

## International Summer Studies Programme

Two colleges of teacher education, situated in the south of Germany and the northwest of Switzerland, offer together an inspiring opportunity to study top current issues of teacher education with an international faculty.



- Date: 4th to 29th of June 2018
- (Side programme starting on June 1st 2017)
- Venues: Freiburg Germany (4th – 16th June) and Basel Switzerland (16th – 29 June)
- Total ECTS points: 12 (6 US credit points)
- All courses are taught in English

### Courses:

#### **Inclusion, power relations, inequalities and justice**

There is a broad consensus that the programme of inclusion is a valuable concept and that an inclusive society is something we have to fight for. Inclusion, the way it is developed by United Nations, is primarily a positive programmatic orientation trying to replace negative perspective on social inequalities and power relations through a perspective on equity and justice. The radical idea of an inclusive society aims to maximize the chances of a good and healthy life of all human beings, independent from possible personal dis-abilities.

#### **Inclusive Education – regional, national and international perspectives on inclusive school development.**

Inclusive Education deals with the analysis of participation/exclusion of people within organizational contexts of society, e.g. school. After the ratification of the UN-Convention on the Right of Persons with Disabilities (CRPD) in 2006, many countries, including Germany and Switzerland, legally signed on to establish an “inclusive education system at all levels” (Art. 24, UN). Inclusive Education, therefore, has risen to become an international phenomenon – with different recontextualizations within the specific national and regional contexts.

### **Life Skills Education, Human rights education and Inclusion**

The seminar will focus on the significance of Life Skills-Education, human rights education and democratic education for the processes of inclusion in educational settings (pre-school, school, vocational training etc.). For a successful creation of an inclusive society there are many different dimensions that should be considered. The entry into force of the Convention on the Rights of Persons with Disabilities (CRPD) in 2008, the ratification by most of the countries and the implementation into national legal law are some of the most important steps towards the development of inclusive structures on the macro-level.

In this seminar, we will discuss the crucial question of how far life skills-, human rights- and democratic education can support the implementation of inclusive cultures in society and in educational settings.

### **Public History: Monuments as sites of social debates about inclusion and exclusion**

Content and learning outcomes:

Monuments and Memorials are mediums of public history and sites of social debates about inclusion and exclusion. They are representations of the society in the period in which they have been created. The initiation, creation and implementation of monuments had resulted from various debates in society. We investigate how they did become a societal and political consensus to commemorate the event or person they represent. The social meanings of monuments are rarely fixed. We examine the different stages from the initiation to the implementation and the reception of selected monuments until today.

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