

CALL FOR PAPERS FOR THE SPECIAL ISSUE:
New Relations of Inclusion and Exclusion?
Educational Institutions in the Context of
Forced Migration from Ukraine
European Educational Research Journal (EERJ)



Forced migration has been part of the social reality of nation-states and educational institutions across Europe for many decades. Nevertheless, in 2015-16, education policy responses to refugee¹ movements have been characterised by a rhetoric of crisis followed by ad hoc solutions and temporary support measures (e.g. Emmerich, Hormel & Jording 2017; Proyer et al. 2021).

However, the more recent refugee movements in the aftermath of Putin's war against Ukraine have led to some different political and administrative responses to forced migration in the European Union. These included the activation of the Temporary Protection Directive, which e.g. grants Ukrainian citizens (temporary) residence permits and access to the labour market in the EU (European Commission 2024). Similarly, European education systems have welcomed Ukrainian refugees through a number of new measures to alleviate the crisis, such as the recruitment of teachers from Ukraine or measures to enable students to participate in the Ukrainian education system through digital distance learning. At the same time, education policy and institutions are drawing on approaches that were already in place during the influx of people seeking protection from war-torn Syria in 2015/16. These entail, for example, preparatory classes as well as partially integrative models of language support in schools and universities (e.g. Karakayalı et al. 2017; Massumi 2019; Kauhanen et al. 2023). These practices, that vary by nation and type of educational system (e.g. Koehler & Schneider 2019), tend to institutionalise differential exclusions of learners on the basis of their ascribed 'refugee background'. They are also often embedded in specific (neoliberal) time regimes that influence institutional procedures, educational diagnoses and decisions, and therefore pose specific risks for individuals who have experienced forced migration, which has already adversely impacted their educational trajectories (e.g. Thoma 2023).

The current forced migration from Ukraine coincides with the influx of refugees from other countries to the European Union. Against this backdrop, different and varying forms of solidarity with people from war and conflict zones can be observed, which go hand in hand with differentiating political and institutional practices aimed at supporting some forced migrants while restricting support for others. These (shifting) practices reveal old and new demarcations, especially along the intersections of *nationality, culture, religion and gender*, impacting educational institutions and producing new forms of (differential) inclusion and exclusion. Such demarcations are closely interwoven with national and local discourses of forced migration and educational (in)equity; they also intersect with transnational developments such as new forms and logics of education governance in the European Union, which influence education policy in normative and structural-

¹ The term "refugee" has different legal definitions; here it refers to all people who have been forced to flee their countries of origin for various reasons and see no possibility of returning safely.

organisational terms (e.g. by principles of autonomy and privatisation of education) and affect how educational inequality is 'managed' at a national level (e.g. Çelik et al. 2014). These dynamics may differentiate European and non-European refugees following historical divisions between 'us' and 'them', or more recent ones that relate to notions of building 'fortress Europe' against 'enemies' from the South and East.

Against this background, this special issue aims to identify and analyse patterns, practices and routines of inclusion/exclusion that have emerged in and through educational institutions in the course of current forced migrations. It seeks to explore old and new differentiations and demarcations taking place in educational institutions and how they are intertwined with educational policies, administrative regulations as well as discourses on migration, integration and asylum in different European nation-states. Moreover, this special issue aims to identify practices which (have) encourage(d) processes of change, reflection and learning in terms of shaping more inclusive/nondiscriminatory institutional structures, practices and professional knowledge repertoires in educational institutions related to forced migration in recent years.

Contributions could address the following questions:

- How has refugee migration from Ukraine been negotiated and addressed in educational institutions and different educational systems in Europe? How do these practices de-/stabilise existing differentiations and/or create new phenomena of exclusion?
- What old and new forms of intersectional discrimination can be identified in specific institutional contexts (e.g. preschools, schools, universities, adult education)?
- How do educational practices relate to (migration and education) policies and discourses in specific (trans-)national, regional and local contexts (e.g. discourses forced migration, politics of the European border regime, right-wing populist movements)?
- How do neoliberal dynamics in the educational system affect current formations of inclusion and exclusion in educational institutions?
- How are exclusion/inclusion reflected in educational institutions? Which changes can be observed in terms of reflecting and preventing discrimination and creating environments that are sensitive to diverse educational pathways and experiences? How do education professionals in different institutions, draw on recent experiences in supporting transnational learning trajectories? What dynamics prevent or hinder institutional change towards more inclusive educational practices?
- How do individuals and families who have experienced forced migration perceive, cope with and reflect on current forms of exclusion?
- How are exclusionary routines and practices, as well as binary distinctions such as 'native' and 'refugee', being challenged? What concepts and practices of critique, resistance, solidarity and emancipation can be identified on the part of participants/learners, refugee organisations, or educational institutions and/or professionals?
- And from an overarching theoretical and methodological perspective: How can theories and concepts of educational justice and anti-discrimination be extended and/or adapted to the current transnational dynamics of war, crisis and forced migration? What are the methodological, conceptual and ethical challenges of research in this context?

Contributions will be selected in two stages: First, we invite you to submit approx. 500-word exposés (excluding references) by August 15, 2024. Please send your abstract to ellen.kollender@leuphana.de and dorothee.schwendowius@ovgu.de.

Second, if the abstract is accepted by the editorial team, you will be asked to submit your full paper by the end of February 2025. Submitted papers will then undergo double-blind reviewing. Publication is planned for November 2025.

Guidelines for authors and further information on submission modalities can be found on [EERJ's website](#).

We look forward to receiving your submissions!

Ellen Kollender and Dorothee Schwendowius

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