

Special Issue

Policing and Policing: The Governance of Refugee/(Im)migrant Education in an Age of Hostility—2nd Edition

Message from the Guest Editors

In this Special Issue, we are specifically interested in the ways in which refugee/(im)migrant education policy is shaped by, and inextricably bound, to restrictive migration policies, transnational detention systems, and regional political discourses. As education policy is enacted variably across the globe, what are the effects on refugee/(im)migrant populations—on both children and adults? How, we ask, do education policies define access and opportunity in learning and teaching contexts? Furthermore, how do they affect the educational experiences, and the lives, of refugees? We invite contributions that address these questions, as well as others related to this topic. Possible topics include, but are not limited to, the following:

- The criminalization of refugee education;
- Detention-based schooling;
- Discourses of blame/integration/exclusion;
- Education equity for refugees;
- Language education;
- Refugee and im(migrant) voices in education;
- Refugee education and nationalism;
- Refugee protections in education;
- Refugees and higher education;
- The roles of schools in presenting and representing refugees and refugee education.

Guest Editors

Prof. Dr. Jill Koyama
Dr. Adnan Turan
Dr. Setrag Hovsepian

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Social Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
socsci@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel McCarthy

Department of Sociology, University of Surrey, Guildford GU2 7XH, UK

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