

Curriculum vitae Dr Thomas Barow

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Contact details

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Academic education

9/2019	Habilitation in Education (“docent”), University of Gothenburg, Sweden
12/2007	PhD in Special Education, Humboldt-Universität zu Berlin, Germany
1/1999	Teacher Certificate in Special Education (Zweites Staatsexamen), State Examination Authority, Düsseldorf, Germany
11/1996	Master in Special Education (Erstes Staatsexamen) Universität zu Köln, Cologne, Germany

Further education

2017/18	Research Leader Initiative, University of Gothenburg
2012	Supervision of PhD students, University of Borås
2010	Teaching and Learning in Higher Education, University of Borås, 15 ECTS

Employment history

9/2019 – on-going	Associate Professor in Education, Senior Lecturer University of Gothenburg, Sweden
12/2015 – 9/2019	Associate Senior Lecturer in Special Education, University of Gothenburg, Sweden
10/2017 – 3/2018	Interim Professor (“Vertretungsprofessor”) in Special Education, Universität Erfurt, Germany
4/2013 – 11/2015	Senior Lecturer in Disability Studies, Halmstad University, Sweden
4-7/2011	Interim Professor (“Vertretungsprofessor”) in Inclusive and Special Education, Universität Siegen, Germany

7/2009 – 7/2013	Senior Lecturer in Special Education, University of Borås, Sweden
10/2008 – 6/2009	Lecturer in Special Education, University of Borås, Sweden
8/2002 – 7/2003	PhD Guest Student, Malmö University, Sweden
2/1999 – 8/2008	Teacher in Special Education, Special and regular schools in Germany
1/1997 – 1/1999	Teacher Candidate in Special Education, Special and regular schools in Germany

Teaching assignments

12/2019 and 11-12/2020	University of Hamburg, Germany
2/2009	University of Münster, Germany

Supervision and examination

From 2020 – on-going	Co-Supervision of the PhD thesis of Carina Gander, Free University of Bozen-Bolzano, Italy. On-going.
8/2016 and 3/2017	Member of the examination board of Adriana Gomes Alves, Universidade do Vale do Itajaí, Brazil, Phd thesis. Published 2017: “I made my game: a methodological process for the design of digital games by children”.
2011	Co-supervision of the PhD thesis of Juanita Reina Zambrano, University of Siegen, Germany. Published 2014: “Bildung und Erziehung für alle – Anforderungen an die sonderpädagogische Ausbildung. Eine vergleichende Analyse der sonderpädagogischen Ausbildung von Lehrern/ Lehrerinnen in einigen Ländern Lateinamerikas und Europas“.
2010 – 2012	Co-supervision of the PhD thesis of Inger Eriksson, Malmö University, Sweden. On-going.
From 2008 – on-going	Supervision of several thesis on the BA and MA level

Management experience

3/2021 – on-going	Director of Studies for the Special Education Programmes, University of Gothenburg
1/2021 – on-going	Chair of the Programme Advisory Board for the Special Educational Needs Coordinator Programme and the Special Education Teacher Programme (Programråd för Specialpedagogprogrammet och Specialläroprogrammet), University of Gothenburg
9/2020 – on-going	Chair of the Collegium for Inclusion, Equality and Special Education (Kollegiet för Inkludering, Likvärdighet och Specialpedagogik), University of Gothenburg

- 2016 – 2019 Associate research leader, Platform for Research in Inclusive Education and School Development (PRIS), University of Gothenburg
- 2011 – 2020 Convenor of network 12, Inclusive education, of the Nordic Educational Research Association (NERA)

Evaluation experience

- 1/2021 – on-going Chair of Programme Evaluation Board for, inter alia, the Special Educational Needs Coordinator Programme and the Special Education Teacher Programme at Karlstad University, Mid Sweden University and Linneaus University, Sweden

Editorial board member

- 3/2021 – on-going European Journal of Special Needs Education

Review experiences

Journals

- Educare
- European Journal of Special Needs Education
- International Journal of Disability, Development and Education
- Qualitative Research
- Teacher and Teacher Education
- Utbildning & Demokrati [Education & Democracy]

Anthology

- Walton, E. & Moonsamy, S. (2015). *Making Education Inclusive*. Newcastle upon Tyne: Cambridge Scholars Publishing

