

1<sup>ST</sup> ANNUAL SYMPOSIUM, INSTITUTE FOR EDUCATION, MALTA  
INTERNATIONALIZATION AND MULTICULTURALISM IN MALTESE EDUCATION  
AND SOCIETY

# **MIGRATION AND EDUCATION- FACING NEW CHALLENGES**

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# Topics of my keynote

## Questions

- What are the main **global trends of migration** phenomena?
- What are the features of **receptions policy** for immigrants, displaced and refugees in different countries?
- What are the main **challenges** facing K-12 education systems in dealing with migrant populations (Policy, Leadership & Praxis)?
- Are educational leaders and teachers up to **the task of welcoming migrants**?

# Definition of Key Terms

## People on The Move

- *Displaced persons, Asylum Seekers*
- *Refugees, forced migrants, often undocumented*
- *Immigrants, global mobility, internationalization, skilled migration*

## Theoretical lens

- **Forced to leave (trauma, lack of resources, different paths, legal definition)**
- **Leaving voluntarily, skilled or seeking skills**



**Push vs. Pull Factors**





**Global Trend of Migration**

**Reception Policy**

# Global Outlook on Migration Trends

**258 Million**  
**INTERNATIONAL**  
**MIGRANTS**  
were counted globally.  
3.4% of the world's  
total population.

**Migrant Flows**  
**5 Million**  
**FOREIGN-BORN**  
**PERSONS** entered  
OECD countries

**LABOUR MIGRANTS**  
**150.3 Million**  
**MIGRANT WORKERS**  
were counted globally

**INTERNATIONAL**  
**STUDENTS**  
**4.8 Million**  
**INTERNATIONAL**  
**STUDENTS** in 2016, up  
from 2 million in 2000

**DISPLACEMENT**  
**68.5 Million**  
**INDIVIDUALS**  
were forcibly displaced  
worldwide due to  
persecution, conflict,  
generalized violence, human  
rights violations

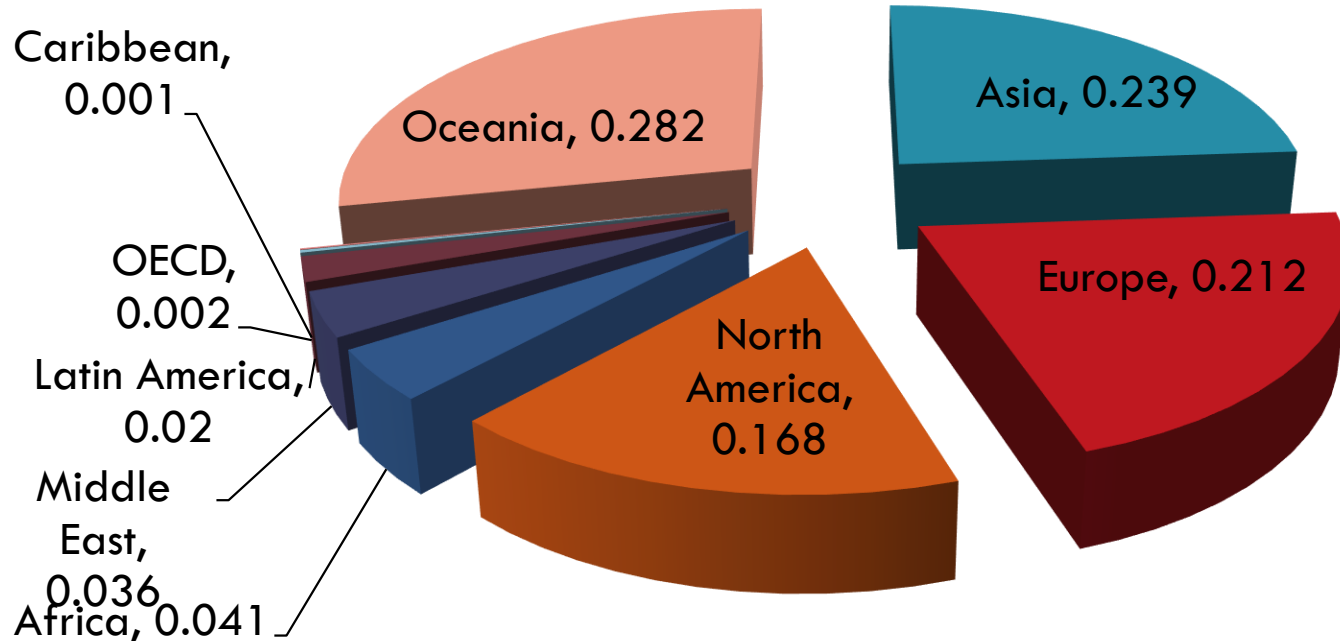
**REFUGEES**  
**25.4 Million**  
**REGISTERED**  
**REFUGEES**  
were counted in 2017,  
Today in 2020, 28.2  
Million

