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# **Education, Immigration and Migration: Revisiting and Re-Imagining Policy, Leadership and Praxis for a Changing World**

**2nd Edition**

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INVESTOR IN PEOPLE

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## About the Editors

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**Ira Bogotch** is a Professor in Educational Leadership at Florida Atlantic University in Boca Raton, FL. His research has traversed the principalship, school leadership standards, teaching and learning in educational administration, leadership for social justice, the Syrian diaspora, and, most recently, a topic he is calling “methodic doubts.” He brings a critical eye to traditional school leadership topics in order to see things differently and to suggest that “it could be otherwise.” In this edited book, opening national borders to welcome newcomers needs to be re-centered within the research of educational leadership alongside anti-racism and anti-Semitism of both Muslim Arabs and Jews all around the world. In addition, he has edited and contributed to numerous international handbooks most notably the *Wiley International Handbook of Educational Leadership* (with Duncan Waite) and the *International Handbook of Educational Leadership and Social (In) Justice* (with Carolyn Shields).

## About the Contributors

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## Acknowledgments

We are immensely grateful to all contributors for their innovative insights and significant contributions to this second edited volume. This work brings together scholars from across the globe, and it has been a thoughtful and collaborative journey, enriched by the collegial contributions of both direct and indirect participants. This project has fostered a community of partnership, learning, and a deeper understanding of the political landscape, policy design, and research surrounding the dynamics of refugees' welcome and unwelcome in various nation-states. This work was also made possible despite the first editor's personal challenges in focusing on the project while witnessing the genocide and collective trauma endured by his people, the Palestinians. The dedication and commitment of the co-editors were crucial in ensuring the project's success. Finally, the editors owe a special debt of gratitude to Mrs Danielle Bryant, Doctoral Research Assistant at the College of Education, Texas State University, whose exceptional efforts were instrumental in coordinating this volume. Danielle's unwavering support in managing communication across multiple time zones, facilitating discussions among the four editors, and handling all correspondence, critiques, and feedback with contributors was invaluable. Her meticulous work in preparing the manuscript for publication ensured that the process moved forward smoothly, and we are deeply appreciative of her dedication and hard work.

This important book provides powerful insights into the causes, consequences and impact of migration, one of the most significant global trends of the 21<sup>st</sup> century. It offers a strongly moral perspective, with deep understanding and compassion for the marginalised people who are often victims of conflict or climate change.

*Tony Bush is Professor of Educational Leadership  
at the University of Nottingham, UK.*

“Drawing on a rich body and variety of literature and policy, this book addresses a compelling and urgent issues for educators and administrators today – the integration of refugees students into educational systems across the globe. A particular strength of the book is its wide sweep across continents and cultures. I would urge all policy makers and educators interested in building more socially cohesive societies to read this book and absorb its crucial lessons”.

*Professor Jane Wilkinson, Editor Journal of Education  
Administration & History, Monash University, Australia.*

“This book tackles one of the most pressing challenges facing educational leaders worldwide—the meaningful education of refugees. Arar masterfully integrates the latest research and insightful commentary with his unwavering commitment to improving the lives of refugee children. The editors and authors present this work in a way that not only deepens our understanding of the complexities involved but also provides thoughtful, practical strategies for leaders and policymakers to implement in schools. This book is an essential read.”

*Professor Allan Walker, The Education University, Hong Kong.*

This book is a groundbreaking and insightful edited volume that offers both depth and breadth in examining immigrant inclusion through the lenses of policy, leadership, and praxis. As one of the first books to explore this topic comprehensively, it brings firsthand data from multiple continents, providing a truly global perspective. This book is an invaluable resource and a “must-read” for educational leaders, policymakers, and scholars engaged in refugee education.

