Beyond Binaries.

Advancing Inclusion and Social Justice through Decolonization and

Critical Global Citizenship

in Education.

International Online Conference September 25th – 27th 2025,
University of Education Ludwigsburg (Germany)
Funded by German Research Society
(DFG, Project Number: 552518741)

Register now (free of charge):

https://phlb.de/beyond-binaries-2025

Code of Conduct

Please carefully observe and respect the following guidelines:

This conference takes place in a digital space, at a time when people around the world are facing various forms of violence. Many contributions at this conference address topics such as injustice, exclusion, and discrimination. As participants, we are differently positioned and affected by these issues.By taking part in this conference, you commit to engaging with all speakers and participants in a respectful and considerate manner.

We may hold differing political views. Nevertheless, by participating, you agree to refrain from any form of verbal or other violence and to treat all participants with respect, regardless of their background or any other characteristics.

If you experience or witness discrimination or violence during the conference, please report it to the conference board. We reserve the right to exclude individuals who violate this Code of Conduct.

Many thanks!

For the conference organisation: Susanne Leitner

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Just.inclusion.conf@ph-ludwigsburg.de

Kindly note: *The online format of the conference enables scholars and interested participants from various regions to take part. However, due to differing time zones, not all sessions may be equally convenient for everyone. The program strives to balance the time zone-related needs of the speakers, thematic coherence, and international diversity as effectively as possible.*

If you are a speaker and have a request for changes, kindly send them to: just.inclusion.conf@ph-ludwigsburg.de

All times indicated refer to Central European Summer Time (CEST)

Day 1: Thursday, September 25th 2025

09:30   Zoom room will be open

10:00 - 10:15 **Welcome and overview**

Please choose between Panel 1A and Panel 1B

10:15 – 11:45 **Panel 1A**: **democratiziation and education**

• *Outreaching political adult education for social transformation,* Nele Rathke, German
• *Challenging Binaries: Toward Radical Democatiziation and Critical Global Citizenship in an Ambivalent World*, Katharina Schneider-Bertan, Germany
• *Advancing Democratiziation and Social Justice through Critical Global Citizenship in Education. The Project Bilimon oft he Académie Bilimon, Togo and the University of Vechta, Germany*, Margit Stein, Germany & Koffi Emmanuel Noglo, Togo
Panel 1B: Pedagogical Professionalisation and diversity
• *The Teaching Profession as a Social Identity. Views of Diversity in Teacher Trainees,* Nica Nora Wächter Germany
• *Misconceived Binarities in Pluriversal Worldviews,* Jessica Eckhardt, *Germany*
• *Continous Professional Development as a Missing Link in Keyas's School System*, Andrew Wambua, South Africa

11:45 – 12:30 *Lunchbreak*

12:30 – 13:30 **Keynote** I**nitial Teacher Education as a Catalyst for Social Justice and Decolonial Praxis in South Africa,** Zayd Waghid, South Africa

13:30 -13:40   *Coffee break*

13:40: -14:15 **Poster Pitches** (3min each)

• *"Participation and Inclusion through Children's Eyes: A Cross-Regional Study",* Sabine Tiefenthaler & Andrea Raggl, Austria
• *The Impact of Multilingualism and its Implications for Language Use and Well-Being among First-Generation Russian-Speaking Immigrant Students in Germany*, Maria Loesche. Germany
• *Traditional and Non-traditional Chess Play for Re-inclusion of the Isolated*, Jelena Zascerinska et al., Latvia
• *In What Ways Does School Leaders' Professional Development Emerge Through the Integration of Indigenous Knowledge in Foundation Phase Science Education,* Lulama Mdodana Zide & Zukiswa Nhase, South Africa
• *What does it mean to decolonize science education in European contexts? Insights into first explorations, challenges, and potentials*, Lilth Rüschenpöhler, Norway
• B*elonging as Rebellion: Constructing, Deconstructing, and Re-contextualizing Identity as Resilience,* Emily Lutringer, USA

14:30 – 15:30 **Keynote: Global knowledge orders and orders of touch. Decolonizing sensations as framework for pedagogical practic**e Saphira Shure, Germany	
15:30 – 15:45 **Break** and optional interaction	
15:45 – 17:45 **Workshop 1** „Transformative *global citizenship education: Engaging with anti-racist, decolonial, environmentalist and democratic frameworks within our contemporary crises*", Alexis Legault, Paul R. Carr & Gina Thesee (Canada)	
17:45 **Official End of the day &** informal possibility for exchange	

