

Special Issue

Inclusive Refugee Education and Global Justice

Message from the Guest Editors

'Society can be bad', the sociologist Zygmunt Bauman (2001, p. 1) once observed, 'but not the community'. It makes sense, for example, to speak of an 'exclusionary society', but to speak of an 'exclusionary community' is immediately to be conscious of having uttered an oxymoron. As too many people forcefully displaced from the places that were once their homes, the way societies can marginalize and exclude is a lived reality. It is a reality that brings urgency to research that illuminates the exclusion of displaced people in and between societies globally. Moreover, it points to the necessity of advancing concrete possibilities for the creation of inclusive and safe learning communities where all displaced people might belong and flourish. It is precisely this reality that inspires this Special Issue.

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From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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