



## Call for Abstracts

### Conference: Care - Education - Upbringing

22-24 November 2023, Humboldt-Universität zu Berlin Interdisciplinary  
Centre for Educational Research

Care is currently being discussed in a variety of socio-political and scientific ways. Understood as a response to individual and societal dependency and vulnerability on the horizon of an uncertain future, it has come into focus not least due to the experience of the Covid 19 pandemic and the increasing awareness of climate change. While in the public discourse the crisis-like conditions in the welfare-state organised care relationships are primarily visible, we want to explore spaces of the educationally relevant topics and research fields of care at this conference. We will first distinguish care work (1) in education and upbringing from the phenomenon of care and worry (2) and relate both to feminist understandings of care (3).

- (1) Particularly in the search for national and international political solutions for the shortage situation in professional and private fields of care, education and support, as well as for dealing with finite resources, both are predominantly viewed from an economic perspective. By linking care primarily with (wage) labour concepts and by continuing to subject the foundations of life to a growth logic, it is questionable how far such approaches can go, especially if the division into paid and unpaid care work remains unaffected. Feminist and other gender policy initiatives oppose this development in different ways (cf. Arruzza et al. 2019; Lutz 2007; Winker 2021).
- (2) In addition to the understanding of care as *work/care work* and its foundations as resources, the term encompasses even more: it phenomenally addresses vulnerability, dependence, relationality, neediness in the relationship of people to each other, to themselves and to the non-human (cf. Tronto 1987; Mortari 2022; Hartmann 2020; Hofmeister & Mölders 2021; Harraway 2016). As a responsive event, care touches on anthropological starting points (cf. Dietrich et al. 2020), which are specifically processed in historical events. This reveals numerous areas of tension that need to be dealt with in every society and in which power relations are interwoven in different ways: e.g. the tension between private (unpaid) and public care, between patronising-controlling and releasing care, between care relationships in their relation to other relationship dimensions such as the teaching-learning relationship. These relationships cannot be clearly separated from each other, as can be seen, for example, in the ambivalences of care and dependence or of privacy as a protected space and as a place of hidden violence.
- (3) Care and care work are closely linked, at least in the Western tradition, to a gender order in which care and reproductive activities are attributed to the female and in which these activities often appear invisible, unpaid and devalued.

The classical division of labour between the sexes, however, leads to a crisis of care in the late capitalist double-income model, which results, among other things, in more and more care work in nursing, care and education being shifted to institutionalised spaces. Feminist approaches from philosophy, sociology, psychology, political science and economics have confronted these assumptions and developments with the gender order that is effective in them (cf. Giligan 1982; Tronto 1987; Benhabib 1995; Federici 2012; Bockenheimer 2013, Winker 2015; Forster 2015). et al. 2020).

For educational science, the interdisciplinary significance of care shown in this way plays a role in many respects: on the one hand, care is firmly established as a fundamental pattern of relationships between the generations and also follows a gender-specific attribution in pedagogical care relationships. This is evident in private and semi-private as well as in the institutionalised form of care in upbringing and education (whereby the family is also one of such institutions). While in some pedagogical fields such as early childhood education, special education and social pedagogy there is a longer tradition of dealing with care and concern - including a critical one - it seems that in other sub-disciplines such as general pedagogy, school pedagogy and adult pedagogy it has not yet been made a subject of discussion. Despite the fundamental relevance of care for pedagogy, the public debate on care work focuses mainly on caring and nursing activities and, conversely, the topic of care also seems to be under-determined in educational science. The conference takes these desiderata as a starting point to illuminate the discourse on care in educational science, to enrich it interdisciplinarily and thus to make it more precise.

On the basis of three focal points, the theoretical, historical-conceptual and general pedagogical aspects, the sociological and organisational dimension and the field of schooling, which has been neglected in the pedagogical discussion of concern, will be brought into focus.

#### 1) Philosophy, phenomenology and history of care and care relations in pedagogy

In this panel, contributions can be submitted that deal theoretically and empirically with the question of what care is and how it can be introduced as a concept and category for pedagogy and educational science. Contributions to this panel could, for example, shed light on the following aspects:

- Questions of the meaning and shape of care in generational relationships and their inherent orders of evil;
- Clarifications with regard to care practices in relation to e.g. upbringing, teaching or learning practices;
- Questions about the relevance of care ethics in educational science;
- Thematising the relationship between care and power in pedagogical relationships and institutions

References to empirical pedagogical research and theory building should be made. Present-day as well as historical contributions are welcome.

#### 2) Fields & conditions of care in pedagogy & pedagogical implications

Care can be seen as an inherent component of the generational relationship, insofar as pedagogical action under asymmetrical conditions of dependency needs mutual reference. In this panel, for example, contributions from the following thematic fields would be appropriate:

- How is concern or the processing of dependency and vulnerability realised in various pedagogical fields of action (educational institutions, counselling contexts, social work assistance services ...) or what prevents it?
- What are the prerequisites for the pedagogical care relationship and its (professional) design?
- What social, historical, symbolic, political and economic conditions have an impact on this?  
In this panel, ideas of concrete studies are particularly welcome.

### 3) Care relationships at school

The panel will focus on the school as a place of care. Two weighty topics of school development - inclusion and all-day schooling - bring the formerly separate fields of (socio-educational) care and support work and (school-educational) teaching and learning activities into close contact with each other. The question is how what is discussed in terms of organisational and professional theory, e.g. under the topics of "multi-professional cooperation" (Fabel-Lamla et al. 2021) or even diffuse "deprofessionalisation" (Helsper 2016), changes everyday school life and school interaction orders.

Furthermore, the shaping of educational processes in general pedagogical terms always has a caring dimension as well.

- Both care, support and help relationships are created in the classroom
- as well as objects of teaching are treated as requiring special care (e.g. the environment, one's own body, animals or even cultures of memory);
- each school fulfils and organises curatorial tasks in dealing with collections, libraries, equipment and laboratories;
- and finally, the issue of self-care among teachers is becoming increasingly important in the face of growing occupational stress;
- Moreover, an understanding of education in which education is supposed to lead to the autonomy of the subject ignores the interpersonal relationship as a prerequisite and medium for education (Noddings 1984).

We cordially invite you to contribute to the conference. Abstracts with a maximum length of 2,500 characters (incl. spaces) for presentations on the above-mentioned panels can be submitted until 15 April 2023. Invitations will be sent out at the beginning of May 2023.

Please send abstracts to

Prof. Dr Cornelia Dietrich (General Primary School Education) and

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### *Literature*

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