

24ICM ‘Global Citizenship Education‘

Call for Papers on the conference theme “Global Citizenship Education” and current pressing challenges in the context of migration und ‘Sustainable Global Social Work‘

24th International Migration Conference / 24ICM

Wednesday, 12 June to Friday, 14 June 2024

Alpen Adria University, Klagenfurt, Austria

“Global Citizenship Education” is the focal theme of the International Migration Conference 2024. Planned are plenary sessions and workshops on two thematic focal points:

- 1) Papers on the central theme of the conference: “Global Citizenship Education”
- 2) Papers on current social challenges in the context of migration and “Sustainable Global Social Work”

Conference languages are in German and English. Presentations and discussions will not be translated.

Call for papers on the conference theme “Global Citizenship Education GCED”

With the conference theme “Global Citizenship Education”, the 24th International Migration Conference has chosen a thematic focus that opens multifarious perspectives in relation to international migration movements and migration societies. Flowing together and intermingling in the concept of Global Citizenship Education (GCED) are differing lines of tradition, some overlapping, some others contrasting. GCED is a political-programmatic concept that has been advanced and promoted especially by UNESCO as the educational organization of the UN as a response to the challenges and crises of the present. The philosophical-scientific conception of GCED seeks to conceptually combine and interfuse the political pedagogies, such as achieving peace, democratic education, political education, education for sustainability and development, global learning or inter- and transcultural learning. The godfather underlying that is the notion of ‘Homeland Earth’¹ (*Heimatland Erde, terre patrie*) of the French philosopher Edgar Morin. GCED seeks to address social and global divisions on manifold diverse levels which determine perceptions and movements of migration in the international context, and to problematize these in the national context as a danger for the so-called host migration societies. Morin sees the potential of GCED as a culture of diversity and peace grounded in a

¹ [Heimatland Erde - ACP \(aspr.ac.at\)](http://www.aspr.ac.at)

planetary eco-social responsibility as well as in new forms of urban conviviality and social solidarity. GCED thus understands itself not as an elitist globetrotter identity but rather as a project for socially just, ecologically sustainable, and plural societies. As an intersectional and post-colonial approach, GCED deals critically with racism, methodical nationalism, global and social inequalities, and forms of epistemic violence.

The 17 Sustainable Development Goals ([SDGs](#)) of the UN are serving as orientational reference point for the implementation of GCED, which in their interaction are designed to set in motion a *circulus virtuosus*, but are at the same time also an expression of the dystopic present, when we look at the intersectional interactions between poverty, gender, climate conditions and the relations of production and labour.

Macro Perspective

Political, supranational, and statutory law regulative, discursively shaped social perceptions and socioeconomic power relations have an impact existentially both on migration as a global phenomenon and on the host migration societies. The conference seeks to deal critically, within a consciousness of these interrelations, with dystopic changes such as climate change, war, and global injustice, and vice versa also thematizes the potential for a necessary social, political, and economic transformation. *What is the relation of global citizenship to the renationalization of borders, what potential does it open for the practice of bordering in border regions? What demands arise for the affected population from the disappearance of islands in the Pacific regarding citizenship? What potentials develop in draft proposal concepts of an urban or civic citizenship for global solidarity? How does the Global South engage in self-representation in economically and politically dominant states, and how does the Global North endeavour to represent itself in disadvantaged areas?*

Meso Perspective

The UN, UNESCO and the EU are developing new concepts for the transformation of education for a more just, more peaceful, and more solidary world community. These concepts are being integrated by the respective memberships into national educational programs. The aim of such programs and recommendations would be their hands-on implementation on the meso-level by educational institutions, schools, countries, municipalities, associations, NGOs and initiatives in civil society. Contributions can in exemplary fashion thematize municipal approaches or approaches in civil society, political frame programs, educational offerings, curricula, teaching models or didactic materials. Of interest are also contributions that investigate

how the programs of the UN, UNESCO and EU can achieve their goals on the meso-level, what the reasons are for failure in achieving these aims, and what is required to implement and realize the goals of these programs.