External reviewer in recruitment processes

- Lillehammer University College / Inland Norway University of Applied Sciences, Norway
- Norwegian University of Science and Technology, Trondheim, Norway
- Karlstad University, Sweden

Memberships in scientific associations and networks

- Network Barns och familjers välfärd (Welfare of children and families)
- Nordic Comparative and International Education Society (NOCIES)
- Nordic Educational Research Association (NERA/NFPF)
- Platform for Research in Inclusive Education and School Development (PRIS)
- Swedish Educational Research Association (SWERA)
- Svenska Nätverk för Handikappforskning (Swedish Network on Disability Research)

Grants and scholarships

<i>Date granted</i>	<i>Award Holders</i>	<i>Funding Body</i>	<i>Title / purpose</i>	<i>Amount received</i>
8/2002 – 7/2003	Thomas Barow	Swedish Institute	The situation of people with disabilities throughout the 20 th century in Sweden	Ca 10.000 Euro
9/2010	Thomas Barow	Minor Field Studies	Supervision of BA thesis in Havana, Cuba	Ca 2000 Euro
10/2011	Thomas Barow	Linnaeus-Palme-programme	Guest teacher and researcher at Murang'a Teacher College, Murang'a, Kenya	Ca 2000 Euro
7/2013	Thomas Barow	Minor Field Studies	Research presentation on the conference "Making education inclusive" in Johannesburg, South Africa	Ca 2000 Euro
5-6/2014	Thomas Barow	FORTE, Swedish Research Council for Health, Working Life and Welfare	Initial grant, Horizon 2020	Ca 20.000 Euro
11/2015	Lars Kristén (co-applicant Thomas Barow)	Vinnova, Sweden's innovation agency	Research grant	Ca 365.000 Euro
4/2016	Thomas Barow	Linnaeus-Palme-programme	Guest teacher at Hacettepe University, Ankara, Turkey	Ca 1500 Euro
2016	Thomas Barow	Adlerbertska Research Foundation	Travel grant	Ca 5000 Euro
2016/17	Thomas Barow	Knut and Alice Wallenberg Foundation	Travel grant	Ca 1500 Euro
2017	Thomas Barow	Adlerbertska Research Foundation	Travel grant	Ca 4500 Euro
2017	Joanna Giota (co-applicant Thomas Barow)	Sävstaholm Foundation	Research grant	Ca 35.000 Euro

Selected publications

Monographs

- Barow, T. (2007). *Die „Schwachsinnigenfürsorge“ in Schweden 1916–1945 unter besonderer Berücksichtigung pädagogischer Entwicklungen* [The care of the feeble-minded in Sweden 1916-1945 with special regard to educational developments]. Diss. Berlin: Humboldt-Universität zu Berlin (= dissertation)
- Barow, T. (2009). *Kein Platz im Volksheim? Die „Schwachsinnigenfürsorge“ in Schweden 1916–1945* [No space in the peoples' home? The care of the feeble-minded in Sweden 1916-1945]. Bad Heilbrunn: Klinkhardt. (Full text: https://www.pedocs.de/volltexte/2009/1987/pdf/P15568_Barow_D_A.pdf = published version of dissertation).

Anthologies

- Andersson, O., Barow, T. & Tideman, M. (eds.) (2011). *Omsorg i förändring. En vänbok till Karl Grunewald* [Care in change. A Festschrift to Karl Grunewald]. Stockholm: Intra.
- Barow, T. (ed.) (2013). *Mångfald och differentiering. Inkludering i praktisk tillämpning* [Diversity and differentiation: Inclusion in practice]. Lund: Studentlitteratur.
- Barow, T. & Östlund, D. (eds.) (2012). *Bildning för alla! En pedagogisk utmaning. Education for all! A challenge in education*. Kristianstad: Högskolan Kristianstad. (Full text: <https://www.diva-portal.org/smash/get/diva2:512089/FULLTEXT01.pdf>).