<mark>Please see also day 2 and day 3</mark>

Day 2: Friday, September 26th 2025

8:30	Zoom room will be open

9:00 – 10:30   Panel 2: *Please chose between Panel 2A and Panel 2B*

Panel 2A Education for transformation:

- *Challenging Binaries in Education Through Pedagogies of Discomfort: A Teacher Perspective,* Benjamain Ett & Maria Impedovo, France
- *"Targeting Groups or Developing Schools for All?" an International Comparative Analysis of Governance Structures and Actor Networks in the Inclusive Education Development (European Contries),* Kerstin Merz-Atalik, Heike Tiemann,Katja Beck, Leonie Rathgeb, Germany
- *Deconstructing classroom walls in a business school: "I've never been angrier in my entire life!"* Karine Hindrix & Fleur Deboutte, Belgium

Panel 2B: Inclusive Education

- *From 'them' to 'us': challenging binaries through co-creating knowledge with young children with disabilities,* Anna Beyer & Annika Endres, German
- *Educated/Uneducated: Thoughts on ableism and the recognition of education,* Sina Isabel Freund, Germany
- *Examining the Achievements and Obstacles in Implementing Inclusive Education in Early Childhood Settings in South Africa: An Integrative Review,* Lintle Maraisane, South Africa

10:30 – 10:45 Coffee break and optional activation

10:45 – 12:15 Panel 3: *Please chose between Panel 3 A and Panel 3B*

Panel 3A Epistemologies

- *Towards Decolonising Development Studies Teaching and Learning: Teaching Informed by Alternative Development Epistemologies in Nigerian Universities,* Luqman O. Muraina, UK
- *Decolonizing Education? Unlearning Colonial-modern Binaries in the University,* Aki Krishnamurthy & Céline Barry, Germany
- *Dissolving the Other: Constructing relational global citizenship through the worldview of Tianxia,* Ruirui Liu, UK

Panel 3B: Critical School Teaching

- *Teaching a controversial Topic using class discussion method: The Case of South African Primary Schools,* Mlambo Sithembisoa, Godsend T. Chimbib, Ogbonnaya Ijeoma Chidinmac, South Africa
- *Stories That Travel: Exploring Global Citizenship Education through Storytelling and Drama in Early Primary Classrooms,* Mirona-Horiana Stănescu, Romania
- *The Relation of Critical and Reconstructive Approaches to Inclusive Education - an Exploration in the International Context,* Andreas Köpfer & Florian Weitkämper, Germany

12:15 – 13:00	**Lunchbreak**
13:00 – 13:30	**Reality Insights**: „Experiences from a teacher in a Kabul secret girl's school" *anonymous for security reasons*, Afghanistan
13:30 – 13:45	**coffee break**
13:45 – 14:00	**connecting and interaction**
14:00- 15:00	**Keynote**: *„The Open Society and its Knowledge. An Inclusive Epistemology in the Search for Another Solidarity – Beyond Binarie*s" Anselm Böhmer, Germany
15:00 -15: 15	**coffeebreak**
15:15 – 16:45	***Please choose between Workshop 2 or panel 4***
Please note: since Workshop 2 takes longer, there is no common end this day	

15:15 – 16:45 Panel 4: Please chose between Panel 4A and Workshop 2
Panel 4 A Critical Education

- *Applying Critical Literacies to Disrupt Knowledge Hegemeony in Social Studies Teacher Educatio*n, Alexander Pittman, USA
- *Art as Resistance: School Psychology toward Social Justice in Contexts of Inequalit*y, Rayanne Nunes & Matheus Rocha, Brasil
- *Critically Entangling – Global Citizenship (Education) Beyond Binaries,* Stephanie Leupert, Spain

15:15 – 18:15 Workshop 2 *Including minority groups by overcoming exclusion in education: Approaches in Dialogue in an intersectional perspective?* Dany Boulanger/ Chair UNESCO DCMÉT, Canada

Please see also day 3!

