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Editorial: Citizenship and Civic Education for Refugees and Migrants.

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In this special issue of JSSE we explore refugees and migrant's issues from the angle of citizenship and civic education. Forced migration always has been an issue that makes many people displaced from their home and it is mostly caused by war, religion, ethnicity, and political conflicts, and climate change. Refugees generally experience terrible transfer conditions, with the risk of survival and after they arrive at their "new home" they encounter many difficulties, besides the financial ones, such as language barrier and cultural adaptation. Host countries have been trying to ease these difficulties and issues. Nonetheless, one of the unnoticed, but very important issues is that providing proper education to the refugees and migrants, who are of school age, which is expected to help them to understand and grasp common civic values of the host country. Therefore, in this issue we are presenting articles that discuss the philosophical and theoretical aspects of citizenship education regarding migrants in general terms and paying attention to how they are adapted to the national identity of the host country as well. We also have one piece that shows examples of good practices for teaching about migration. Finally, we have one article from outside Europe, Bangladesh, that discuss how this hosting country deals with the educational needs of a refugee group.

The first article is "Global Citizenship Education for Non-Citizen?" by Eirik Julius Risberg. The author in this article investigates whether Global Citizenship Education is also applied to non-citizens, such as migrants and refugees. Risberg introduces national and postcolonial conceptions of global citizenship education and highlights how these conceptions are unable to address non-citizens, leaving large segments of the world's population excluded from becoming global citizens. According to Risberg, although Global Citizenship Education concepts evolve and outgrow in time, it still seems incapable of addressing non-citizens in any substantial sense. He claims the extensive talks about migrant and refugees within this approach is merely superficial and does not go beyond including these groups into the conversation but only as exemplars of the 'other'.

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Therefore, Risberg concludes that “a critical and transformative dimension to Global Citizenship Education is certainly needed in our day and age” (p.21) and argues that values and attitudes based on Human Rights ought to play a central role in fostering inclusionary global citizens for non-citizens, such as migrants and refugees. Otherwise, they will remain global non-citizens.

While Risberg’s contribution criticizes the current conceptions and applications of Global Citizenship Education, Eva Harðardóttir and Ólafur Páll Jónsson try to address this criticism by proposing a teaching model in the article entitled “Visiting the forced visitors – Critical and decentred approach to Global Citizenship Education as an inclusive educational response to forced youth migration”. This article focuses on developing a Global Citizenship Education (GCE) model for including refugee and migrant youths in national educational settings in Europe. First, the authors discuss how different GCE approaches have varying implications for refugee youth. Then, they propose a critical and decentred approach to GCE to support inclusive educational response to refugee youth within national educational settings. They also present selected educational practices regarding refugee youth, inclusive education, and citizenship based on a teacher guideline developed within a comparative research project in Iceland, Norway, and the UK. At the end of the article Harðardóttir and Jónsson highlight the importance of hearing the stories of forced youth visitors in educational settings and suggest that teachers should become visitors in the life of the other through critical and decentring pedagogies.

The focus of the next study, unlike the former ones, is more on the national aspects of civic education and the sense of national belonging of migrants to the hosting country. The article by Beatriz Matafora, Katrin Hahn-Laudenberg, and Herman J. Abs deals with the difficult question of “Assessing the national identity and sense of belonging of students in Germany with immigration backgrounds.” The authors analyze the data of the International Civic and Citizenship Study - 2016 regarding the national identification and sense of belonging of Secondary school students with and without immigration backgrounds. Students with immigration backgrounds tend to present statistically lower scores for the scale ‘attitudes toward country of residence’ in 20 out of 24 participating countries. In an international comparison, German students with and without immigration backgrounds score relatively low on all five items of the scale. Despite achieving significantly lower scores for national identification over 90% of German students with immigration backgrounds feel a sense of belonging to Germany. This paper also assesses whether the research instruments used are suitable for the German context and suggests that while research instruments measuring national identity, which will be used in large- scale international studies, must be based on transnational perspective, and they also must consider countries’ historical and social contexts.

The following article presents examples of good practices for teaching about migration, which is entitled as “Teaching about migration-Teachers’ didactical choices when connecting specialized knowledge to pupils’ previous knowledge.” The article of

Sara Blanck deals with teaching migration to upper Primary school students in Sweden by examining teachers' didactical choices concerning specialized knowledge and pupils' previous knowledge. It is a practice-based research where meetings and development circles with teachers, and focus group interviews with ten-to twelve-year-old pupils are performed and analyzed in relation to educational practice and exemplary teaching. Teachers, in this study, expanded concept of migration through discussions of specialized knowledge and collaborative platforms could contribute to a more qualified education about migration. We believe this article is a good example of providing ideas and ways of how to teach migration to youths. Sara Blanck concludes that migration could be taught as a perspective in the subject-specific course or in a thematic interdisciplinary project and, either way, migration biographies as well as cases, stories, pictures, could be used to let the abstract concepts and experiences become more concrete for students.

The last article of this special issue is a country's report from Bangladesh that presents an example of how refugee hosting countries may struggle to deal with the educational needs of refugees. The article is entitled "Preparedness for education to Rohingya refugee children in Bangladesh: Potentials and challenges to citizenship education" by A. N. M. Zakir Hossain. This article describes the current situation of Rohingya refugees and discusses challenges of giving proper citizenship education to the refugee youth, while there are more than fifty percent who are out of formal education. Nonetheless, the author stresses that they "need education as their rights and means of future livelihoods that can contribute to both the refugee and host society in the future" (p.103). The study concludes that limited initiative has been taken by the host country for educating Rohingya refugee children and other supporting regional and global non-state actors' efforts are not enough. Hossain suggests that the number of education centers need to be increased immediately for the Rohingya youth to integrate them into the formal educational system of Bangladesh, and support them for a better future.

There is also one more article in the open call section entitled as "Who wants a political classroom? Attitudes toward teaching controversial political issues in school" by Shahar Gindi, Rachel Sagee, and Itzhak Gilat. The article is from Israel where there have been many controversies for years. It is a quantitative based study conducted on different groups of participants (Adults n: 501; Students n: 201 and Teachers n: 70) and it tells us what types of controversial issues the participants of the study are willing to discuss with others. Among them there are very hot topics such as 'Israeli- Arab Conflict', 'same sex marriage', and 'gender separated academic studies'. However, the study shows that while the majority of respondents, including the teachers themselves, had little confidence in teachers' ability to conduct controversial political issues discussions in classrooms, students supported these discussions more than adults (including teachers). These findings might be considered as optimistic to face some of the controversial issues in the future as the younger generation of Israeli community seems to be more open minded.

Finally, we present one book review for this special issue: *Refugee Education: Theorising Practice in Schools* by Joanna McIntyre and Fran Abrams. The review is written by Ian Thompson from the University of Oxford.

We hope this special issue will provide insight for the audience and start discussions on civic education for refugees and migrants among the educators to improve and disseminate the practice of this field.

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