*Selahattin Turan, Professor of Educational Leadership and Policy,  
Bursa Uludağ University, Turkey.*

# Introduction

Khalid H. Arar<sup>a</sup>, Emily R. Crawford<sup>b</sup>, Deniz Örüçü<sup>c</sup> and  
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The editorial team began conversations about a second, prospective edition of the book, *Education, Immigration and Migration: Policy, Leadership and Praxis for a Changing World* (2019), united by a common purpose. As scholars of (im) migration and educational leadership who focus on the ways that immigration and education policies and school practices alternately provide or deny educational access to forcibly displaced persons, we decided that a fundamental goal of the new edited volume would have to speak back to the state of the world. We wanted the scholarship to speak honestly and forthrightly about this contemporary moment and how the effects of war, climate change, unstable political leadership, and fragile socioeconomic systems have created the mass forced displacement of tens of millions of people, weakening access to basic human rights, including access to education (Arar, 2020; UNHCR, 2023).

This approach is informed by critical scholarship, such as Lucy Mayblin's *Asylum After Empire: Colonial Legacies in the Politics of Asylum* (2017) and her later work with Joe Turner, *Migration Studies and Colonialism* (2020). Mayblin (2017) argues that colonial histories continue to shape contemporary asylum policies in Western states, particularly the UK. She contends that "the legacies of colonialism are central to understanding the politics of asylum today" (p. 3), as historical relationships of domination, racial hierarchies, and resource extraction have profoundly influenced how states perceive and respond to asylum seekers, many of whom come from former colonies. Mayblin emphasizes the racialized nature of modern asylum systems, where asylum seekers from the Global South are often viewed with suspicion and hostility, rooted in colonial discourses that portrayed non-Europeans as inferior and threatening. This racialization, she argues, leads to the creation and enforcement of restrictive policies that further marginalize asylum seekers, reinforcing existing power dynamics.

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**Education, Immigration and Migration: Revisiting and Re-Imagining Policy, Leadership and Praxis for a Changing World, 1–9**

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Similarly, in their joint work, [Mayblin and Turner \(2020\)](#) critique how migration studies have historically neglected the impact of colonialism on contemporary migration patterns and policies. They argue that to fully understand migration, it is essential to engage with colonial histories and their enduring legacies, which have shaped both the movement of people and the structures that regulate migration today. According to these scholars, “Migration studies have largely ignored the colonial roots of contemporary migration, leading to an incomplete understanding of global migration patterns” (p. 3). They emphasize that colonialism not only facilitated large-scale migration, often through forced displacement but also created the conditions that drive contemporary migration. This historical context is crucial for understanding why people from former colonies are disproportionately represented among migrants and why they often face hostile immigration policies in former colonial powers.

These insights resonate with our recognition that the current state of global displacement is deeply intertwined with historical and ongoing power structures, particularly in the context of the Palestinian cause. Edward Said, a prominent Palestinian-American scholar, has long argued that the Palestinian struggle is emblematic of broader issues of empire, colonialism, and the consequences of displacement. Said’s (1978) concept of “Orientalism” critiques how Western colonial powers have historically constructed the East, particularly the Arab world, as the “Other,” justifying their imperial ambitions and continued dominance. This colonial mindset continues to influence how Palestinian refugees are perceived and treated by the international community, often resulting in ongoing occupation and genocide, carried out by a Western-supported colonial regime. This has led to the continuous marginalization of Palestinians and the denial of their right to return to their homeland.

Hannah Arendt’s reflections on statelessness and the plight of refugees further illuminate the systemic injustices faced by displaced populations like the Palestinians, Syrians, Somalians, Afghans, and Sudanese to name a few. In *The Origins of Totalitarianism*, Arendt (1951) discusses how stateless people, stripped of their rights and belonging, become “superfluous” in the eyes of the world – a reality painfully evident; for instance, in the ongoing displacement of Palestinians. This is one of the most recent and heartbreaking examples of human tragedy; yet, an introductory chapter is not sufficient to describe the ongoing violence, conflicts and wars in different parts of the world for many years. Such genocide, and educate, and “scholasticide,” which [Giroux \(2024\)](#) asserts is the purposeful destruction and erasure of institutions like schools and universities that are keepers of collective history, knowledge, and memory; in other words, it is the destruction of intellectual life. Such actions are taking place in Gaza, supported by Western colonial regimes, starkly illustrate Arendt’s warnings. These atrocities not only challenge the foundations of international law and human rights but also expose the hypocrisy of the liberal project. The deliberate targeting of educational institutions and the systematic erasure of a people’s cultural and intellectual heritage are not merely collateral damage; they are strategic actions aimed at obliterating the future of a nation. At the time of this writing, a United Nations Global Trends Report (2024) estimates that 117 million people have been forcibly

