

Special Issue

Teaching and Learning in Refugee/(Im)migrant Communities Around the World

Message from the Guest Editor

This Special Issue will bring together different empirical research, conceptualizations, and expertise in multiple and varied forms of learning and teaching in refugee/(im)migrant communities. It will situate refugees to include those legally designated as refugees by the UNHCR, asylum seekers, internally displaced persons, and migrants who self-identify as refugees to show the complexities and multiplicities of migrant categorizations and experiences. Furthermore, while there is a small, but growing body of research on refugees/(im)migrants' experiences in formal schooling and schooling in refugee camps, this issue will bring much needed attention to educational contexts outside of schooling. While potentially illuminating the challenges of refugee/(im)migrant education, individual pieces will focus on the ways in which these challenges are met, negotiated, resisted, and undone. In the aggregate, the Special Issue will address the broad question: In what ways, with whom, and where do refugee/(im)migrants teach and learn?

Guest Editor

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Message from the Editor-in-Chief

Social Sciences is an international open access peer-reviewed journal publishing the latest research across all disciplines of the social sciences including anthropology, criminology, economics, education, geography, history, law, linguistics, political science, psychology, social policy, social work, sociology and related areas. The journal is especially interested in interdisciplinary research, and aims to facilitate the interaction and communication between different social scientific disciplines. The journal welcomes conventional length articles as well as shorter Research Notes or short articles, as long as they meet the journal's standards of quality and originality.

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