Chapters in anthologies

- Barow, T. (2010). Die Sonderpädagogenausbildung in Schweden in historischer Perspektive. Reformpädagogische Strömungen am Schwachsinnigenlehrerseminar Slagsta 1911–1959 [The special education teacher education in a historical perspective: trends of progressive education at the seminar for teachers for the feeble-minded Slagsta 1911-1959]. Ellger-Rüttgardt, S. L. & Wachtel, G. (eds.). *Pädagogische Professionalität und Behinderung. Herausforderungen aus historischer, nationaler und internationaler Perspektive*. Stuttgart: Kohlhammer, 75-85.
- Barow, T. (2010). Begreppet ”obildbar” som en social konstruktion. Teoretisk diskussion och praktisk tillämpning inom den svenska sinnesslövärderna under 1900-talets första hälft [The term ”uneducable” as a social construct. Theory and practice in the Swedish care of the feeble-minded in the first half of the 20th century]. Larsson, E. & Westberg, J. (eds.). *Utbildningens sociala och kulturella historia. Meddelanden från den fjärde nordiska utbildningshistoriska konferensen*. Uppsala: Forskningsgruppen för utbildnings- och kultursociologi, 221-222.
- Barow, T. (2011). Sonderpädagogische Studieninhalte in der allgemeinen Lehrerbildung in Schweden [Special education studies in the general teacher education in Sweden]. Lütje-Klose, B., Langer, M.-T., Serke, B. & Urban, M. (eds.). *Inklusion in Bildungsinstitutionen. Eine Herausforderung an die Heil- und Sonderpädagogik*. Bad Heilbrunn: Klinkhardt, 171-176.

- Barow, T. (2011). Begreppet ”obildbar” som en social konstruktion. Teoretisk diskussion och praktisk tillämpning inom den svenska sinnesslövärdn under 1900-talets första hälft [The term ”uneducable” as a social construct. Theory and practice in the Swedish care of the feeble-minded in the first half of the 20th century]. Andersson, O., Barow, T. & Tideman, M. (eds.). *Omsorg i förändring. En vänbok till Karl Grunewald*. Stockholm: Intra, 159-170.
- Barow, T. (2012). Externate als frühe Form der Normalisierung: Reformansätze in der schwedischen „Schwachsinnigenfürsorge“ 1900–1967 [External schools as early forms of normalization: reform approaches in the Swedish care of the „feeble-minded“ 1900-1967]. Erdélyi, A., Sehrbrock, P. & Schmidtke, H.-P. (eds.). *International vergleichende Heil- und Sonderpädagogik weltweit. Grundlagen – Migration – „Dritte Welt“ – Europa*. Bad Heilbrunn: Klinkhardt, 261-274.
- Barow, T. (2012). Inkludering och exkludering i sinnesslövärdn 1878-1954 [Inclusion and exclusion in the care of the feeble-minded 1878-1954]. Engwall, K. & Larsson, S. (eds.). *Utanförskapets historia – om funktionsnedsättning och funktionshinder*. Lund: Studentlitteratur, 83-98.
- Barow, T. (2013). Vorbild oder Zerrbild? Außen- und Innenperspektive auf inklusive Bildung in Schweden [Model or distorted picture? Outside and inside perspective on inclusive education in Sweden]. Sehrbrock, P., Erdélyi, A. & Gand, S. (eds.). *Internationale und Vergleichende Heil- und Sonderpädagogik und Inklusion. Individualität und Gemeinschaft als Prinzipien internationaler Heil- und Sonderpädagogik*. Heilbrunn: Klinkhardt, 130-143. (Reprint of the article Barow 2011, see below)
- Barow, T. (2013). Mångfald, differentiering, inkludering – en introduktion [Diversity, differentiation and inclusion – an introduction]. Barow, T. (ed.). *Mångfald och differentiering. Inkludering i praktisk tillämpning*. Lund: Studentlitteratur, 17-27.
- Barow, T. (2013). Mångfaldens didaktik [The didactics of diversity]. Barow, T. (ed.). *Mångfald och differentiering. Inkludering i praktisk tillämpning*. Lund: Studentlitteratur, 107-125.
- Barow, T. (2013). Stationslärande, verkstäder och expertsystemet [Station learning, working stations and expert system]. Barow, T. (ed.). *Mångfald och differentiering. Inkludering i praktisk tillämpning*. Lund: Studentlitteratur, 253-266.
- Barow, T. & Berhanu, G. (2021, in print). Inclusive Education in Sweden: Policy, Politics and Practice. Hanssen, N.B., Ström, K., Hansén, S.-E. & Khitruk, V. (eds.). *Dialogues between Northern and Eastern Europe on the Development of Inclusion: Theoretical and Practical Perspectives*. London, New York: Routledge.
- Barow, T. & Bernhard, D. (2015). Lernen im Schatten der Gymnasialreform in Schweden [Learning in the shadow of the secondary school reform in Sweden]. Leonhardt, A., Müller, K. & Truckenbrodt, T. (eds.). *Die UN-Behindertenrechtskonvention und ihre Umsetzung. Beiträge zur Interkulturellen und International vergleichenden Heil- und Sonderpädagogik*. Bad Heilbrunn: Klinkhardt, 266-272.
- Barow, T., Holmquist, M. & Karlsson, J. (2016). Junge Menschen mit geistiger Behinderung in Schweden und deren Übergang in die Arbeitswelt: Forschungsstand und Perspektiven [Young people with intellectual disability in Sweden and their transition into work-life: state of the art and perspectives]. Hedderich, I. & Zahnd, R. (eds.). *Teilhabe und Vielfalt: Herausforderungen einer Weltgesellschaft*. Bad Heilbrunn: Klinkhardt, 337-343.

