



Teaching and Learning in Refugee/(Im)Migrant Communities Around the World

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Message from the Guest Editor

This Special Issue will bring together different empirical research, conceptualizations, and expertise in multiple and varied forms of learning and teaching in refugee/(im)migrant communities. It will situate refugees to include those legally designated as refugees by the UNHCR, asylum seekers, internally displaced persons, and migrants who self-identify as refugees to show the complexities and multiplicities of migrant categorizations and experiences. Furthermore, while there is a small, but growing body of research on refugees/(im)migrants' experiences in formal schooling and schooling in refugee camps, this issue will bring much needed attention to educational contexts outside of schooling. While potentially illuminating the challenges of refugee/(im)migrant education, individual pieces will focus on the ways in which these challenges are met, negotiated, resisted, and undone. In the aggregate, the Special Issue will address the broad question: In what ways, with whom, and where do refugee/(im)migrants teach and learn?





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Message from the Editor-in-Chief

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