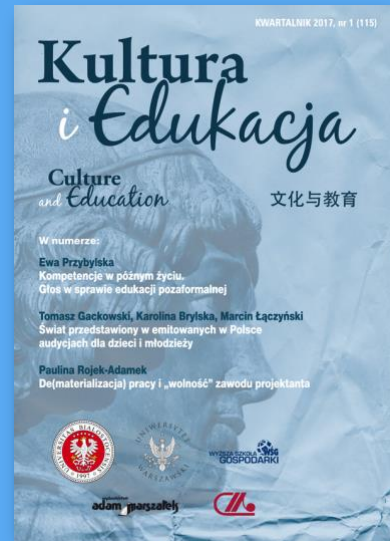


**CULTURE AND EDUCATION**  
ISSN: 1230-266X  
**SPECIAL ISSUE OPEN CALL:**

**CHILDHOOD  
AND YOUTH STUDIES  
IN THE ERA OF MIGRATION**



“Culture and Education” is a journal with almost 25 years of academic and publishing tradition. The broad and multidisciplinary profile of the quarterly allows the contributors to reflect on dominant disciplines such as sociology, culture studies and pedagogy. We also publish articles on political studies, psychology, philosophy, anthropology, and the social aspects of medicine.

**This special issue** will contain about 12 articles of 6000 words with a separate introduction written by editors.

**Manuscripts should be submitted via email:** [journal@uwb.edu.pl](mailto:journal@uwb.edu.pl)

**Submission deadline** for the special issue - 1st October 2018

**Guest editors:**

Urszula-Markowska-Manista (MACR, University of Applied Sciences Potsdam)

Krzysztof Sawicki (University of Bialystok)

**Responsible journal editor:**

Mirosław Sobiecki (University of Bialystok)

**DESCRIPTION:**

As Barbara Wyn and Rob White pointed:

„It is our view that social identity is constructed in the context of a series of lived experiences pertaining, in the first instance, to locality, family and community resources. Where one lives and grows up (that is, the physical terrain and social amenities available) has a major influence on how one literally sees the world, as well as how we directly experience things around us. Climbing trees or negotiating car traffic, tramping through wilderness or queuing at the zoo, coping with searing heat or soaking in waves of monsoonal rain—all speak to quite different local conditions, climates and personal relationships to the natural and built-up environments. The physicality of environment is a large part of how we experience the world around us.”

(Wyn & White, 1997, s. 81).

**CHILDHOOD AND YOUTH STUDIES IN THE ERA OF MIGRATION** refer to problems resulting from the processes and challenges faced by children, adolescents and adults in a culturally and socially diverse world. They are connected with the impact of the environment, children's rights policies and trends on the support and development of the youngest generation of the citizens of our world (Furlong, 2009; Lerner & Steinberg, 2009; James, Kenks, & Prout, 1998). The process of identity formation among the young generation/ children and adolescents appears as a particularly important issue (Castells, 2010; Giddens, 1991). The process is influenced by environmental factors, among which family and the environments connected with it play the key role. These additional environments and factors are the effect of the process of socialisation, informal relations with peers and adults in the place of residence, the impact of schools, refugee centres and other institutions. The rules and norms observed as well as the preferred values preferred in these institutions form young generations into a model specific to particular cultures.

This naturally static process is significantly disrupted in the situation of radical changes – in the process of migration, moving to a new place of residence (Berry, Phinney, Sam, & Vedder, 2006), refugeeism or returning from economic migration. These factors prevent the process of identity formation from taking place in a customary form: due to the distinct environment as well as the rules, patterns and norms observed in the new environment (the host country) (Narchal, 2007). In this context, in their new world, migrants and refugees also have to face the stigma of being different, alien and representing a particular contemporary category of underclass (Terrio, 2009; Duffield, 2016).

Within the majority of social policies, migrants are perceived as a “social problem” a “placeholder, marking memories of empire, or fears of globalization, or a sense of impending catastrophe” (Anderson, 2017, s. 1535) and a challenge for the social welfare and education in the host country. The inadequate or intrusive interventions/strategies lead to the escalation of further problems: poverty, lack of social participation, alienation, ghettoisation or criminalisation (Ajmera & Fields, 2016; Books, 2010; Bucerius, 2014; Rebecca M. Clarke, 2011). Consequently, they become a secondary problem for the citizens of the societies in the Global North. As Zygmunt Bauman noted:

“What we call ‘refugee crisis’ is but one of multiple manifestations of the state of ‘interregnum’—one in which the habitual ways of acting have stopped working properly and bringing familiar results, but the new ways—more adapted to the changed conditions—are still at best stuck at the drawing-board stage”

(Bauman, 2018, s. 2).

Taking these processes into consideration, children and youth studies assume a particular importance as they not only point to the significance of analysing the processes, transformations and diagnoses, but also to the preparation of the host environment as well as the migrant environment for the formation of a unified collectivity (Blackwell, 2005).

We encourage authors to reflect on the above-mentioned subjects. Our proposal is to look at children and youth studies from two thematic and research perspectives:

**The first perspective** refers to the categories of children/youth, childhood/adolescence and children’s/human rights explored from a multicultural – global and local level. The following will be discussed and analysed: diverse concepts and research referring to the situation of children and youth "out of place", children on the move, invisible children and youth, their socialisation in culturally diverse environments in the context of local and global transformations.

**The second perspective** is devoted to environmental and institutional issues and challenges which children, youth and their close family must confront within the host society whose values, attitudes and beliefs may differ significantly from those internalised in the country of origin. Inclusive, supportive practices as well as intervention or social rehabilitation treatments are specific responses to cultural differences as well as marginalisation or delinquency. Special attention should be paid to the relationship between two worlds: that of migrants as well as social institutions in the host country.

## GUIDELINES

The special issue will contain about 12 articles of 5000-6000 words with a separate introduction written by the editors.

**Manuscripts should be submitted at** [journal@uwb.edu.pl](mailto:journal@uwb.edu.pl)

**Submission guidelines:** [http://www.kultura-i-edukacja.pl/en/dla\\_autorow.html](http://www.kultura-i-edukacja.pl/en/dla_autorow.html)

**Submission deadline for this special issue is 1st October 2018**

## EDITORS

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