- Barow, T. & Östlund, D. (2018). The significance of SEN assessment, diagnoses, and psychometric tests in inclusive education: Studies from Sweden and Germany. Hamre, B., Morin, A. & Ydesen, C. (eds.). *Testing and Inclusive Schooling: International challenges and opportunities*. London, New York: Routledge, 231-247.
- Barow, T., Persson, B. & Allan, J. (2016). Inclusive Education in Großbritannien und Skandinavien [Inclusive education in Great Britain and Scandinavia]. Hedderich, I., Biewer, G., Hollenweger, J. & Markowetz, R. (eds.). *Handbuch Inklusion und Sonderpädagogik*. Bad Heilbrunn: Klinkhardt, 189-193.
- Barow, T. & Sauer, L. (2016). Disability Studies in Schweden: Traditionen und aktuelle Entwicklungen [Disability studies in Sweden: traditions and current developments]. Hedderich, I. & Zahnd, R. (eds.). *Teilhabe und Vielfalt: Herausforderungen einer Weltgesellschaft*. Bad Heilbrunn: Klinkhardt, 512-518.
- Bernhard, D. & Barow, T. (2015). Die Reform der „Gymnasiesärskola“ in Schweden [The reform of the upper secondary school for students with intellectual disability in Sweden]. Leonhardt, A., Müller, K. & Truckenbrodt, T. (eds.). *Die UN-Behindertenrechtskonvention und ihre Umsetzung. Beiträge zur Interkulturellen und International vergleichenden Heil- und Sonderpädagogik*. Bad Heilbrunn: Klinkhardt, 258-272.
- Nevo, A., Rasmussen, A., Ohna, S.-E. & Barow, T. (2014). Nordic upper secondary school: regular and irregular programmes – or just one irregular school for all? Blossing, U., Imsen, G. & Moos, L. (eds.). *The Nordic Education Model: 'A School for All' Encounters Neo-Liberal Policy* (Policy Implications of Research in Education, vol. 1), Dordrecht: Springer, 191-210.
- Persson, B. & Barow, T. (2012). Inkludering i svensk lärarutbildning [Inclusion in Swedish teacher education]. Barow, T. & Östlund, D. (eds.). *Bildning för alla! En pedagogisk utmaning*. Kristianstad: Högskolan Kristianstad, 223-232.

Articles in peer-reviewed journals

- Barow, T. (2011). Undesirable Citizens: Education, Care and Control of the “Feeble-minded” in the Swedish Province of Malmöhus, 1900–1950. *ALTER – European Journal of Disability Research* 5 (2), 104-115. <https://doi.org/10.1016/j.alter.2010.09.008>
- Barow, T. (2011). Vorbild oder Zerrbild? Außen- und Innenperspektive auf inklusive Bildung in Schweden [Model or distorted picture? Outside and inside perspective on inclusive education in Sweden]. *Zeitschrift für Inklusion* 5 (4). <https://www.inklusion-online.net/index.php/inklusion-online/article/view/78/78>
- Barow, T. (2013). Inklusive Bildung in Kenia zwischen politischer Rhetorik und pädagogischer Realität [Inclusive education in Kenya between political rhetoric and educational reality]. *Sonderpädagogische Förderung heute* 85 (3), 262-273. <http://www.diva-portal.org/smash/get/diva2:668536/FULLTEXT01.pdf>
- Barow, T. & Östlund, D. (2019). “The system shows us how bad it feels”: special educational needs assessment in North Rhine-Westphalia, Germany. *European Journal of Special Needs Education* 34 (5), 678-691. <https://doi.org/10.1080/08856257.2019.1603595>
- Barow, T. & Östlund, D. (2020). Stuck in failure: comparing special education needs assessment policies and practices in Sweden and Germany. *Nordic Journal of Studies in Educational Policy* 6 (1), 37-46. <https://doi.org/10.1080/20020317.2020.1729521>

