

Journal of international Mobility
Moving for education, training and research

Call for papers No. 9

Special edition

**Reception of refugees, education and training: strategies, policies
and practices in the context of forced mobility**

Ongoing calls for papers

Variety of articles

Reading notes

Case studies

Proposal submissions accepted until **17 May 2021**

Contact: revue@agence-erasmus.fr

The multidisciplinary peer-reviewed *Journal of International Mobility*, published by PUF and led by Agence Erasmus+ France / Éducation Formation, brings together scientific papers related to all aspects of international mobility in the context of education and training in Europe and around the world. The journal aims to improve understanding of the issues, conditions and impact of mobility in order to encourage its consideration by the researchers and political decision makers who have the authority to support it.

The agency is launching its ninth call for papers for a special edition coordinated by Guillaume Tronchet (Institut d'Histoire Moderne et Contemporaine, École Normale Supérieure-PSL, Institut Convergences Migrations, France).

The title of the special edition will be: **"Reception of refugees, education and training: strategies, policies and practices in the context of forced mobility."**

We are also accepting **miscellaneous** articles about international mobility for education and training in Europe and around the world. These proposals can pertain to several disciplinary fields: sociology, education sciences, history, geography, anthropology, economics, language teaching, etc.

Two other sections are also open to proposals for papers: **reading notes** and a section on **case studies** (see details below).

Special edition

Reception of refugees, education and training: strategies, policies and practices in the context of forced mobility

Special edition coordinated by Guillaume Tronchet (Institut d'Histoire Moderne et Contemporaine, École Normale Supérieure-PSL, Institut Convergences Migrations, France)

The forced displacement of populations caused by global crises and conflicts also result in educational crises. In a few years, the number of refugee children and youth lacking access to education has significantly increased: according to the latest figures from the UN High Commission for Refugees (UNHCR), only 63% of refugee children are able to attend to primary school, only 24% of young people have access to secondary education, and only 1% have access to higher education. The need to organise the reintegration of refugee groups into education systems in host countries, in accordance with the right to education enshrined in the Universal Declaration of Human Rights of 1948, often creates challenges for school and university systems.

While school and university stakeholders are often poorly prepared for the task, despite the age-old nature of a phenomenon that has spanned the entire 20th century, new dynamics have emerged in recent years of institutionalising and professionalising the services in charge of receiving and supporting refugees in the area of education. Examples include the launch in 2019 of UNCHR's Refugee Education 2030, a ten-year education strategy for refugees, and the European Commission's prioritisation of inclusion in the 2021–2027 Erasmus + programme.

While it may be too early to say that we have reached a global turning point in the supervision and support for refugee education, the current context offers an opportunity for inviting researchers in the social sciences to provide perspective on the history behind the existing strategies, policies and practices, and offer their assessment.

The *Journal of International Mobility* is therefore launching a call for papers on the topic of education in the context of forced mobility, inviting researchers to submit articles based on one or several disciplines (sociology, history, political science, international relations, demography, etc.) and related to one or several of the following research lines (please note that it is possible to submit "special reports" containing two to three articles as well as individual articles written by one or several authors):

- **Research line 1: Geopolitics of the reception of refugees**

The first research line focuses on the links between humanitarian crises and the strategic orientation of education policies, with the goal of discerning to what extent the reception of refugees affects the geopolitics of education systems.

Is the regulation of refugee flows in schools and universities integrated into international academic competition or does it form a separate global geopolitical phenomenon? How are forced migration flows structured in the area of education? Who are the key players organising and directing these flows? Are any new hubs or key players emerging? What are the political and legal debates underlying the regulation of these specific flows? Who is responsible for establishing the international standards in this area? How do the actions of international and inter-state organisations, states, cities and NGOs play out and interact?

Submissions may address various issues, including international legal developments aimed at protecting refugees' rights to education, the quantification of flows and uses of international statistics, the structural development of the humanitarian field in the reception of refugee pupils and students, monographic or comparative studies of national and international policies implemented for refugees, transnational processes for certification, quality control, and recognition of training and degrees, and the key players and tools used to share information on training services for refugees.

- **Research line 2: The sociology of reception and support services**

The second research line focuses on the sociology of the practical implementation of education policies and programmes for refugees, whether it be primary, secondary, higher education or professional training. Informal learning initiatives and programmes can also be explored for this research line. The goal is to consider comprehensive support for all stages of forced migration, which could include administrative and legal support, social assistance, medical and psychological care, scholarships, the adaptation of training, educational and linguistic initiatives and best practices, equivalence of diplomas, and professional integration.

What is the typology of existing scholarship and training programmes for refugees? How are these reception and support services designed? Who participates in designing them (students, instructors, researchers, administrative staff, lawyers, community organisations, etc.)? What interaction exists between volunteers and professionals? How is the selection, reception, inclusion and follow-up of the refugees admitted to these programmes organised?

There is a particular expectation for submissions offering quantitative and qualitative case studies on scholarship programmes and measures implemented internationally (DAFI Scholarships from UNHCR, UNESCO Schools for Refugees in Lebanon, initiatives supported by the European Commission through the Erasmus+ programme, World University Service, HOPES Project, etc.), nationally (scholarships for refugees from DAAD in Germany, scholarships for Syrian students from Campus France, Foundation for Refugee Students, Institute for International Education, Jusoor Program, etc.), and locally by cities or educational institutions. These examples are not exhaustive.