displaced from their homes. Another 6.9 million are seeking asylum, and 4.4 million are stateless and living in a liminal space, with no country allowing them nationality or cultivating a sense of belonging and welcome (UNHCR, 2024). Such numbers are high enough to be almost incomprehensible, and they have continued rising yearly for more than a decade (UNHCR, 2023). We cannot let such numbers wash over us or numb us. There is a risk for those of us without the experience of displacement to divorce such numbers from what they represent: real people with interrupted lives, dreams, and hopes for themselves and their loved ones. The educational aspirations of refugees and asylum-seekers are also interrupted; many children are disallowed from even beginning their educational journey (UN News, 2023). For example, over three-fourths of the population in Gaza have been displaced, 1.6 million of whom were already refugees from Palestine (UNHCR, 2024). This increases the vulnerability of a population already experiencing challenging circumstances. Similarly, the armed conflict in Sudan, which has resulted in the displacement of 3 million children, represents the largest current displacement crisis in the world (Nkweta-Salami, 2024). Yet media coverage of these crises remains inadequate, reflecting broader patterns of neglect and indifference toward the suffering of displaced persons (United Nations Office for the Coordination of Humanitarian Affairs, n.d.).

In both *Asylum After Empire* and *Migration Studies and Colonialism*, scholars Mayblin and Turner advocate for a fundamental shift in how migration and asylum are studied and understood, urging scholars to engage with the colonial histories that have shaped contemporary migration patterns and policies. Mayblin (2017) critiques the humanitarian discourse surrounding asylum, arguing that it often masks an underlying colonial logic. She suggests that “humanitarianism, while seemingly benevolent, can reproduce colonial power dynamics by positioning Western states as saviors and asylum seekers as passive victims” (p. 112). This dynamic not only perpetuates inequality but also fails to address the root causes of displacement.

As we move forward with this new edition, we are informed by these critical perspectives and the need to rethink how educational policies, practices, and educational systems can become more inclusive and just. The purpose of this book is to document and bear witness to the ways that immigration policies, educational institutions and organizations, and educator praxis respond to these larger geo- and sociopolitical contexts and landscapes. This work highlights the critical gaps that remain in educational access for displaced populations, despite international declarations like the 1989 Convention on the Rights of the Child (United Nations, 1989). We argue that these gaps are not merely logistical challenges but reflect deeper systemic inequalities and biases embedded in global power structures. For example, even when nations proclaim to have an “open door policy,” their educational policies can be implemented variably, with local areas exerting considerable influence on strategic and tactical engagement with policies that erect or reinforce barriers to basic educational access and opportunities for newcomers (Arar & Örüçü, 2022; Bogotch et al., 2020). The chapters in this volume address the discrepancies between promises of equal educational opportunity and the reality of its provision. However, these chapters also highlight how educators’ praxis, within

and outside the classroom, open new possibilities for refugee and newcomer students. These chapters ask critical questions such as:

- What are just and humane actions related to helping newcomers and refugees?
- What do inclusive immigration policy and praxis look like in practice?
- How can the implementation of national-level immigration policy affect school leaders and educators' practices toward newcomer and refugee students?
- In what ways can educators use their spheres of influence and daily practices to mitigate unjust or limited policies at the school level?
- How can educators create more inclusive schooling environments by understanding immigrants' pre- and post-migration experiences and circumstances?
- What mindsets, dispositions, and skills are necessary for school leaders, teachers, and other school personnel to develop global competencies as student demographics continue to diversify?
- How do media narratives portray immigration and socially construct immigrants? How do these portrayals shape public understandings of the immigration policy landscape?
- Given the scope of geopolitical conflict, strife, and instability around the world that has led to mass human displacement, what does the future look like 5, 10, and 15 years from now?

