



# Education, Immigration and Migration

Revisiting and Re-Imagining Policy, Leadership  
and Praxis for a Changing World

**SECOND EDITION**

**EDITORS:**

Khalid H. Arar  
Emily R. Crawford  
Deniz Örucü  
Ira Bogotch

**Studies in  
Educational  
Administration**

# Education, Immigration and Migration

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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

# Contents

About the Editors	vii
About the Contributors	ix
Acknowledgments	xv
<b>Introduction</b> <i>Khalid H. Arar, Emily R. Crawford, Deniz Örüücü and Ira Bogotch</i>	1
<b>Chapter 1 Globally Competent Education Leadership for Newcomer Students' Equity and Inclusion</b> <i>Linyuan Guo-Brennan and Michael Guo-Brennan</i>	11
<b>Chapter 2 “Cruel Optimism”: The Unmet Promises of US Schooling for Those Who Are Labeled as “Refugees”</b> <i>Jill Koyama</i>	31
<b>Chapter 3 Media (Mis)Construction of Undocumented Youth in the USA</b> <i>Jaime L. Del Razo, Ruth M. López and Jaein Josefina Lee</i>	49
<b>Chapter 4 The View from the Top: Superintendents' Beliefs and Actions Regarding Their Role in the Education of Refugee Students</b> <i>Betty Merchant, Yesenia Ochoa, Christopher Flanagan-Gonzales and Juan Manuel Niño</i>	67
<b>Chapter 5 Leadership in Times of Crises: Information and Communication Technology as Praxis for Inclusive Education in New York City (USA) and Melilla (Spain)</b> <i>Norma Fuentes-Mayorga and Marina García-Carmona</i>	89

<b>Chapter 6 Entering the School as a Refugee Minor: A Comparative Analysis of School Admission in Italy and Sweden</b> <i>Gül Ince-Beqo and Eduardo Barberis</i>	107
<b>Chapter 7 The Introduction of Policies, Structures and Practices to Address Migration: The Case of Malta</b> <i>Brian Vassallo and Christopher Bezzina</i>	127
<b>Chapter 8 Attention to the Rights of Students Who Are Children of Immigrant Families: A Study of High Complexity Schools in Catalonia, Spain</b> <i>Serafin Antúnez, Patricia Silva and Charles L. Slater</i>	145
<b>Chapter 9 Educational Policy and Leadership for Syrians Under Temporary Protection: A Summary of Turkish Experience</b> <i>Khalid H. Arar, Deniz Örücü and Gülnur Ak Küçükçayır</i>	163
<b>Chapter 10 Leadership and Everyday Advocacy for Transforming a School for Undocumented Migrant Children and Families in South Korea</b> <i>Yeji Kim and Emily R. Crawford</i>	179
<b>Chapter 11 Middle Eastern Refugee Mothers in Regional Australia: Language Education and the Challenge of Integration</b> <i>Azadeh Motevali Zadeh Ardakani, Maura Sellars and Scott Imig</i>	195
<b>Chapter 12 Leading for Praxis and Refugee Education: A Balancing Act</b> <i>Jane Wilkinson and Mervi Kaukko</i>	213

## About the Editors

**Khalid H. Arar**, PhD, is a Professor of Educational Leadership and Policy, Education and Community Leadership, Doctoral Program, College of Education at Texas State University. His international and comparative research program is rooted at the nexus of social justice, equity, and diversity in educational leadership and policy. For the past two decades, he has conducted studies in the Middle East, Europe, the Mediterranean, North America, and the United States. His book *School Leadership for Refugees* was a winner of Routledge's prestigious choice Outstanding Academic Title in 2021, and his book *Higher Education in the Era of Migration, Displacement and Internationalization* received Comparative and International Society (CIES) Study Abroad and International Students SIG Best Book Award in 2023. Division A in AERA awarded him in 2023 with the title of Scholarly Excellence, and Social Justice SIG in AERA honored him in 2024 with the title of Bridge People Award. At Texas State, he was honored with the title Scholarly Excellence Award at the College of Education in 2002, and in 2023, he was awarded the title of Honorary Professor of International Studies at Texas State University and Attica University of Athens awarded him the title of Honorary Professor. He has served on a number of international scholarly conference boards; he is on the editorial board of 12 scholarly journals and Editor-in-Chief for *Leadership and Policy in Schools* (Routledge), Associate editor of *Journal of Educational Administration and History* (Routledge) and *Equity in Education and Society* (Sage), and Chief Editor of *Routledge: Educational Leadership for an Equitable, Resilient and Sustainable Future*.

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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.*