Micro Perspective

Are there concrete examples of how the GCED as a culture of diversity and peace in individual draft proposals, families, social networks, urban neighbourhoods and student projects – i.e. on the level of life world, everyday practice and urban civil society – can already be lived through and encountered in the approach, and experience social and personal contouring? What impulses are generated by this for migration in a global context of convivial host migration societies? How is the culture of diversity and peace manifested in such approaches, what model character can be attributed to these approaches, what modes of learning for larger contexts can link up with this? What potentials open for indigenous, decolonial perspectives?

Macro, Meso and Micro Perspective, intersectional Perspective, national and/or international Perspective

The macro-, meso- and micro-levels are often intertwined and cause dystopian developments but can also initiate positive processes for social and global transformation in a “reversal” (Ivan Illich). GCED is ambivalent in each of its conceptual parts: “global” can be understood in the sense of capitalist dissolution of boundaries or in the sense of planetary togetherness; “citizenship” is nationally inclusive for all who belong and exclusionary for all others, while *urban citizenship* opens up new dimensions; and “education” can serve both selection and participation through education. Similarly, the 17 SDGs can be thought of at all levels in their multiple – dystopian or utopian – interactions. *How can the problematics and potentials of conceptual tensions be understood in the interplay of macro-, meso- and micro- levels? What conclusions can be drawn from the theoretical analyses for concrete examples from practice?*

In addition to theoretical and empirical contributions based on GCED, contributions on linking GCED with discourses, phenomena, experiences of (post-)migration, intersectional racism critique, gender and indigenous perspectives and conditions in the migration society are desired. Questions can equally be approached as an analysis of real conditions or as a utopian counterproposal to them. *What dystopian realities does the vision of education for planetary awareness, responsibility, and solidarity encounter? What potentials does such a vision unfold for a diversity-affirming and peace-oriented future?*

Call for papers open section: Current social challenges in the context of migration and “sustainable global social work”

In the open part of the International Migration Conference, studies on current challenges in the context of migration can be presented. Of particular interest are interdisciplinary and international studies on education, participation, marginalization, or cultures of memory. The focus can also be on issues related to (new) minorities, i.e., persons and groups who have no direct or even no migration experience but are nevertheless perceived as migrants in public discourses or in the social media. Equally possible are studies dealing with “sustainable global social work”, “philosophy and migration” as well as on denationalizing and sustainable development and peace building-oriented approaches for migration societies.

For both parts of the conference, theoretical as well as empirical contributions from current, international and international comparative studies, especially from countries of the Global South, are welcome, as well as contributions on current migration and refugee movements (i.e. from Ukraine).

Please assign your contribution to one of the following topics and note this in the proposal:

Topics

Call for papers 1 “Global Citizenship Education”

1. Global Citizenship Education
2. Diversity, multicultural conviviality, and peace
3. Decolonial perspectives and bordering
4. Climate crisis, migration, and catastrophes
5. Sustainability and peacebuilding in migration societies

Call for papers 2 “Current social challenges in the context of migration”

6. Education
7. Sustainable global social work
8. Philosophy of migration
9. Cultures of memory
10. Migration and minorities

Submission and format of the proposal

1. Submission of a proposal is only possible online at: www.migrationskonferenz.ch
2. A proposal should be limited to a maximum of 300 words, including presentation title and short bio, as well as contact address (Email, telephone and postal address).
3. The proposal should indicate under which of the six thematic focal areas you wish to include your contribution.
4. Please indicate in which conference languages you wish to present and discuss (German or English), or if possible in both languages.

Deadlines

Proposal submission in German/English:	until 15 December 2023
Notification to applicants on their proposals:	February 2024
General information available at:	www.migrationskonferenz.ch

Conference organizers

- Centre de Documentation sur les Migrations Humaines CDMH (Dudelange, Luxembourg)
- Institute for the Educational Sciences and Research, and UNESCO Chair Global Citizenship Education – Culture of Diversity and Peace, Alpen Adria University Klagenfurt (Austria)
- Institute for Regional and Migration Research IRM (Germany)
- Institute Integration and Participation, School of Social Work, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), Olten (Switzerland)
- Competence Platform for Migration, Intercultural Education and Development (KOPF). Faculty of Applied Social Sciences, Technical University Cologne (Germany)

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- Prof. em. Dr. Christel Baltes-Löhr, IRM and University of Luxembourg (Luxembourg)
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