

CALL FOR CHAPTER PROPOSALS & MANUSCRIPTS

Deadline: 15 June 2021

EDUCATION FOR REFUGEES AND FORCED IM/MIGRANTS ACROSS TIME AND CONTEXT

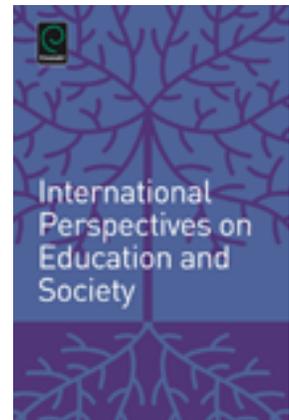
International Perspectives on Education and Society Series

<https://www.emerald.com/insight/publication/issn/1479-3679>

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Political violence, civil unrest, economic crises, and natural disasters have occurred at a constant pace, leading to an ongoing global crisis of refugees and other forced immigrants and migrants (i.e., im/migrants). As a result, the infrastructures, capacities, and policies necessary to address the needs of refugee youth, their families, and their communities are strained in host countries and receiving or resettlement communities worldwide. But, the situation that refugee and forced im/migrant youth and the educational systems they move through or into varies across their journey (i.e., time) as well as by the community, culture, language, and place (i.e., context) where education occurs.

This volume of the *International Perspectives on Education and Society* series identifies and analyzes education for refugees and forced im/migrants across time and context. Refugee youths' educational opportunities and experiences before (pre-) and during (peri-) migration have been addressed considerably in previous research, but there is comparatively little about the transition from peri- to post-migration education of refugee youth. Chapters in this volume will address that gap by examining the conditions of refugee youth across different types of refugee contexts (e.g., violence/conflict, natural disaster, economic crisis, political oppression, etc) and how educational expectations, opportunities, and experiences shift before, during, and after the forced im/migration journey. In addition, refugee and forced im/migrant youths' educational needs and opportunities also vary by receiving or resettlement communities' immigration policy, dominant culture and language, geography, and other key factors.

We specifically invite original chapter proposals that address any of the following: a) historical overview of refugee education; b) evaluation and analysis of specific changes in education policy on refugee and forced im/migrant youth due to regional, state, or system conditions; or c) empirical examinations of the variations in refugee education across either time or context. In addition, chapters may address any aspect of education for refugee and forced im/migrant youth as long as they fit within the volume's overall theme and focus. We welcome chapters in this volume that use meta-analysis, policy analysis, case studies, survey data, cross-national comparisons and other evidence to analyze the complex combination of frameworks, drivers, and characteristics of education for refugee and forced im/migrant youth.

Chapter proposals should be 1000 word summaries that deal explicitly with as many of the following as are applicable, preferably in this order: (1) objectives or purposes; (2) perspectives or theoretical framework; (3) methods, techniques, or modes of inquiry; (4) data sources or evidence (if applicable); (5) results, conclusions, or point of view; and (6) the significance or relevance of this chapter to the volume's overall theme.

Please contact Dr. Alexander W. Wiseman (alexander.wiseman@ttu.edu) with questions or to submit chapter proposals written in English by the deadline: **15 June 2021**. Authors will be notified within two weeks after the deadline regarding proposal acceptance. Authors of accepted proposals will then submit full chapters for external review by 15 September 2021.