‘Students from refugee and asylum seeker backgrounds: Towards meaningful participation in higher education’

A special issue of the Journal of Widening Participation and Lifelong Learning

Call for Papers

ISSN: 1466-6529

Why a special issue on Students from Refugee and Asylum Seeker Backgrounds?

In view of significant global growth of refugee and asylum seeker numbers, focusing on higher education opportunities has never been more necessary. Higher education is crucial to ensuring the wellbeing, socioeconomic integration and mobility, and successful settlement of refugees and asylum seekers, many of whom have high educational aspirations and strongly value education as an important tool to restore dignity, security and hope.

This Special Issue will explore the range of experiences, challenges, policies, and practices related to students from refugee and asylum seeking backgrounds in higher education around the world. The university sector in both western/resettlement/Global North nations (Australia, North America, and Europe) and non-western/developing/Global South (South America, Africa, and new higher education ‘superpowers’ like India and China), needs to better identify the distinct and nuanced experiences of such students, and how these shape their engagement with and connection to higher education. The Special Issue aims to contribute to this underexplored topic, which, given contemporary situations of increased displacement and intensified scrutiny on resettlement, is emerging as a significant focus of policy and academic research internationally. This Special Issue seeks to offer:

- Methodologically diverse accounts of students’ experiences
- Theorisation of the drivers and discourses that open and constrain educational possibilities
- Critical appraisal of the political, policy and practice contexts within which students participate in higher education
- Discussion of innovative methodologies and ethical complexities in research
- Empirical insights into advocacy movements helping to drive transformative perceptions, policies and practices

Contributions to the journal are welcomed from practitioners, academics (from the fields of education, sociology, community development, social policy and related disciplines), educators, teachers, professional staff, and advocates. We are particularly interested in contributions that are authored/co-authored by students or practitioners from refugee and asylum seeking backgrounds, and are strongly committed to deliberately challenging inequalities in the production and sharing of knowledge. Mentorship for writing for publication for less experienced authors will be offered by the guest editors. Please refer to the timeline on the final page and email the journal team at wpll-journal@open.ac.uk if you would like to discuss mentorship or any other aspect of a potential contribution.
Guest Editors

Alongside our journal’s experienced international Editorial Board, we will draw on the expertise of three guest editors for this special issue:

- Dr Sally Baker – Co-Chair, Refugee Education Special Interest Group, Refugee Council of Australia/ Multicultural Youth Advocacy Network
- Dr Georgina Ramsay – Assistant Professor, Department of Anthropology, University of Delaware
- Dr Caroline Lenette – Senior Lecturer, Forced Migration Research Network, School of Social Sciences, UNSW Sydney

Guidance for authors contributing to the journal

Each edition of the journal consists of a section of main articles followed by sections devoted to innovative practice, research/ methodology notes and updates, discussion pieces and book reviews. All contributions must fulfil the following criteria:

- Articles must directly address the core interests of the journal; i.e. access, widening participation and lifelong learning.
- Articles should provide a clear theoretical rationale for the work discussed rather than providing just a descriptive account.
- Work should be contextualised in order to make it understandable to an international audience.
- Innovative Practice articles should be descriptive as well as maintaining critical reflection, and include coverage of problems encountered and solutions found in establishing a specific project.
- Articles will be considered for publication only if they have not been published, submitted or accepted for publication elsewhere; any exceptions to this should be clearly indicated at the time of submission.
- A brief abstract must be submitted, highlighting the key issues and focus points of the article. Key words for the article allow a more specialised peer reviewer to be selected and therefore should be included in the submission.

We are pleased to accept completed book reviews, offers to undertake book reviews and suggestions of books to review, within the topic of the special issue.
Specifications for articles for the Main Section

- Articles for the main section should be research-based and have a clear theoretical rationale.
- Each article will be reviewed by the editors and sent to a number of referees for blind peer review.
- Articles will be accepted or rejected, or revisions suggested, based on their recommendations.
- Articles should be between 4,000 and 6,000 words and associated abstracts should be between 100 and 200 words in length.

Specifications for the Innovative Practice Section

- Submissions to this section of the Journal will be peer reviewed by the editors and are selected for their contribution to innovative practice.
- They should be a critical evaluation of practice and include references to appropriate literature.
- These articles should be between 1,000 and 3,000 words in length.

Specifications for other article types

- Submissions to this section of the Journal will be peer reviewed by the editors.
- **Research methods articles** will be selected for their contribution to the analysis and development of research methodology, in the fields of widening participation and lifelong learning;
- **Research notes and updates** provide an opportunity to present interim and final research findings in a quick and accessible way, to inform practitioners and researchers in the widening participation and lifelong learning fields.
- **Discussion pieces** offer an opportunity to present informed opinion and reflection on current research and policy developments.
- These articles should be between 1,000 and 2,000 words in length

House Style

Full details about the house style including referencing formats can be found on our web site, where there is also a useful Microsoft Word template which should be used for all articles submitted.

Timeline for submissions to this special edition of WPLL

All relevant articles which are submitted to us by 31st August 2018 will be considered for inclusion in the April 2019 edition of the journal.

Papers will be accepted from the time of circulating the call until the deadline. Papers submitted ahead of the deadline will be reviewed earlier than the timetable below. Any papers received after the deadline will be considered for inclusion in a future edition.

<table>
<thead>
<tr>
<th>Approaches to journal team regarding mentorship</th>
<th>By 28th February 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline for submission of articles</td>
<td>Fri 31st August 2018</td>
</tr>
<tr>
<td>Send out to review by WPLL panel</td>
<td>September and October 2018</td>
</tr>
<tr>
<td>Editorial decisions</td>
<td>October and November 2018</td>
</tr>
<tr>
<td>Deadline for revisions</td>
<td>Mid December 2018</td>
</tr>
<tr>
<td>WPLL Editorial Board Meeting</td>
<td>January 2019</td>
</tr>
<tr>
<td>Deadline for final revisions</td>
<td>End February 2018</td>
</tr>
<tr>
<td>Copy edit, final proof read</td>
<td>March 2019</td>
</tr>
<tr>
<td>Publication</td>
<td>April 2019</td>
</tr>
</tbody>
</table>