

Special Issue

The Purposes of Education in Settings of (Im)Migration

Message from the Guest Editors

Authoritarianism, which is rising globally, is often catalyzed by discontent about increasing immigrant, migrant, and refugee populations. In our field, scholars have long contemplated the purposes of education in democratic settings. But growing migration and attendant anti-democratic movements are complicating our understandings of who or what is included in the 'common good.' This begs the question of what role education can play in navigating pluralism in diversifying societies. In this Special Issue, we will begin this inquiry by centering diverse explorations of educators and members of (im)migrant and refugee communities as they negotiate the purposes of education. Highlighting the experiences of diverse stakeholders and learners at all life stages, this Special Issue will take a broad view of "education" by considering learning in formal, school-based settings as well as out-of-school and home spaces. We thus seek to explore the many purposes of education in democratic contexts by centering those most directly impacted by migration and political upheaval.

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Social Sciences is an international, open access, peer-reviewed journal publishing the latest research across all disciplines of the social sciences, including anthropology, economics, law, linguistics, education, geography, history, political science, psychology, sociology, and other related areas. The journal is especially interested in interdisciplinary research, and aims to encourage creative, innovative, and critical reflections across social science disciplines. The journal welcomes conventional length articles, shorter Research Notes or articles, as well as Special Issue submissions, as long as they meet the journal's standards of quality and originality.

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