**MISSING MIGRANTS**  
**6,163**  
**MIGRANTS**  
lost their lives or went  
missing during  
migration in 2017

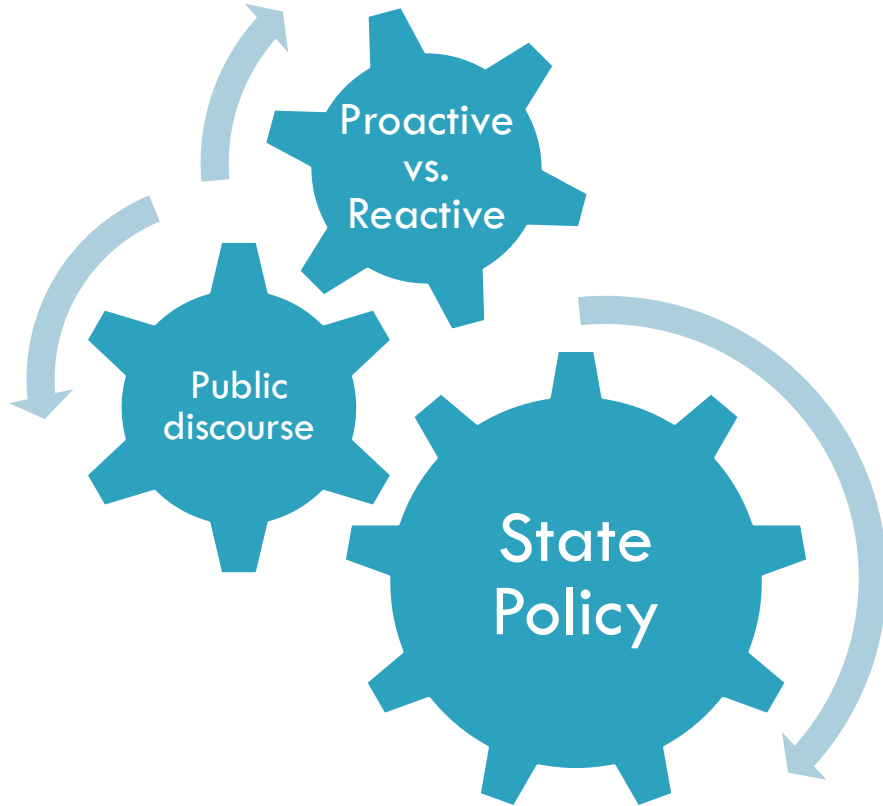
**48.8% WOMEN**  
In 2017, women  
represented 48.8 per  
cent of all  
international migrants



# Geographical Focus By Region (%)



# Reception Policy



journals.sagepub.com

**'Like an Animal I was Treated':  
Anti-Immigrant Metaphor in US  
Public Discourse.  
Discourse & ...**





***Come, Come, Whoever You Are  
Wanderer, worshiper, lover of leaving.***

***It doesn't matter. Ours is not a caravan of despair. Come, even if you have  
broken your vows a thousand times***

***Come, yet again, come, come***

***(Jelaluddin Rumi, inscribed on his tomb in Turkey)***

Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted. And while it is true that literature and history contain heroic, romantic, glorious, even triumphant episodes in an exile's life, these are no more than efforts meant to overcome the crippling sorrow of estrangement.(Edward W. Said)

