

1. Record Nr.	UNINA9910468230203321
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Titolo	Marginality, Migration and Education : Educational Experiences of Migrants' Children in Zimbabwe // by Winniefridah Matsa
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2020
ISBN	9783030608736 3030608735
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (XI, 134 p. 4 illus.)
Disciplina	371.826912
Soggetti	Human geography Early childhood education Geography Education - Economic aspects Human Geography Early Childhood Education Education Economics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1: Background to the nature of international migration in the african continent and zimbabwe -- Chapter 2: Geo-physical and the socio-economic learning environments for migrants'children: converging experiences of migration and marginality on the education of boys and girls in bulilima and mangwe -- Chapter 3: Gender and the nature of migration: absence of one or both parents -- Chapter 4: Effects of migration elsewhere and zimbabwe -- Chapter 5: Educational challenges of migrants' children at home and school: teachers, leaners and caregivers' perspectives -- Chapter 6: Low cost" boarding and "child renters": boys and girls schooling in risky physical and social environments in bulilima and mangwe -- Chapter 7: Children belonging to "no one": learners trapped in strained and suspicious relationships -- Chapter 8: The impact of migration on the family and childrens' rights: gendered perspective -- Chapter 9: "Silent wars" between migrants' children and teachers, teachers and migrant

parents: gendered 'war' -- Chapter 10: Intervention strategies for equity in education: synchronised and co-ordinated model to help learners cope with absence of parents due to migration in zimbabwe -- Chapter 11: Implications of the book.

Sommario/riassunto

This book provides a missing link between marginality, migration and education in Zimbabwe, focusing on the educational experiences of migrants' children in an effort to influence government policies concerning migrant parents and their left-behind children. While there is a large body of knowledge on the education of children of immigrants in destination countries, this book aims to fill in the gap by addressing the children who do not migrate with their parents. Through this unique approach, the book examines the education statuses of these left-behind children, offering insights into their educational challenges, rights, and inequities to better inform policy decisions to meet the 2030 education agenda for action established by the United Nations in 2015. The book will of interest and use to governments, NGOs, teachers and local communities in Africa as a resource to better understand the situation of migrants' left-behind children as a category of vulnerable children in difficult circumstances.