- **Research line 3: Portraits of groups and migration trajectories**

The third research line aims to portray the dynamics specific to groups integrated in training initiatives in the context of forced migration and study their integration in society and host training programmes, specific difficulties they may face in these circumstances, the role forced migration plays in their educational path and socio-professional construction, and how their forced migration might become voluntary mobility. The goal is also to analyse to what extent these groups, rather than remaining passive recipients of the services established for them, can be active participants in their training paths and to what extent they can become involved in creating and

developing existing services. Submissions in this category can also examine the dynamics of national groups and cohorts studied in the context of specific programmes.

Procedures for submitting articles

Calendar

Please email your papers (**full text**) (Word document) to revue@agence-erasmus.fr before **17 May 2021**.

Each paper will be reviewed anonymously by two members of the reading committee and each applicant will receive a response. Following assessment, four responses are possible: article accepted, article accepted with request for minor changes, request for major changes, article rejected. In the event of a request for major changes, you will be asked to return the article with a page explaining the changes.

Languages accepted: French, English, Spanish, Italian and German.

Deadline for submitting papers: 17 May 2021

Response sent to authors: July 2021

Publication: December 2021

Article format

Number of characters: **Maximum of 33,000**, including footnotes, spaces, the abstract, keywords and biographical references for the article.

Font: Times New Roman 12. Line spacing: Multiple 1.15

The proposals must include:

- First and last names of the author or authors (capitalising only the first letter of the first and last name),
- A descriptive title, centred
- A summary in the language of the article (French, English, German, Spanish, Italian) and a translation in English or French (approximately 1,500 characters including spaces)
- 3 to 5 keywords,
- a short biography of the author in the language of the article and an English translation,
- the bibliographical references for the article

Bibliographic and digital references:

They should be listed at the end of the article, in alphabetical order.

Notes

They should appear at the bottom of the page with a footnote reference in the text. They must be typed in size 10 Times New Roman font.

Quotations

Quotations (author or excerpt from interviews) must be inserted in the text using quotation marks.

Formatting

Italics should be used to emphasise foreign words or expressions.

Iconographic documents

Iconographic documents may be attached to the articles. Images must be in JPEG format.

Ongoing calls for papers

The journal also accepts papers for a variety of categories, outside the call for thematic papers:

Miscellaneous category

This category features articles on a wide range of topics related to the study of international mobility for education and training. The papers can come from a variety of disciplines: sociology, economics, geography, learning sciences, anthropology, semiology, history, etc.

Article format

Maximum of 33,000 characters, including footnotes, spaces, summary, keywords, and bibliographical references for the article.

The format of the article must comply with the journal's editorial standards.

Procedures for submitting and reviewing articles:

Please email your complete articles to the following address: revue@agence-erasmus.fr

Each paper will be reviewed anonymously by two members of the scientific committee and each applicant will receive a response. Following assessment, four responses are possible: article accepted, article accepted with request for minor changes, request for major changes, article rejected. In the event of a request for major changes, you will be asked to return the article with a page explaining the changes.

If the article is accepted, it will be published in the next issue, if at all possible based on a publication timetable.

Languages accepted: French, English, Spanish, Italian and German.

“Case studies” category

The “Case studies” category helps strengthen links between theory and practice through papers from experts in the field of mobility for education and training. This category can include presentations of case studies, teaching experiments, specific tools, etc.

Article format

Maximum of 33,000 characters, including footnotes, spaces, summary, keywords, and bibliographical references.

The format of the article must comply with the journal's editorial standards.

Procedures for submitting and reviewing articles:

Please email your complete articles to the following address: revue@agence-erasmus.fr

Each paper will be reviewed anonymously by a member of the scientific committee and a professional from Agence Erasmus+ France / Éducation Formation. Following assessment, four responses are possible: article accepted, article accepted with request for minor changes, request for major changes, article rejected. In the event of a request for major changes, you will be asked to return the article with a page explaining the changes.

If the article is accepted, it will be published in the next issue, if at all possible based on a publication timetable.

Languages accepted: French, English, Spanish, Italian and German.

“Reading notes” category

The “Reading notes” category gives contributors the possibility to summarise and review a recent book. The notes must describe the book’s contributions and limits. The purpose is not only to present a summary of the content but to offer critical analysis of the positions presented, the problematization of the subject, the methodology chosen and the results. The notes must also compare the book with the existing literature and topics featured in JIM.

Reading notes format:

Maximum of 10,000 characters, including spaces and footnotes.
The format of the text must comply with the journal’s editorial standards.

Procedures for submitting and reviewing reading notes:

You can email your contributions to the following address on an ongoing basis: revue@agence-erasmus.fr
The note will be assessed anonymously by a member of the journal’s scientific committee. The results of this assessment will be communicated to the author as soon as possible. If the contribution is accepted, it will be included in the next issue.

Languages accepted: French, English, Spanish, Italian and German.