# Two Signs: Are they the Same or Different?

**WE WELCOME**

**Men and Women of...**

**All Races**

**All Abilities**

**All Belief Systems**

**All Nations**

**YOU ARE SAFE HERE**



**Fair Isn't**

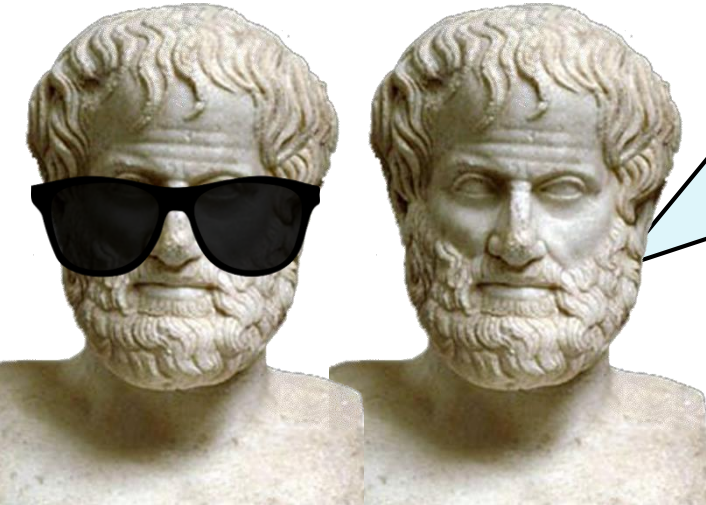
everyone getting  
the same thing

**Fair Is**

everyone getting  
what they need in order  
to be

**Successful**

## TALK TO YOUR NEIGHBOR :



Which Sign/term Reflects YOUR  
CORE VALUES, equality or equity?  
...explain why?

## Figures at a Glance

Statistical Yearbooks

**68.5 million** forcibly displaced people worldwide



Internally Displaced People  
**40 million**

Refugees  
**25.4 million**  
19.9 million under UNHCR mandate  
5.4 million Palestinian refugees registered by UNRWA

Asylum-seekers  
**3.1 million**

Where the world's displaced people are being hosted

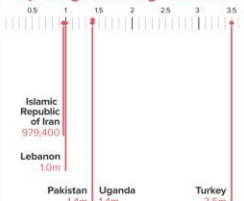


85 per cent of the world's displaced people are in developing countries

**57%** of refugees worldwide came from three countries



Top refugee-hosting countries



**10 million** stateless people

**102,800** Refugees resettled

**44,400** people a day forced to flee their homes because of conflict and persecution

**11,517** staff  
UNHCR employs 11,517 staff (as of 31 May 2018)

**128** countries  
We work in 128 countries (as of 31 May 2018)

We are funded almost entirely by voluntary contributions, with 87 per cent from governments and the European Union and 10 per cent from private donors



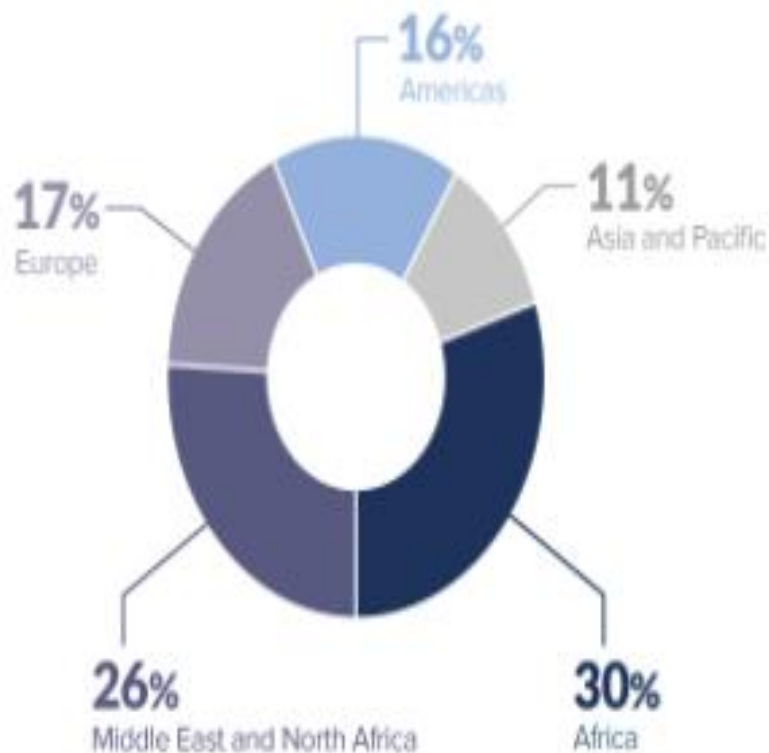
# Distribution of refugees by country of origin

