



Special Issue

‘Social pedagogical work with children, youth and their families with refugee and migrant background in Europe’

CALL FOR PAPERS

The *International Journal of Social Pedagogy (IJSP)* is a peer-reviewed, open access journal publishing articles on social pedagogy in the broadest sense, which includes all aspects of social, philosophical, pedagogical and educational parameters. We invite you to contribute to our forthcoming special issue outlined below.

How does social pedagogy manifest itself when examined from within the field of working with children, youth and their families in the context of refugee and migration in Europa?

This is the pivotal question of this special issue, which seeks to examine the social pedagogical work and identify challenges and possibilities with this group of children, youth and their families through different disciplinary lenses.

This special issue targets research addressing social pedagogical work with children, youth and their families in the context of refugee and migration, especially in relation to refugees and migrants from developing countries in the European states. This group of children, youth and their families is often facing numerous challenges already known in the research field, i.e. language, social and emotional problems, growing up, or living in poverty, difficulties getting access to education and work, as well as the possibilities of social inclusion in the society.

The stream of refugees and migrants, especially from the so-called developing countries in (nearly) all European states during recent years, highlights the necessity of dealing with the complex questions on how to develop social pedagogical interventions that address the above-mentioned challenges. Children, youth and their families from migrant and refugee backgrounds have already been highly debated in Europe, during the last few years, and social pedagogical work already plays a central role with regards to improving this group of people’s everyday life, living conditions, and access to education and the society in general.

But currently, there is a strong need for knowledge to inform our understanding on how social pedagogical work with children, youth and their families in the context of refugee and migration in all of its forms, is carried out in different countries, and there is a need to analyse and reflect social pedagogy theory and practice in the research field.

The aim of this special issue is to collect and compare experiences of how social pedagogical interventions prevent social exclusion, marginalisation and exposed life conditions for children, youth and their families with migrants and refugee background.

In light of this, our themed issue aims to develop a European-wide conversation on the many ways in which social pedagogy interventions prevent exclusion, marginalisation and exposed life conditions for especially children, youth and their families in the context of asylum and migration, and how social pedagogy interventions promote upbringing, living conditions and access to education and work for this group.

The aim of this themed issue is to bring together a set of articles that analyse social pedagogy with children, youth and their families in the context of asylum and migration with varying empirical focuses and theoretical perspectives based on how social pedagogy works.

The issue as a whole will merge methodologies and theoretical perspectives from social pedagogy, including its practice-oriented approach. It will also include case studies and comparative accounts. Furthermore, it will take the analyses of social pedagogy with focus on intervention and focus on social pedagogy as a profession in the different welfare states across Europe.

We invite original contributions on one or more of the topics below:

- Professional practice with children, youth and their families with refugee or immigrant background in general.
- Professional practice in relation to i.e. daycare, school, after-school activities, education and community work related to children, youth and their families in the context of asylum and migration.
- Social pedagogy as a practice and/or a profession and its role in preventing social exclusion, poverty, racism and stigmatisation.
- Social pedagogy as a profession in different welfare states in Europe, working with children, youth and their families with refugee or immigrant background.
- Developing the social pedagogical profession's education and training in light of new tasks and demands as regards to this specific groups.
- Theoretical perspectives on social pedagogy regarding children, youth and their families in the context of asylum and migration and the relation to social policy and education.

The guest editors Kirsten Elisa Petersen and Niels Rosendal Jensen (DPU, Aarhus University) invite you to submit an abstract of your proposed paper (not exceeding 300 words). This should be sent to kepe@edu.au.dk by the 31st of December, 2019. We will notify you in early January whether we wish to invite you to submit a full draft for editorial review. The deadline for this will be the 31st of June, 2020. Publication is anticipated in early 2021.

If you have any queries please contact the guest editors of this special issue, Kirsten Elisa Petersen (kepe@edu.au.dk) and Niels Rosendal Jensen (nrj@edu.au.dk).