Day 3: Saturday, September 27th 2025

8:30	Zoom room will be open
9:00	**Welcome and overview**
9:15 – 11:15	**Multlilogue - Workshop** „What can a going beyond binaries – i.e., a *third position* – stance offer to decolonize equity issues in the educational sciences?" Sangeeta Bagga-Gupta, Giulia Messina Dahlberg, Lars Almen (Sweden)
11:15 – 11:30	**Coffee break**
11:30 – 13:00	**Panels 5** Please choose between Panel 4A and 4B

Panel5 A: Geopolitics and (forced) Migration

- *Experiences of Venezuelan Refugees: reflections oft he appropriation of the Portuguese language*, Tatiana de Camargo & Vera Lucia Trevisan des Souza, Brasil
- *Reporting on Migration through a Gender Lens Advancing a More Critical Citizenship Education*, Sandra Saura- Mas & Elke Kleinert-Altamirano, Spain
- *Reimagining Technology Education through Indigenous Epistemologies: Decolonial Pedagogies for Inclusive and Just Learning Spaces in South Africa*, Benjamin Seleke & Nixon Teis, South Africa

PANEL 5 B Teacher Education

- *Perspectives on Decolonisation from the pre-service teachers in India*, Nidhi Gulati & Manish Jain, India
- *Reflections on „Culture" in Geography Education – The Potential of Field Trips to Kenya for Redefining Cultural Concepts beyond Binaries*, Andreas Eberth & Jonas Wagener, Germany
- *Rethinking techonology for teacher professional development: A step towards inclusive education in South Africa*, Theodorio Adedayo Olayinka, South Africa

13:00 – 14:00	**Lunchbreak**
14:00 -15:00	**Keynote** Lindsay Morcom, Canada
15:00	**Official end of the program**

15:15 -? *What can the perspectives presented at the conference contribute to inclusion and social justice? How to go on? How to stay in touch*? **open discussion and networking for all interested participants**

Concept Note

How can entrenched binaries in education be challenged in order to foster a deeper sense of inclusion and advance social justice? How might Critical Global Citizenship and Decolonial Studies inspire and inform this reimagining?

The inherent potential for social injustice within binary distinctions, particularly in Special Needs Education, has been extensively theorized and critiqued (Campbell 2009), to the extent that some scholars now consider this critique overly accentuated. In practice, however, special and inclusive education still frequently relies on identifying, signifying and, as a consequence, labelling those considered particularly in need of support. Böhmer (2024) suggests that social practices of signification establish and sustain social structures, which are historically, politically, and culturally solidified through architectures of knowledge and "their shadow, ignorance" (p. 35). He argues that deconstruction is essential for dismantling (colonial) power dynamics and the affiliations tied to them. Shure (2021) further demonstrates that this *shadow of ignorance*, which obscures hegemonic meaning-making, has shown that the shadow of ignorance, the de-thematisation of hegemonic attributions of meaning, also affects teacher training institutions as "political sites [...] of social negotiation" (p.287), but at the same time can be made (more) fragile through critical questioning.

How can this critical questioning be cultivated?

The artist Maja Linke explores a new approach by merging the German words WIR ("we") and IHR ("you") into the neologism WIHR (p. 11). This term envisions a space of possibility that resists creating an "outside" and avoids finality in addressing the question of inclusivity. This idea resembles Anishinaabe knowledge, which, according to Morcom and Freeman (2018), includes the concept of „giinwi (1PL.INCL., ‚you and me/us together')" (p. 815).

Yet, how relevant are ideas like that for global inclusive education?

In the face of growing yet often conflict-prone global interconnectedness, coupled with intensifying structural inequalities, oppression, and global injustice, inclusive education is challenged to face questions like how to foster a sense of unquestionable belonging to each individual in a way so that we all „can fully express our selfhood and our dignity is respected" (Steyn & Vanyoro 2023,2). This can't simply mean to ""celebrate' difference but […] to interrogate the material consequences of constructions of difference" (Steyn & Vanyoro 2023, 3). The approach of Critical Global Citizenship steps even further by putting questions such as: „How can we learn to learn from different ways of knowing in order to imagine the world differently?" (Pashbi, Stein & Andreotti 2020,159). Therefore, it might be fruitful for inclusive education to engage in an exchange on decolonial understandings of Critical Global Citizenship in education (Waghid & Meda 2023; Steyn & Vanyoro 2023). In distinction from neoliberal and cosmopolitan approaches, scholars engaging in Critical Global Citizenship Education seek a "disruption or decolonizing of the mindset of individuals requires that they understand the historical roots that have formed their beliefs and sensibilities" (Waghid & Meda 2023, n.p.).

