



Call for Paper

issue no. 4/2023 Special Issue on the Role of Education in Social Inclusion of Refugees and Migrants

We are pleased to announce a call for papers for a special issue on the role of education in social inclusion of refugees. The issue will focus on exploring the current and innovative ways in which education (formal, non-formal and informal) can support refugees in their social integration, and the challenges and opportunities in this field. We welcome papers that examine the impact of adult education on the social integration of refugees, as well as papers that explore innovative approaches to adult education for refugees. Social inclusion is a crucial concept in our multicultural and heterogeneous society today as almost everywhere around the world, as “some individuals and groups confront barriers that prevent them from fully participating in economic, social and political life” (UN, 2016, p. 11). It is occupying a bigger space on the agendas of the democratic governments that want to bring “every person to the minimum standards of wellbeing” (UN, 2016, p. 17), as well as the international and transnational organizations such as UN and European Union. It is placed at the heart of Europe’s commitment to build a stronger social Europe (Atkinson et al., 2017) and EU has been working for the improvement of social inclusion. Within this context, it is vital to understand the dynamics of inclusion conceptually and practically, especially focusing on the means for creating a socially inclusive society. Education (both formal and non-formal) is one of these key elements that can enhance the social inclusion of refugees and migrants. It has been recognized as an important tool for promoting social cohesion and integration particularly in terms of language skills, access to employment, and the ability to participate in the host country’s social and political life (Huddleston et al., 2013; Morris, 2007; OECD, 2019).

However, it has been also established that there exist several barriers that refugees face in accessing education and learning opportunities, including difficulty getting overseas qualifications recognized; poor language skills; lack of information and guidance about the education system and labor market; negative and racist attitudes; lack of social and administrative support; and declining confidence and self-esteem. There is little research on the ways to provide new, inclusive and innovative educational activities and programmes for migrants and refugees to overcome these barriers.

This issue will publish manuscripts (EN & DE), original research papers, reviews and case studies investigating themes below, but not limited to:

- Innovative approaches to education for refugees especially catering to promote social inclusion (Kronauer, 2017)
- Challenges and opportunities in education for refugees for promoting social inclusion
- The role of digital and online learning in education for refugees and migrants promoting social inclusion
- The relationship between language learning and social integration for refugees and migrants
- The role of vocational education and training in supporting the social inclusion of refugees and migrants
- The role of community-based organizations and non-formal education in supporting the social integration of refugees and migrants
- Socially inclusive spaces and pedagogies for education of refugees and migrants



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We look forward to receiving your submissions and hope to provide a platform for the role of education in promoting the socially inclusive society. If you have any questions, please do not hesitate to contact us at filiz.keser-aschenberger@donau-uni.ac.at.

Contributions can be submitted under the following headings:

Current Contribution

This section offers authors from academia and practice the opportunity to relate their empirical or theoretical contributions to current developments in academia and practice. The contributions are either directly oriented towards concrete practical problems or explicitly indicate the practical relevance of the *Current Contribution*. The *Current Contribution* section publishes one contribution per issue that is not necessarily related to the topic of the current issue.

From the Discipline

This section contains short reports from the academic community on current developments, events and research projects. The content of the submissions may be related to the theme of the particular issue or may address a current and relevant topic from the disciplines of different pedagogical fields of action. Contributions that relate to current developments and projects are encouraged, with a clear emphasis on their relevance to pedagogical practice.

Information Market

This section is available for announcements of professional events (e.g. events) and for references to developments relevant to the discipline and profession (establishment of science centres or new information portals).

Replica

Contributions to publications that have already appeared in **Der Pädagogische Blick** and that are intended for further discursive processing are the subject of this section.

Review

Publications, software and websites relevant to the profession can be presented and discussed in this section. In the context of the review, the relevance of the media to pedagogical practice should be clearly emphasised.

Topic Contributions

Thematic contributions are aligned with the thematic cut of the issue aligned in the respective CfP. Authors from academia and practice make explicit reference to this in their empirical or theoretical contributions. The contributions are either directly oriented towards concrete practical problems or explicitly refer to the practical relevance of the thematic contribution.

About the Profession

This section provides space for short reports from the field on current developments, initiatives and events. The content of the contributions can be related to the theme of the particular issue or can address a current and relevant issue in the profession from different pedagogical fields of action. Contributions that relate to current developments are encouraged, with a clear emphasis on their relevance to pedagogical practice.



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Please also see the [information for authors](#).

References

- Atkinson, A. B., Guio, A. C. & Marlier, E. (2017). *Monitoring social inclusion in Europe*. Luxembourg: Publications Office of the European Union, <http://ec.europa.eu/eurostat/documents/3217494/8031566/KS-05-14-075-EN-N.pdf/c3a33007-6cf2-4d86-9b9e-d39fd3e5420c>
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- Kronauer, M. (2017). *Was kann die Inklusionsdebatte von der Exklusionsdebatte lernen? Systemtheorie, Inklusion, Partizipation, Bürgerrechte, Soziale Sicherung, Exklusion*, Textsorte: Vortrag auf der IFO - Internationale Jahrestagung der Inklusionsforscher/innen 2017, Linz, 24. Februar 2017, Pädagogische Hochschule Oberösterreich <http://bidok.uibk.ac.at/library/kronauer-inklusion.html>
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- United Nations. (2016). *Leaving no one behind: the imperative of inclusive development: Report on the World Social Situation 2016*. United Nations.

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Submission Deadline

July 31, 2023