In addressing these complex issues, we recognize the importance of centering the voices and experiences of (im)migrant and refugee communities themselves. Too often, discussions about vulnerable and marginalized populations happen without meaningful input from those most affected by these policies and practices. Our work seeks to resist this trend by incorporating perspectives from students, families, and educators experiencing these challenges. Through this work, we call for a reimagining of education systems that can meet the challenges of our increasingly connected and mobile world, fostering understanding, empathy, and social cohesion across diverse communities.

As editors, we acknowledge the rapidly changing nature of global events. However, the fundamental issues addressed in this volume – the denial of dignity, the barriers to education, and the systemic inequalities faced by displaced persons, social in/justices, and how to address these – will remain critically relevant. Our hope is that this book will serve as a catalyst for continued dialogue, research, and action aimed at creating more inclusive and equitable educational systems for all, regardless of their migration status or background.

## **Overview of Sections and Chapters**

The 12 contributions in this book from different regions around the globe offer profound insights into the diverse experiences of education professionals and schools dealing with immigration, migration, newcomers, and displaced people. The complexity of these issues is evident throughout all the chapters, prompting critical reflection on the mindsets, educational leadership practices, and policies

involved. To give readers a sense of the book's depth, we briefly introduce the authors, their geographical focus, and the scope of their chapters, inviting readers to engage intellectually, scholarly, and emotionally with the content.

We begin with Linyuan Guo-Brennan and Michael Guo-Brennan's exploration of Canada, a country whose population has reached a record high of 40.77 million, with 98% of its growth attributed to immigrants and refugees from 195 countries. The authors highlight the intersectional social justice challenges faced by newcomer students and emphasize the urgent need for globally competent educational leaders to create more equitable and inclusive education systems that promote social integration and build social capital. They examine Canada's immigration policies and trends and their impact on education systems, policies, and leadership, presenting a theory of inclusive global leadership and its importance for immigrant students. The authors also suggest educational leadership strategies to develop global competencies and citizenship, thereby supporting equality and inclusion within schools and education systems.

Moving from Canada to further South of the Western Hemisphere, the second chapter comes from the USA. Jill Koyama takes us to a substantial region for the im/migrants – Arizona. From a critical lens, the author demonstrates how the labels are used to sort and rank individuals and groups of people, and to determine their eligibility or deservedness of resources and access to support through policy, practice, and discourse. The author asserts that recognition and access to services provided by governmental institutions, regional organizations, and local agencies often depend on the specific label assigned to a migrant. Through a pseudonym of Desert Unified School District (DUSD), we learn about how DUSD addresses and/or – misaddresses – the migrant students, regarding English Immersion Programs; school access, labeling, engaging, or isolating within the local setting. Obviously, there are significant lessons to take for schools and education systems globally as the author also discusses the challenge both locally and globally.

Following Koyama's critical evidence about "*The Unmet Promises of US Schooling for Those Who are Labeled as 'Refugees'*" in Arizona; we further get familiarized with how the undocumented youth in the USA are (mis)constructed in the news media; which – without doubt – has an impact on the public opinion. Jaime L. Del Razo, Ruth M. López, and Jaein Josefina Lee analyze the role of news media in the (mis)construction of undocumented youth. Their chapter also focuses on the USA, and specifically the states of Arizona and California, the issues facing undocumented students are not limited to their locality but there are several "lessons learned" for society, policy, and leadership both in the USA and beyond. Utilizing critical discourse analysis as their theoretical framework on Spanish and English language evening television news reports about the Development, Relief, and Education for Alien Minors (DREAM) Act of 2010, and interviews with undocumented youth in the USA, the authors provide a theoretical argument and practical steps for how educators can support undocumented youth in their school and communities.