The conference aims to create a space of possibilities for disruption where scholars with different perspectives can meet and take part in constructive-critical discussions on how global perspectives on inclusive education can align with the aim of global social justice. We therefore cordially invite you to contribute your thoughts, ideas and research related.

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KEYNOTSPEAKERS

ZAYD WAGHID, South Africa

Zayd Waghid, PhD, is an Associate Professor in the Faculty of Education at the Cape Peninsula University of Technology (CPUT) in South Africa. He is the Interim South African National Research Foundation Chair (SARChI): Teacher Education since 2023 and Acting Director of the Global Institute for Teacher Education and Society at CPUT. He is the co-author of five books: Educational Technology and Pedagogic Encounters: Democratic Education in Potentiality, Rupturing African Philosophy of Teaching and Learning: Ubuntu Justice and Education, Cosmopolitan Education and Inclusion: The Self and Others in Deliberation, Conversations on Higher Teaching and Learning: A Renewed Focus on Critical Praxis, and Towards an Ubuntu University: African higher education reimagined. He is a South African National Research Foundation-rated established researcher, a recipient of the CHE-Heltasa National Teaching Excellence Award (Commendation) in 2019 and was a Fulbright Visiting Scholar at Cornell University in 2024.


SAPHIRA SHURE, Germany

Dr. Saphira Shure is Professor of Educational Science with a focus on racism and difference research at the Faculty of Educational Science at Bielefeld University. An important field of work of the professorship is the interweaving of criticism of racism and perspectives on inclusion. Since January 2023, she has headed the junior research group "Success conditions for racism-sensitive teacher training", in which a racism-theoretical analysis of the different phases of teacher training is carried out. In 2019, she completed her doctorate at the University of Oldenburg with a thesis on the dethematization of social orders of migration.

ANSELM BÖHMER, Germany

Dr.Anselm Böhmer is a professor of General Education at Ludwigsburg University of Education in Germany since 2016. Previously, he was a professor of Social Work at two other German universities. From 2014 to 2016, he served as the Dean of the Faculty of Social Work, Health, and Care at Weingarten University of Applied Sciences in Germany. He earned his doctorate from Freiburg University of Education in 2001 and received his degree in educational science (Dipl.-Päd; analogous to M.A.) from the same university in 1997. His current research focuses on educational theory in late modernity, post-structuralist approaches to subjectivation, education and social inequality, diversity and inclusion, migration, community education, and GenAI. Anselm conducted field research and collaborated academically in various countries, including Australia,Austria, and Romania. Currently, he is a guest scholar at UNC Charlotte, North Carolina, US.

LINDSAY MORCOM, Canada
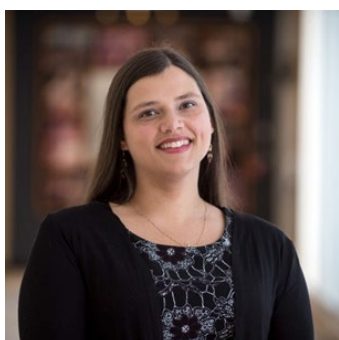
Dr. Lindsay Morcom is a Full Professor, Associate Dean, Graduate Studies, and Canada Research Chair in Language Revitalization and Decolonizing Education in the Faculty of Education at Queen's University. She earned her master's degree in Linguistics at First Nations University through the University of Regina in 2006. She then completed her doctorate in General Linguistics and Comparative Philology as a Rhodes Scholar at Oxford University in 2010. She is an interdisciplinary researcher with experience in education, Indigenous language revitalization, linguistics, decolonization, wellbeing, and inclusion. She is of German, French, and Anishinaabe heritage and embraces the distinct responsibility this ancestry brings to her research. She is an active member of the Kingston urban Indigenous community and works collaboratively with the Kingston Native Centre and Languages Nest to foster urban Indigenous language revitalization.

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