

## Translation k08e00

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Welcome to chapter eight of our eGeneral Studies course on Diversity Competencies. My name is Natascha Korff, I work here at the University of Bremen primarily in the field of teaching and teacher education and I am responsible for the field of inclusive teaching, target-differentiated teaching, difference-sensitive teaching. This chapter on participation, dis/ability, and inclusion, however, seeks to give you a broad overview and rather basic competencies in this area. We have been able to win two external speakers and in this introduction I will give a brief overview of what you can expect in terms of content in the following parts.

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First of all, with regard to the exam, it is of course important to become familiar with some key terminology. Beyond that, however, it is important to us as instructors that you take something with you on another level, namely an understanding and reflection on the construction and deconstruction of disability and also of what is considered normal. This pertains to both, the societal level, i.e., to understand mechanisms, but also on the individual level, i.e., to reflect on one's own construction processes and one's own attributions and ideas. Even if this is not relevant to the exam, we would like you to let this run in the back of your mind, so to speak, as you watch the following episodes.

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In episode 1, Professor Swantje Köbsell will talk about the topic, "What is disability, anyway?" She will provide a definitional approach to the concept of disability and the extent to which disability can be understood as a social construction. She will also give you some insight on how this concept has changed historically and the different models of disability.

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The second episode will also be presented by Professor Swantje Köbsell, and will focus on "Disability and Human Rights". She will deal specifically with the UN Convention on the Rights of Persons with Disabilities, which formulated the right to participation as a human right against the backdrop of a social model of disability, and which has contributed to the fact that in Germany, issues of participation and inclusion of persons with disabilities have become significantly more important in recent years, both in the general discourse and in practice in various societal areas, in schools and also extracurricular fields of action.

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In the third episode, Mai-Anh Boger's "Theory of Trilemmatic Inclusion" will provide you with an expanded theoretical framework that will enable you to classify and analyze processes of inclusion and exclusion, of disability and enabling, and to understand them in their various facets and also perspectives. Especially in this third episode, you will notice once again that although there are only a few key terminologies, there are definitely complex concepts behind them. I would like to ask you to really get involved, especially there, really in this deeper understanding and in the interplay of the terms with each other, also in the somewhat special form of the lecture in episode 3.

Two points are important to me as a conclusion, which I would like to share with you and for which I first have two quotes from two colleagues.

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First from Annedore Prengel: "[People] belong to different groups in terms of age, social class, culture, ethnicity, family form, and gender. In each individual [...] biography, these multiple differences [...] intersect in unique ways."

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And then by Mel Ainscow: "Inclusion as about all groups vulnerable to exclusion [...] seems to hint that there may be some common processes that link the different forms of exclusion experienced by, say, children with disabilities, children who are excluded from their schools for disciplinary reasons, and people living in poor communities."

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With these two aspects, I would like to point out to you that although we are focusing on disability and taking a closer look at the dimension of difference in this chapter, we are thinking about it in an intersectional and decategorical way. This means that it is always about the fact that many different dimensions of difference intersect in the individual person and that each individual is unique and does not simply belong to one group. And it is also about the fact that on the societal level the processes of exclusion and marginalization between different groups are quite comparable, have similar mechanisms. And in this sense, I think that you will find some things in this chapter that will also be presented in the other chapters of this diversity course, and I hope that you will take away some new things, but also rediscover some old things.