From Arizona, we travel to Texas, a region with a reputation as one of the most anti-immigrant, anti-refugee states in the USA, as Betty Merchant, Yesenia

Ochoa, Christopher Flanagan-Gonzales, and Juan Manuel Niño portray in their chapter. The readers face the grave challenges of the superintendents whose districts enroll refugee students in a context, which, in the past four years, has grown increasingly hostile and divisive at the state and national level. Through interviews with superintendents and providing two case studies, they explore how these superintendents perceived their roles and responsibilities in educating refugee students amid an increasingly politicized, anti-immigrant climate. Further, they provide evidence through the case studies of a superintendent initiating change through an innovative partnership with a community housing agency and an elementary school principal identifying existing school policies and practices that hindered the academic and social success of refugee children. We will read about how hope still exists through enacting systemic changes to create more equitable learning environments for these children.

A book of this nature would be incomplete without comparative studies relating to our aim.

That's why the readers, next, will confront how New York, in the USA, compares to Melilla in Spain as the USA and Europe confront a period of rapid change in their immigration histories. Melilla is a legendary European immigrant point of entry within North African territory of Spain, whereas New York ranks top among metropolitan areas with the highest levels of social and class inequality as we read in the work of Norma Fuentes-Mayorga and Marina García-Carmona. They provide us with a comparative analysis of the potential of information and communication technologies (ICTs) use in promoting the inclusion of students during and after the COVID-19 pandemic within two key international contexts of immigration, the cities of New York and Melilla. Their comparative discussion reveals how ICT is a powerful element and an ally in the outreach, education, and inclusion of hard-to-reach and vulnerable students despite challenges; further offering recommendations for public policies on the continued use of ICT tools as praxis for inclusive education within historical contexts of immigrant reception.

As we go nearer to the European part of the globe, another comparative study by Gül Ince-Beqo and Eduardo Barberis grips us into the investigation of the refugee education policies of Italy and Sweden, focusing on the first phase of schooling: skill and knowledge assessment and placement to classes. Relying on an in-depth analysis of the policy texts in each country, the authors present us with predictably remarkable differences in newcomers' skill assessment and school admission policies. Despite these differences at the macro-policy level, in both contexts, school leadership and the agency of involved actors have substantial importance in the first phase of refugee pupils' school placement. Further, we get informed about how modalities and policies adopted in assessing pupils' prior educational levels also help analyze how education-related migration policies are conceptualized and implemented in institutional settings. The significance of institutional support in facilitating the educational leaders' agency is one of the highlights of their comparison.

From Sweden through Italy, we are already in the Mediterranean waters, which have not only hosted newcomers and displaced populations but also sadly caused their deaths on their dangerous journeys to reach safer shelters.

Next, in the South of Italy, we reach Malta, an important hub to step on, especially for those after treacherous journeys from the African continent across the Mediterranean Sea to Europe. There, Brian Vassallo and Christopher Bezzina meet the reader with their introduction and discussion of the policies, structures, and practices to address migration in the case of Malta through exploring the schools and school leaders' efforts to tackle this immense task in a context fraught with uncertainty and anxiety. They further emphasize the role of the new Strategy for Education 2024–2030 in their country in deploying resources and enacting policies to bring about critical and necessary changes. Similarly, the policy–practice gaps and the necessary support mechanisms appear as the main challenges.

Sailing toward the West in the Mediterranean, therein, Serafin Antúnez, Patricia Silva, and Charles L. Slater communicate the readers with the process, results, and conclusions from their data obtained in eight primary schools in Catalonia, Spain. As we are informed by their chapter, newcomer students exceed the number of native students in Catalonia and it goes beyond the capacity of teachers and schools, but public social policies, immigration policies, and educational policies are necessary to guarantee the rights of students. The authors discuss the Catalonian case through two main ideas. The first is that schools supported by public resources have the challenge of helping to ensure that all students, without exception, have opportunities to develop their capabilities, especially those who are in more precarious situations and at risk of social exclusion. The second idea states that respecting the rights of all students is a prerequisite to achieving social justice. Furthermore, they provide the reader with a path with certain initial steps and fundamental requirements for policy, practice, and school leadership.

