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Titolo	Learning, Migration and Intergenerational Relations : The Karen and the Gift of Education / / by Pia Jolliffe
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Collana	Palgrave Studies on Children and Development, , 2947-5732
Disciplina	320.95
Soggetti	Asia - Politics and government Community development Social service Economic development International education Comparative education Education and state Asian Politics Social Work and Community Development Development Studies International and Comparative Education Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- Sociocultural learning and work in the family -- The value of schooling -- Schools as sites of inclusion and marginalization -- Migration for education and social inequality -- Education and displacement at the Thai-Burma border -- Learning and integration in the UK.
Sommario/riassunto	Focusing on the Karen people in Burma, Thailand and the United Kingdom, this book analyses how global, regional and local developments affect patterns of learning. It combines historical and ethnographic research to explore the mutual shaping of

intergenerational relations and children's practical and formal learning within a context of migration and socio-political change. In this endeavour, Pia Jolliffe discusses traditional patterns of socio-cultural learning within Karen communities as well as the role of Christian missionaries in introducing schooling to the Karen in Burma and in Thailand. This is followed by an analysis of children's migration for education in northern Thailand where state schools often encourage students' aspirations towards upward social mobility at the same time as schools reproduce social inequality between the rural Karen and urban Thai society. The author draws attention to international humanitarian agencies who deliver education to refugees and migrants at the Thai-Burma border, as well as the role of UK government schools in the process of resettling Karen refugees. In this way, the book analyses the connections between learning, migration and intergenerational relations in households, schools and other institutions at the local, regional and global level.

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