

1. Record Nr.	UNINA9910493197703321
Titolo	Educational policies and practises of English-speaking refugee resettlement countries // edited by Jody L. McBrien
Pubbl/distr/stampa	Leiden ; ; Boston : , : Brill Sense, , [2019]
ISBN	90-04-40189-X
Descrizione fisica	1 online resource (312 pages)
Collana	Transnational migration and education ; ; 5
Disciplina	371.826914
Soggetti	Refugees - Education Immigrants - Education Education and state Language and languages Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Matter -- Copyright page -- Dedication -- Preface -- Acknowledgements -- List of Figures and Tables -- Notes on Contributors -- Introduction / Jody L. McBrien -- Australasia -- Stop Labeling Me as Traumatized or as Mentally Unwell – I am a Resilient Survivor / Maria Hayward -- Education of Resettled Refugees in Christchurch, New Zealand / Zhiyan Basharati and Lucia Dore -- Refugee Student Transitions into Mainstream Australian Schooling / Amanda Hiorth -- Systemic Policy Barriers to Meaningful Participation of Students from Refugee and Asylum Seeking Backgrounds in Australian Higher Education / Caroline Lenette , Sally Baker and Asher Hirsch -- North America -- Community Initiatives to Support Refugee Youth / Jan Stewart -- In the Era of Bans and Walls / Asih Asikin-Garmager , Duhita Mahatmya , Leslie Ann Locke and Ain A. Grooms -- Utilising Digital Storytelling as a Way to Understand the Complexities of the Haitian Refugee Transmigration Experience / Elizabeth Paulsen Tonogbanua -- Expanding Educational Access to Create Self-Sufficiency / Tara Ross , Jody L. McBrien and Briana Byers -- Europe -- Refugee Children and Young People in Ireland / Merike Darmody and Samantha Arnold -- Smoothing the Bumpy Road? / Rory Mc Daid -- An

Underclass of 'the Underclass'? / Helen Murphy -- Schooling Displaced Syrian Students in Glasgow / Melanie Baak -- Conclusion / Jody L. McBrien -- Back Matter -- Index.

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Sommario/riassunto

Since 2014, the international community has felt overwhelmed by refugees and asylum seekers searching for opportunities in which to rebuild their lives. Indeed, large numbers can result in turmoil and concern in resettlement countries and with national citizens. A climate of fear can result, especially if perpetuated by politicians and media that suggest negative effects resulting from immigration. Caught in the crossfire of social and political disagreements about migration are children, most of whom are not included in decisions to leave their homelands. This edited book examines their academic challenges from the perspective of the six English-speaking refugee resettlement countries. Our hope is not only to compare challenges, but also to describe successes by which teachers and policymakers can consider new approaches to help refugee and asylum-seeking children. *Educational Policies and Practices of English-Speaking Refugee Resettlement Countries* offers perspectives from established and new scholars examining educational situations for refugees and asylum seekers. The top three resettlement countries are the United States, Canada, and Australia. For its size, New Zealand is also proportionately a country of high resettlement. New to resettlement are the United Kingdom and the Republic of Ireland. Thus, this collection includes wisdom from countries that began resettlement during World War Two as well as newcomers to the process. In 2018, UNHCR numbers of displaced people reached a record high of 68.5 million. Policymakers, teachers, social service providers, and the general public need to understand ways to help resettled refugees become productive members in their new countries of residence. Contributors are: Samantha Arnold, Asih Asikin-Garmager, Melanie Baak, Sally Baker, Zhiyan Basharati, Briana Byers, Merike Darmody, Lucia Dore, Ain A. Grooms, Maria Hayward, Asher Hirsch, Amanda Hiorth, Caroline Lenette, Leslie Ann Locke, Duhita Mahatmya, Jody L. McBrien, Rory Mc Daid, Helen Murphy, Tara Ross, Jan Stewart, and Elizabeth P. Tonogbanua.

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