Following our route to Eastern Mediterranean regions, Türkiye stands as the so-called filter country (for Europe and further West), hosting the largest number of displaced people worldwide, with a number of 3.9 million in 2023. Khalid H. Arar, Deniz Örucü, and Gülnur Ak Küçükçayır provide the reader with the summary of the Turkish experience facing a sudden influx with the Syrian crisis next door back in 2012. Placing Türkiye as a significant post-migration ecology for not only Syrians but also for many other populations, the authors briefly review the initial policies, yet focusing more on the current situation related with the education and schooling of Syrians under Temporary Protection. Relying on their ongoing research, they inform us how the educational policies and school-level implementations have matured particularly since 2019. They also portray the persistent and the current challenges schools, school leaders, teachers, and students are facing. Finally, we are informed by the authors about the practices of school leaders and teachers in navigating these challenges within the changing educational policy scape.

Following the route from the USA, Canada, and to Europe particularly Mediterranean lands, Yeji Kim and Emily R. Crawford take us from Türkiye as far as to South Korea as they explore school leadership and everyday advocacy for undocumented children, which segments of South Korean society have labeled as “shadow children” and as “living children that do not exist.” The authors

describe how undocumented children in South Korea are allegedly guaranteed right to education, but policies and practices create a number of hurdles for them and their families to overcome to secure basic educational access, making it critical that educational leaders find ways to advocate for these students. They do it through a snapshot of school leadership and everyday advocacy practices that a school principal and teachers in South Korea who work *with* and *for* undocumented children enact in light of a lack of constitutional and fundamental legislation that governs undocumented children's rights.

Going South from South Korea, we arrive in Australia. Azadeh Motevali Zadeh Ardakani, Maura Sellars, and Scott Imig help us grasp an underexplored population, through discussing the difficulties faced by Middle Eastern refugee mothers (MERMs) in Australia – Newcastle, a regional town to be known as the home to many refugees from the Middle East region. The authors, through a qualitative lens, explore the challenges of MERMS, focusing on the language acquisition and integration as well as question the appropriateness and effectiveness of the Adult Migrant English Program offered by the Australian Government and implemented by local language providers for the learning needs of MERMs. They further discuss the possibilities and potential of more flexible English language programs and implementation strategies that could more successfully support the diverse learning needs of these women. It suggests that policy changes would support such a program and provide more opportunities for each of these individuals to succeed while accommodating their diverse context and learning needs.

Our final stop is in Australia yet with global discussion, where Jane Wilkinson and Mervi Kaukko explore how leading for praxis may be enacted in the field of refugee education through a case study of *Urban Primary School*, a highly multicultural, with a large number of refugee students, situated in one of the most economically disadvantaged and culturally diverse areas of urban Australia. The authors demonstrate how these practices develop and thrive within what they call “ecologies of practices,” which include the interconnected practices of teaching, professional learning, leadership, student learning, and research. They argue that it is essential to understand the implications for school leaders' praxis, as leaders in countries like Australia must navigate the tension between the demands of performative systems that assess educational success through narrow measures like performance on tests, and the broader lifeworld demands of how to support the flourishing of the whole child. They further challenge us with critical questions about refugee education and its leadership; which are in marked contrast to dominant representations of educational leadership as a form of *techné* for school effectiveness or measurable improvement.

We, as the editors, would like to extend our sincere thanks to the authors who contributed to this volume. We hope that our audience will find this book helpful in addressing research, policy, praxis, and leadership related with education, immigration, and migration. We expect it will add to the broader conversation about the impact on displaced populations, schools, and education systems, both locally and globally, to gain a deeper appreciation of the scope and nature of issues at local, national, and transnational levels.