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| 1. Record Nr. | UNISA996393842503316 |
| Autore | Grotius Hugo <1583-1645.> |
| Titolo | Hugo Grotius, his discourses [[electronic resource]] : I. Of God, and his providence. II. Of Christ, his miracles and doctrine. With annotations, and the authors life. An appendix containing his judgement in sundry points controverted. By the translator of the same author, De Imperio, &c |
| Pubbl/distr/stampa | London, : printed by A. Miller for William Lee at the Turks Head in Fleet-street, 1652 |
| Edizione | [The second edition corrected and enlarged.] |
| Descrizione fisica | [24], 118 p. : port. (metal cut) |
| Altri autori (Persone) | BarksdaleClement <1609-1687.> |
| Soggetti | Apologetics |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | A translation of: <i>De veritate religionis Christianæ</i> . Translator's dedication signed: Cl. Barksdale. Frontispiece portrait of the author signed: Tho: Cross sculpsit. The words "I. Of God, ... doctrine." are bracketed together on the title page. "Appendix. Hugo Grotius his judgement in sundry points controverted" has separate title page dated 1653; register and pagination are continuous. Reproduction of original in the Folger Shakespeare Library. |
| Sommario/riassunto | eebo-0055 |

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| 2. Record Nr. | UNINA9910795022103321 |
| 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 |
| 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 Traumatised 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. |

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 McDaid, Helen Murphy, Tara Ross, Jan Stewart, and Elizabeth P. Tonogbanua.