower Silesia, Poland & University of Innsbruck, Austria



A **multi-sited, school-based ethnographic research** (Marcus 1995; Anderson-Levitt 2012) of inclusive education in three different national contexts in Europe, exploring **how schools cope with the implementation of the United Nations Convention on the Rights of Persons with Disabilities (UN-CRPD)**, which guarantees free, quality primary and secondary education to all students (Art. 24.2b).

I frame my ethnographic observations of everyday dilemmas (Abu El-Haj 2006) of children and teachers at European schools in historical and policy analysis.

Introduction

Field research	POLAND Grade 5 (Sept-Dec 2016)		AUSTRIA Grade 4 (March-July 2017)		GERMANY Grade 6 (April-July 2018)	
Policy context	<ul style="list-style-type: none"> “Performance drill”, rigid school cultures Teaching for the test Social learning disregarded ‘Shadow schedules’ for students with special needs Special schools EU Country Report Poland 2013; PISA 2012		<ul style="list-style-type: none"> “Inheriting Education”, parents’ degree as the highest predictor for school success of students A general special educational needs status Special schools National Education Report Austria 2015		<ul style="list-style-type: none"> “Educational Gaps”, poor students and students with migrant backgrounds lag up to 2 academic years behind Special Educational Needs Status with 8 different categories Special schools Education in Germany 2018	
Local communities	 <ul style="list-style-type: none"> White, Catholic school population Ukrainian refugees Social-emotional disability 		 <ul style="list-style-type: none"> 14 nationalities, 70% of pupils with migrant experiences 3 pupils with diagnosed special education needs status 		 <ul style="list-style-type: none"> ‘Chosen segregation’ = 99% Muslim population 33% students with special educational needs status 	
Practices	Shadowing of students with social-emotional challenges through special pedagogues in general education. Social learning interfered with individual performance drill. CASE ‘SIM’ Pathologizing student behavior as a bad student since the beginning of their education; Deficit-model applied through which Sim was rendered the “sole problem of the situation”		Pull-out strategies for students with learning difficulties and learners of German as a Second Language. Financial resources are mostly mobilized by ethnic Austrians with strong financial and cultural capital. CASE ‘CEREN’ School failure is accepted because of Ceren’s multiethnic heritage as a Kurdish female student, instead of recognizing her hearing impairment and catering to her needs		Extensive language support for second language learners of German, fixed pull-out group for students with SEN. Refugee children were taught with students who had diagnosed SEN. CASE ‘NINO’ Social learning was initiated through a common reference frame of knowledge on Islam. Language learning was connected to the SEN classroom for refugee students like Nino, thus denying opportunities in other subjects	

Key findings

Inclusive education poses an alternative pedagogical paradigm to the deficit-orientation within which the German special pedagogical tradition is set. However, a focus of **inclusive ed.** on matters of disability as a medical condition renders the challenges of diverse, urban classrooms invisible. The question remains: **How inclusive is inclusive education?**

Conclusions

- Abu El-Haj, Thea R. (2006). Elusive Justice: Wrestling with Difference and Educational Equity in Everyday Practices.
- Anderson-Levitt, Kathryn (2012). Complicating the Concept of Culture.
- Marcus, George (1995). Ethnography In/Of the World System: The Emergence of Multi-Sited Ethnography.
- United Nations Convention on the Rights of Persons with Disabilities (2006).

References

Contact: josefinewagner@yahoo.com
+00 48 513 084 722



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