

CALL FOR PAPERS for the CEPS Journal¹

3/2019

(ISSN 2232-2647 [online edition] ISSN 1855-9719 [printed edition])

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Immigrants and intercultural education

(Focus editors: *Branislava Baranović and Špela Razpotnik*)

The process of globalisation accompanied by the internationalisation of the capital and labour market has contributed to the migration flows in today's society, mostly from less developed to more developed countries, including Western European countries. Currently, the migration flows are additionally intensified by the wave of refugees from war-torn countries. These trends generate the problem of immigrant policy and the integration of immigrants into the society of immigration. Research findings (Jadranka Čačić-Kumpes, Snježana Gregurović and Josp Kumpes, Bernard E. Whitley Jr. and Mary E. Kite) indicate that the local population often perceives immigrants as an economic, cultural, health and security threat, thus leading to negative attitudes (prejudices) and social distancing with regard to immigrants, even resulting in discrimination.

Recent conflictual events have drawn attention to the problem of the existing immigrant policy and patterns of immigrant integration, indicating that manifold social actions should be undertaken involving mutual openness towards change. The school, as an important socialising institution, is part of this process. Marie Carlson and Bengt Jacobsson argue that the process of immigrant integration is a complex problem in which family, the significance of education, gender, ethnicity, religion, and socioeconomic and political situations intersect. This leads to the conclusion that the integration of immigrants through education requires intercultural education with an inclusive curriculum sensitive to all of the aforementioned dimensions of immigrants' identities; it requires that schools function as democratic and intercultural communities.

This special issue of the CEPS Journal is focused on the role of education in the social integration of immigrants, groups who are different from the majority. Contributions covering various dimensions and problems of the education of immigrants are encouraged, as well as contributions that situate the education of immigrants in a broader societal context or provide a comparison of experiences in the education of immigrants in different countries. The journal is also open to various theoretical approaches and research methods.

¹ The CEPS journal is indexed and abstracted by Scopus, EBSCO – Education Source Publications, ProQuest, Directory for Open Access Journals, Academic Journals Database, The Directory of Research Journal Indexing, Open Access Journals Search Engine, Scirus.

Article submission timeline

15 October 2018: submission of paper title and abstract [300 words max.]

30 April 2019: paper submission [6500 words max.]

September 2019: publication of the focus issue in the CEPS journal.