

# **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**

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## **Abstract**

The chapter looks at the forms of marginality experienced by migrants' children, their parents and the communities in the districts of Bulilima and Mangwe in Zimbabwe. It delves into converging experiences of migration, marginality and education, marginality, poverty and inequality. The chapter discusses the intricate relationship of marginality and migration, migration and education as well as marginality and education. The terms and forms of marginality are explored in detail to contextualise issues being discussed. The chapter also looks at how systematic, collateral and leverage marginalisations converge to exclude the people in Bulilima and Mangwe from enjoyment of full participation and benefits from development. Their life has historically been that of marginalisation and continues to be so under the influence of these converging experiences of marginality. The chapter shows how the geo-physical and socio-economic and cultural environments converge to be a barrier to learning of migrants children which is the main focus of the book.

**Keywords:** Marginality, Marginalisation, Converging experiences, Geo-physical marginality, Systematic marginalisation