

Special Issue

Exploring Higher Education Access for Displaced Populations

Message from the Guest Editor

The aim of this Special Issue is to capture the current state of play and gestures towards policy futures grounded in militant utopianism as a participatory, transformative tool for contesting exclusion. Particular areas of interest for this Special Issue include, but are not limited to, the following:

- How do current, nationally specific educational equity agendas situate displacement and displaced learners?
- How does the current scholarly/grey literature focused on a particular world region indicate a future research agenda centering the higher education entry/attainment of displaced learners?
- How do pathways into higher education support or inhibit adult learners seeking post-secondary qualifications in any given setting?
- How do displaced scholars engage with thought partnership alongside displaced learners in online or in-person settings?
- How do legal or policy frameworks promote, constrain, or obscure displaced learners holding various permanent and temporary legal statuses?

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, 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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