- Barow, T. & Persson, B. (2011). Die Sonderpädagogik in der bildungspolitischen Debatte Schwedens [Special education in the education policy debate in Sweden]. *Sonderpädagogische Förderung heute* 56 (1), 20-32. <https://www.diva-portal.org/smash/get/diva2:871170/FULLTEXT01.pdf>
- Östlund, D., Barow, T., Dahlberg, K. & Johansson, A. (2021). In between special needs teachers and students: Paraprofessionals work in self-contained classrooms for students with intellectual disabilities in Sweden. *European Journal of Special Needs Education* 36 (2), 168-182. <https://doi.org/10.1080/08856257.2021.1901370>

Articles in professional journals

- Barow, T. (2003). Sveriges väg till integrering. Bengt Nirje och Karl Grunewald, två ”pionjärer” i specialpedagogik i norra Europa, om eugenik, mentalitetsförändringar och normalisering [The Swedish way to integration. Bengt Nirje and Karl Grunewald, two “pioneers” in special education in northern Europe, on eugenics, attitude change and normalization]. *Nordisk Tidsskrift for Spesialpedagogikk* 81 (3), 185-198. Full text: https://www.idunn.no/file/pdf/33193173/sveriges_vg_till_integrering_bengt_nirje_och_karl_grunewald_tva_pionjrer_is.pdf
- Barow, T. (2003). Die Entschädigung von Zwangssterilisierten in Schweden [The compensation of persons who had undergone forced sterilization in Sweden]. *Nordeuropaforum* 13 (2), 49-60. <https://doi.org/10.18452/7818>
- Barow, T. (2004). Die Debatte um die Entschädigung von Zwangssterilisierten in Schweden [The debate about the compensation of persons who had undergone forced sterilization in Sweden]. *Geistige Behinderung* 43 (1), 57-65
- Barow, T. (2004). Wo liegt die Zukunft des Gemeinsamen Unterrichts? Ein Artikel in der Zeitschrift „SchulVerwaltung NRW“ wirft mehr Fragen auf als er beantwortet [Where is the future of joint teaching? An article in the journal „SchulVerwaltung NRW“ rises more questions than answers]. *vds-Mitteilungen. Sonderpädagogische Förderung in NRW* (2), 77-89
- Barow, T. (2005). Zwangssterilisationen in Schweden. Die Debatte um die Entschädigung der Opfer [Forced sterilizations in Sweden: the debate on the compensation of the victims]. *Geschichte, Politik und ihre Didaktik* 33 (3/4), 280-286
- Barow, T. (2009). Die Ursprünge der Normalisierung in Schweden. Ein Beitrag zur Geschichte der Sonderpädagogik in Europa [The origins of normalization in Sweden. A contribution to the history of special education in Northern Europe]. *Zeitschrift für Heilpädagogik* 60 (1), 2-10
- Barow, T. (2009). Die Einführung der Schulpflicht für „bildungsfähige Schwachsinnige“ in Schweden 1944/45. Ein Beispiel ambivalenter Modernisierung im sich entwickelnden Wohlfahrtsstaat [The implementation of compulsory schooling for “educable feeble-minded” in Sweden 1944/45. An example for the ambivalent modernization in the developing welfare state]. *Behindertenpädagogik* 48 (4), 368-381
- Barow, T. (2011). Die schwedische Schule für geistig Behinderte in Zeiten bildungspolitischer Wandlungen [The Swedish school for pupils with intellectual disability in times of changes in education policy]. *Lernen konkret* 30 (1), 29-32

