CALL FOR PAPERS
A special issue on ‘Migration and Education’

The journal *Power and Education* ([www.wwwords.co.uk/power/](http://www.wwwords.co.uk/power/)) is publishing a special issue on Migration and Education. Papers should address the role education can and should play in the context of migration and/or what migration reveals and conceals about power and education. Migration should be considered as means of empowerment as well as disempowerment. Papers are welcome from all educational disciplines.

The International Organization for Migration estimates that nearly 200 million people across the world are currently living outside their place of birth and that about 3% of the global population are therefore migrants. The mass movement of people in the 21st Century has significant implications for education – from the need to meet legal obligations to educate the children of migrants to the internationalisation of the academic marketplace. Moreover, the legacies of historic migrations continue to impact on education – from the subjugation (and the occasional post-colonial resurrection) of indigenous practices and knowledges to the ethnic lines that still fracture the socio-economic structures of education. If migration presents ‘problems’ then education has a part to play in their resolution – education is widely recognised as a key element of social integration and whilst intolerance can be learned tolerance and mutual respect can be taught.

Power runs through all these issues. It can also be discerned in the on-going debate between multiculturalism and assimilation and the question of whether migrants should be taught the culture of their host countries. Other questions saturated with power include: What histories of migration should be taught? How is the commercialisation of education in an increasingly globalised world driving migration? What is the proper and just approach to the distribution of (typically limited) educational resources to migrants? To what extent can migration be harnessed to empower intercultural education and education for global citizenship?

This special issue of *Power and Education* will address the complexities of migration from a range of educational disciplines and theoretical frameworks. Contributions are invited that engage with all aspects of migration, including voluntary and forced migration and intra-country migration (e.g. from rural to urban areas) as they impact on children and/or adults and on students and/or teachers. Historical perspectives on the educational legacies of previous migrations are welcome as are considerations of the transition from immigration to integration. Education should be considered in its broadest terms to include all stages of formal education, lifelong learning and informal education. Contributions should specifically address issues of power and/in education and the journal will consider papers engaging with all power paradigms.

Suggested topics include, but are not limited to:
- the Bologna Process
- the ‘brain drain’ and its consequences
- children and language learning
- cultural capital and countries of origin
- displaced children and the inclusion agenda
• global citizenship
• immigration and integration
• refugee academics
• social constructions and interpretations of migration
• teaching and learning diversity in schools

Papers should be no longer than 7,000 words and should be submitted by 31st July 2011. Reviews of relevant books are also encouraged. Information on how to submit papers can be found at www.wwwords.co.uk/POWER/howtocontribute.asp

Questions about this special issue and the journal should be sent to the editor, Michael F. Watts, via the journal’s website.

Power and Education is an international peer-reviewed journal promoting critical studies of contemporary educational practice and challenging the complicit practices and assumptions of mainstream educational research. The journal is committed to providing a distinctive and comprehensive body of knowledge focusing on the relationships between the concepts of power and education in their broadest senses. Innovative and provocative work stimulating debate around the analysis, construction, deployment and discourses of power in educational practice, research and theory is particularly encouraged, as is work exploring forms of presentation and representation.

Articles published in Power and Education have included:
• Zygmunt Bauman, Education in the Liquid-Modern Setting
• Henry A. Giroux, Paulo Freire and the Crisis of the Political
• Susanna Hannus & Hannu Simola, The Effects of Power Mechanisms in Education: bringing Foucault and Bourdieu together
• Shante’ S. Holley & Maja Miskovic, Barack Obama and the Power of Critical Personal Narrative
• Brenda G. Juárez & Cleveland Hayes, Social Justice is not Spoken here: considering the nexus of knowledge, power and the education of future teachers in the United States
• Anne Pirrie & Gale Macleod, Travels with a Donkey: further adventures in social research
• Jean J. Ryoo, Jenifer Crawford, Dianna Moreno & Peter McLaren, Critical Spiritual Pedagogy: reclaiming humanity through a pedagogy of integrity, community and love
• John Schostak, Researching and Representing Wrongs, Injuries and Disagreements: exploring strategies for radical research