Call for Papers RELA
Adult education, knowledge and competencies in times of migration

Submission deadline: February 20, 2020

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In the wake of the ‘long summer of migration’ in 2015 (cf. Hess et al. 2017) the role of adult education has been on the agenda across receiving countries in Europe and beyond. A central question posed since then has been in what ways adult education can support migrants on their paths on transitions and towards inclusion in their new country of residence. Another question posed has been what knowledge and competencies migrants are seen as needing in order to become included. Even though these questions and the pursuing debates are formed differently across geographical locations, what they do have in common is that they position migrants predominantly as in lack of knowledge and competencies, which they need to acquire in order to become included. Often such lack is related to knowledge of the language and of the cultural values of the receiving countries (see e.g. Simpson & Whiteside, 2015; Fejes, 2019, Wildemeersch, 2017).

The problem with such debates is not only that they mobilise a deficiency discourse concerning migrants – as people outside of the social community, lacking the necessary competencies to participate in the new society. There is also a risk that other factors than language and cultural values as means for inclusion are neglected, where it is assumed that migrants would become included as soon as they become competent in the receiving country’s standard language and cultural values. (see e.g. Simpson & Whitesand, 2015). Further, these debates are often conducted over and above migrants themselves, without their own experiences and meaning-making taken in to account (Rydell, 2018). Thus, the question emerges not only what role adult education is assigned and takes upon itself in times of migration, but also what knowledge migrants are seen as needing in order to become included.

For this thematic issue we invite papers that deal with issues regarding adult education in times of migration. Of specific interest, but not limited to these, are papers that deal with issues regarding the role adult education in times of migration, the challenges that newcomers present to the tradition of adult education and the debate on the knowledge and competencies that migrants are supposed to acquire through practices of adult education. We invite empirical as well as theoretical papers drawing on different theoretical and methodological approaches.

Papers should be submitted by the 20th of February 2020. The publication of the thematic issue is planned in October 2020. Contributions for this thematic issue should be submitted through the online submission system of the journal at https://journal.ep.liu.se/index.php/RELA/about/submissions.
References