- Barow, T. (2012). Normaliseringens uppkomst och tidig utveckling i Sverige [The emerge and early development of normalization in Sweden]. *Handicaphistorisk Tidsskrift*, 73-100
- Barow, T. (2015). Övergång från skola till arbete i ett historiskt perspektiv: den svenska ”sinnesslövarden” under 1900-talets första hälft [Transition from school to work in a historical perspective: the Swedish care of the ”feeble-minded” in the first half of the 20th century]. *Vägval i skolans historia*, 1. <https://undervisningshistoria.se/overgang-fran-skola-till-arbete-i-ett-historiskt-perspektiv-den-svenska-sinnesslovarden-under-1900-talets-forsta-halft/>
- Bernhard, D. & Barow, T. (2013). Stand und Perspektiven des Krankenhausunterrichts in Schweden [State of the art and perspectives for hospital education in Sweden]. *Sonderpädagogische Förderung heute* 85 (3), 323-326.

Other publications

- Andersson, L. A., Barow, T., Bommenel, E., Bruchfeld, S., Engwall, K., Kvist Geverts, K., Tydén, M., Åmark, K. (2018). Sverigedemokraternas valfilm förvanskar historien [The campaign film of Swedish Democrats falsifies history]. *Dagens Nyheter*, 7 August 2018, 6. <https://www.dn.se/kultur-noje/kulturbedatt/forskare-sverigedemokraternas-valfilm-forvanskar-historien/> (limited access)
- Barow, T. (1999). ”Wir machen Radio!”. Handlungsorientierte Medienarbeit mit lernbeeinträchtigten Schülern [„We do radio!. Actionorientated media work with pupils with learning difficulties]. *VDS-Mitteilungen. Sonderpädagogische Förderung in NRW* (1), 2-13
- Barow, T. (2004). Tagung „Differenz anerkennen“ setzte klares Signal [Conference „Accept difference“ gave a clear signal]. *Zeitschrift für Heilpädagogik* 55 (2), 76-77.
- Barow, T. (2006). Bengt Nirje verstorben [Bengt Nirje dead]. *Zeitschrift für Heilpädagogik* 57 (7), 279
- Barow, T. (2006). Bengt Nirje [Bengt Nirje]. *Geistige Behinderung* 45 (3), 251-252.
- Barow, T. (2010). Globale Konferenz über inklusive Bildung in Salamanca [Global conference on inclusive education in Salamanca]. *Zeitschrift für Heilpädagogik* 61 (1), 42
- Barow, T. (2011). Karl Grunewald und die Sozialreform in Schweden [Karl Grunewald and the social reform in Sweden]. *Teilhabe*, 50 (2), 89
- Barow, T. (2016). Book review: David L. Cameron, Ragnar Thygesen (eds.) (2015). *Transitions in the field of special education: theoretical perspectives and implications for practice*. Münster, New York: Waxmann Verlag. *Socialnet Rezensionen*, <https://www.socialnet.de/rezensionen/19400.php>
- Barow, T. (2017). Book review: Erhard Fischer, Reinhard Markowetz (eds.) (2016). *Inklusion im Förderschwerpunkt geistige Entwicklung*. Stuttgart: Kohlhammer Verlag. *Socialnet Rezensionen*, <https://www.socialnet.de/rezensionen/21005.php> (Republished in *Sonderpädagogik in Niedersachsen*, 2/2018, 53-54)

- Barow, T. (2018). *Transkriptioner av 12 intervjuer med utredare och beslutsfattare över det särskilda stödbehovet i Nordrhein-Westfalen, Tyskland* [Transcriptions of 12 interviews with experts and decision makers concerning special education support in North Rhine-Westphalia, Germany]. Svensk Nationell Datatjänst. Version 1.0.
<https://snd.gu.se/sv/catalogue/study/snd1060/001>
- Barow, T. (2021). “Anpassad grundskola”: Bara ett nytt namn ändrar ingenting. *Skola och samhälle*. <https://www.skolaochsamhalle.se/tavlan/thomas-barow-anpassad-grundskolan-innebar-negativ-sarskiljning-av-vissa-barn/>
- Barow, T. & Östlund, D. (2019). *Tabellarisk sammanfattning av 58 pedagogiska utredningar från Sverige och Tyskland* [Tabular summary of 58 pedagogical assessments from Sweden and Germany]. Svensk nationell datatjänst. Version 1.0.
<https://snd.gu.se/sv/catalogue/study/snd1130/001>

