



ASSOCIATION INTERNATIONALE D'ORIENTATION SCOLAIRE ET PROFESSIONNELLE - AIOSP  
INTERNATIONAL ASSOCIATION FOR EDUCATIONAL AND VOCATIONAL GUIDANCE - IAEVG  
ASOCIACIÓN INTERNACIONAL PARA LA ORIENTACIÓN EDUCATIVA Y PROFESIONAL - AIOEP  
INTERNATIONALE VEREINIGUNG FÜR SCHUL- UND BERUFSBERATUNG - IVSBB

*International Journal for Educational and Vocational Guidance*

Call for papers for a special issue entitled

### **Migration, Educational and Career Guidance, and Social Inclusion**

International migration has increased substantially during the two decades, increasing by with 50% between 2000 and 2017—and reaching 258 million in 2017. Most migrants tend to settle in a few countries, often neighbouring countries—10 countries hosted 51% of the international migrants in 2017 (United Nations, 2018). Furthermore, migration is concentrated by country of origin, where migrants from 10 countries with the largest diaspora population made up 36% of all international migrants in 2017 (United Nations, 2018). Migration flows are triggered by numerous factors, including natural disasters, global warming, social unrest and war, family reunions, changing employment patterns as well as a global need for skilled workers (Faber & Schlegel, 2017; Shan & Fejes, 2015). All migrants face challenges in adapting to their new life circumstances in the new host country. However, asylum seekers are often in a specifically precarious situation—often living in a refugee accommodations (or the equivalent) hoping for a positive response to their application for asylum (see e.g. Fejes et.al, 2018; Eurofound, 2016).

However, no matter the reasons for leaving one's country of birth, migration is challenging in terms of inclusion, for migrants as well as for the new host country. How can migrants be supported in order to gain access to the labour market and the “host” society more widely? This question comprises a number of policy challenges and institutional innovations not only for governments, regional organizations and municipalities but also for social partners and in a broader sense civil society. Migrants, and asylum seekers especially so, are facing several problems and shifting conditions with regard to formal assessment of identity and citizenship, living conditions, the relation to local community, social networks and labour market, welfare and if needed caring institutions. From the point of view of individuals and families, the migration journey is a complex process of life transition and entails everyday learning in an effort to adapt to new conditions. Educational and occupational background, recognition of prior learning as well as language proficiency are crucial components for the adaptation to the ‘host’ society and the labour market. As a mediator between migrants' previous experiences of education and work, educational and career guidance becomes essential in supporting migrants on their path towards potential social inclusion. In a social justice perspective, this mediating position triggers different questions, especially in considering cultural diversity

Given such developments, the main theme of this special issue concerns the role of educational and career guidance in a context of cultural diversity and more specifically in working with migrants and refugees. More specific questions or themes that could be addressed for this issue (but not exclusively) are:

- What role does/can educational and career guidance play in supporting migrants and refugees on their path towards social inclusion?
- What are the challenges that need to be faced when it comes to providing educational and vocational guidance services for migrants and refugees?

- How do class, gender, culture, faith, and ethnicity come together in ways that define the migrants' and refugees' experience of the job search process, of occupational placement and of career development in host countries?
- What can we learn from the efforts of educational and career guidance services to respond to the needs of migrants and refugees in different countries?
- What kind of research approaches and strategies are productive when trying to understand – and cater for – the career development needs of migrants and refugees?
- Which questions related to educational and career guidance training raise these challenges faced by migrants and refugees?

This issue will be jointly guest edited by Professor Manon Chamberland, Laval University, Canada (email: [manon.chamberland@fse.ulaval.ca](mailto:manon.chamberland@fse.ulaval.ca)), Professor Andreas Fejes, Linköping University, Sweden (email: [andreas.fejes@liu.se](mailto:andreas.fejes@liu.se)) and Professor Ronald G. Sultana, University of Malta, Malta (email: [Ronald.sultana@um.edu.mt](mailto:Ronald.sultana@um.edu.mt)). This Special Issue is limited to six to eight articles of 6,000-8,000 words each.

Authors interested in contributing to this special issue should first submit an abstract. The authors of abstracts selected for inclusion in the special issue will be invited to submit a full length paper. All submitted manuscript will undergo the regular peer-review process. The use of the APA's Publication Manual's (6th ed.) style and norms are required when submitting the articles to the journal.

### Schedule of the special issue

- April 1, 2019, Submission of an abstract of about 400 words directly to the guest editors per e-mail
- April 31, 2019, Feedback concerning the abstracts
- August 31, 2019, Submission of the manuscript online
- December 1, 2019, First decision
- February 1, 2020, Submission of the revised version of the manuscript
- April 31, 2020, Final decision (with request for revisions in some cases)
- June 30, 2020, Submission of final version
- Publication: Issue 3 of volume 20 (October, 2020) or issue 2 of volume 21 (June, 2021)

The abstract should be emailed directly to the guest editors but the full paper needs to be submitted online via the journal's platform (<http://www.editorialmanager.com/ijvo/>).

### References

- Eurofound (2016). *Approaches to the labour market integration of refugees and asylum seekers*, Publications Office of the European Union, Luxembourg.
- Faber, D. & Schlegel, C. (2017). Give Me Shelter from the Storm: Framing the Climate Refugee Crisis in the Context of Neoliberal Capitalism, *Capitalism Nature Socialism*, 28:3, 1-17
- Fejes, A., Dahlstedt, M., Mesic, N., & Nyström, S. (2018). *Svenska(r) från dag 1: En studie av ABFs arbete med asylsökande*. [Swedish from day 1: A study of the workers educational associations work with asylum seekers]. Stockholm: ABF.
- Shan, H. & Fejes, A. (2015). Skill regime in the context of globalization and migration, *Studies in Continuing Education*, 37(3), 227-235.
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