Conferences presentations

Keynotes

- Barow, T. (2009). Ingen plats i folkhemmet? Omsorger om ”sinnesslöa” i Sverige 1916-1945 [No space in the peoples’ home? The care of the ”feeble-minded” in Sweden 1916-1945]. *Handikappforskningens dag, HAREC, Kristianstad University College*, Kristianstad, Sweden, 25.11.2009
- Barow, T. (2011). Vorbild oder Zerrbild? Außen- und Innenperspektive auf inklusive Bildung in Schweden [Model or distorted picture? Outside and inside perspective on inclusive education in Sweden]. 5. *Symposium international Heil- und Sonderpädagogik*, Carl von Ossietzky Universität Oldenburg, Germany, 29.9.2011
- Barow, T. (2012). Inclusive Education in Sweden: Opportunities, Tensions and Obstacles. *PDW for hospital school teachers in Gothenburg*, Gothenburg, Sweden, 19.4.2012
- Barow, T. (2016). Inclusive Education in Sweden – Some Reflections on Policy, Politics and Practices. *Conference “Aulas Conectadas”*, Florianópolis, Brazil, 8.8.2016

Based on a peer reviewed abstract

- Barow, T. (2007). Die Einführung der Schulpflicht für „bildungsfähige Schwachsinnige“ in Schweden 1944/45. Ein Beispiel ambivalenter Modernisierung im sich entwickelnden Wohlfahrtsstaat [The implementation of compulsory schooling for “educable feeble-minded”: an example of ambivalent modernisation in the developing welfare state]. Internationaler Kongress „*Pädagogische Professionalität und sonderpädagogische Kompetenz vor neuen Herausforderungen*“, Humboldt-Universität zu Berlin, Germany, 17.11.2007
- Barow, T. (2008). Externate als frühe Form der Normalisierung. Reformansätze in der schwedischen „Schwachsinnigenfürsorge“ 1900–1954 [External schools as an early stage of normalisation: Reform approaches in the Swedish “care of the feeble-minded“ 1900–1954]. 4. *Symposium International Heil- und Sonderpädagogik*, „*Leben mit dem Anderssein im internationalen Kontext*“, Carl-von Ossietzky-Universität Oldenburg, Germany, 5.9.2008
- Barow, T. (2008). Modern teaching and learning in historical perspective. The school for the “feeble-minded” and the teacher training college Slagsta in the era of modernization. *The European Conference on Educational Research (ECER)*, “*From Teaching to Learning?*”, University of Gothenburg, Faculty of Education, Sweden, 9.9.2008
- Barow, T. (2009). Begreppet ”obildbar” som en social konstruktion. Teoretisk diskussion och praktisk tillämpning inom den svenska sinnesslövärdan under 1900-talets första hälft [The term ”uneducable” as a social construct. Theory and practice in the Swedish care of the feeble-minded in the first half of the 20th century]. *Fjärde utbildningshistoriska konferensen*, University of Uppsala, Sweden, 1.10.2009

- Barow, T. (2010). Undesireable Citizens: Education, Care and Control of the "Feeble-minded" in the Swedish Province of Malmöhus, 1900–1950. *NERA's 38th Congress, Malmö University, School of Education, Sweden*, 11.3.2010
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- Barow, T. (2013). Die Entwicklung einer inklusiven Schule. Das Beispiel Essunga, Schweden [The development of an inclusive school: the example of Essunga, Sweden]. *The 2013 Annual Conference of the Swiss Society for Research in Education, Università della Svizzera italiana, Lugano, Switzerland*, 21.8.2013
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- Barow, T. & Berhanu, G. (2021). Policy, Politics, and Practice of Inclusive Education in Sweden. *79th International Scientific Conference of the University of Latvia*, 18.2.2021
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- Barow, T. & Muchiri, E. (2013). Listen to the people! The guardian's perspective on their disabled children's situation in rural Kenya. Konferenz *Making education inclusive. University of the Witwatersrand, Johannesburg, South Africa*, 2.7.2013

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- Barow, T. & Östlund, D. (2018). Special education needs assessment reports in Sweden and Germany: comparative perspectives. *NERA 2018*, University of Oslo, Norway, 9.3.2018
- Barow, T. & Sauer, L. (2015). Disability studies in Schweden: Traditionen und aktuelle Entwicklungen [Disability studies in Sweden: traditions and current developments]. *7. Symposium Internationale Heil- und Sonderpädagogik*, Universität Zürich, Switzerland, 17.7.2015
- Barow, T. & Taneja Johansson, S. (2019). Current attempts to remove barriers to postsecondary education for persons with intellectual disability in Sweden. Interdisciplinary international symposium *Disability Studies & Participation in Higher Education*. University of Innsbruck, Austria, 28.6.2019
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- Lorinser, P. & Barow, T. (2019). Collaboration between Professionals and Parents of Children on the Autism Spectrum in the Swedish Early Intervention System: A Qualitative Case Study. *8th Annual Conference of ALTER – European Society for Disability Research*, University of Cologne, Germany, 5.9.2019, Abstract p 67, https://alterconf2019.sciencesconf.org/data/pages/ALTER2019_BookOfAbstracts.pdf
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- Barow, T. (2010). Education in Sweden: One School for all? *Association of Cuban Educators*, Havanna, Cuba, 15.9.2010
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- Barow, T. (2011). Teacher Education and Inclusion. Activate Potentials – Develop Abilities. *Seminar on Disability Mainstreaming, Murang'a Teachers College*, Murang'a, Kenya, 24.10.2011
- Barow, T. (2011). Schulreform in Schweden. Auswirkungen auf Inklusion und Exklusion im Bildungswesen [School reform in Sweden: consequences on inclusion and exclusion in the education system]. *Paritätischer Wohlfahrtsverband*, Berlin, Germany, 2.11.2011

- Barow, T. (2014). Inklusive Bildung im schwedischen Bildungssystem auf der kommunalen Ebene: Chancen, Spannungen, Hindernisse [Inclusive education in the Swedish education system on the level of the municipality: chances, tensions, obstacles]. *Europäische Konferenz Inklusive Gemeinwesen planen. Herausforderungen und Strategien der kommunalen Umsetzung der UN Konvention über die Rechte von Menschen mit Behinderungen (UN-BRK)*. Universität Siegen, Germany, 27.3.2014, https://inkluplan.uni-siegen.de/documentation/thursday/workshops/ws7/2014-03-27_barow_-_inklusive_bildung_im_schwedischen_bildungssystem.pdf
- Barow, T. (2016). Schulabsentismus in Schweden: Problemaufriss und Perspektiven [School absenteeism in Sweden: an outline of the problem and perspectives]. Conference *Schulabsentismus als europaweite Herausforderung: Herangehensweisen und Perspektiven*. Frankfurt a.M., Germany, 8./9.6.2016. Presentation on http://www.jugendsozialarbeit.de/media/raw/Reader_Schulabsentismus_.pdf (p. 169-186)
- Barow, T. (2017). Die Aus- und Weiterbildung von Lehrerinnen und Lehrern für inklusive Schulen in Schweden [The education and further education of teachers for inclusive schools in Sweden]. *Goethe Universität Frankfurt am Main*, Germany, 2.2.2017
- Barow, T. (2017). Schulabbruch – kein Thema in Schweden? [School dropout – no issue in Sweden?] *Fachtag Europäische Strategie 2020 – Nationale Entwicklungen im Vergleich zur Verringerung der Schulabbrecherquoten. Ein internationaler Vergleich*. Paritätischer Gesamtverband. Berlin, Germany, 6.11.2017
- Barow, T., Bernhard, D. & Berhanu, G. (2018). Lärarstudenters professionalisering i special pedagogik [The professionalization of teacher students in special education]. *Conference Forskning pågår*, University of Gothenburg, Sweden, 31.10.2018
- Barow, T., Bernhard, D., Ohlsson, L., Rosenqvist, J. & Låce, I. (2012). An Inventory of Needs in Hospital Schools in Sweden – The Teachers’ Perspective. *8th HOPE congress, “Hospital teaching in changing times. Education of sick children and adolescents in relation to active aging”*, Amsterdam, The Netherlands, 12.10.2012, https://www.hospitalteachers.eu/hopeinholland/12-10-2012/barow_et_al_-_an_inventory_of_needs_in_hospital_schools_in_sweden.pdf
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- Barow, T. & Rosenqvist, J. (2009). Schweden und Deutschland als wechselseitige Vorbilder in der Sonderpädagogik [Sweden and Germany as reciprocal models in special education]. *Humboldt-Universität zu Berlin*, Germany, 16.7.2009