Source: UNHCR, 2019.

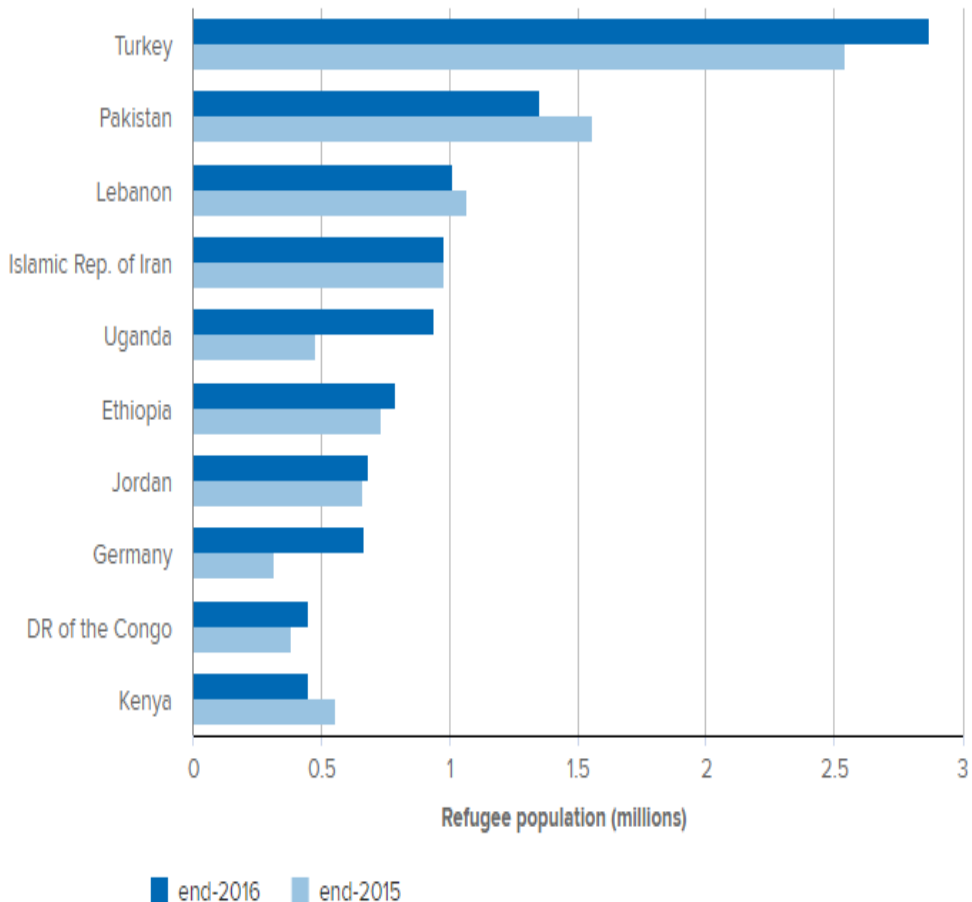
## Hosting Countries

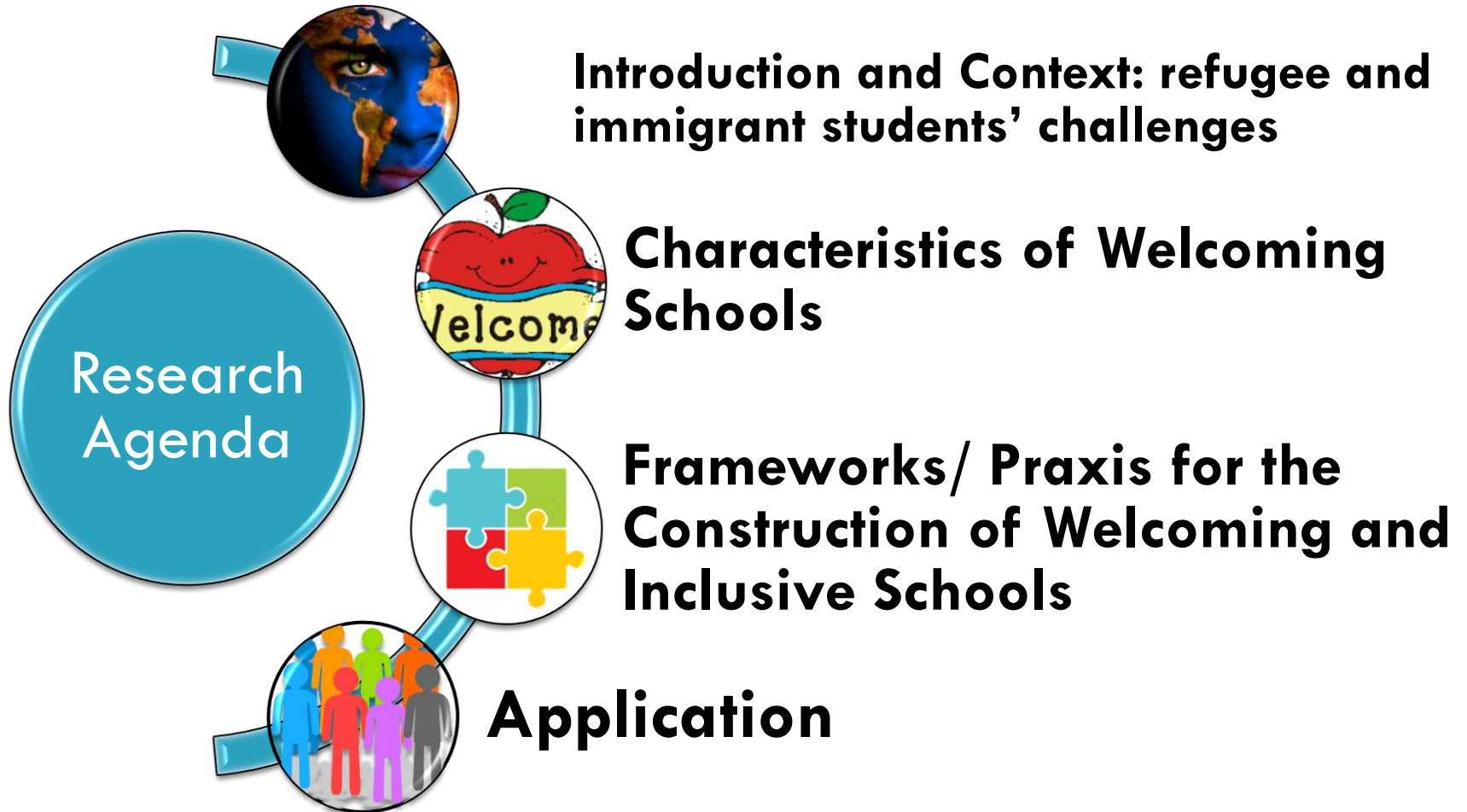
Country	Number of refugees	Country	Number of refugees
Syrian Arab Republic	6.3 million	Turkey	3.5 million
		Pakistan	1.4 million
Afghanistan	2.6 million	Uganda	1.4 million
		Lebanon	998,900
South Sudan	2.4 million	Islamic Rep. of Iran	979,400
		Germany	970,400
Myanmar	1.4 million	Bangladesh	932,200
		Sudan	906,600
Somalia	986,400		

# Where the world's displaced people are being hosted



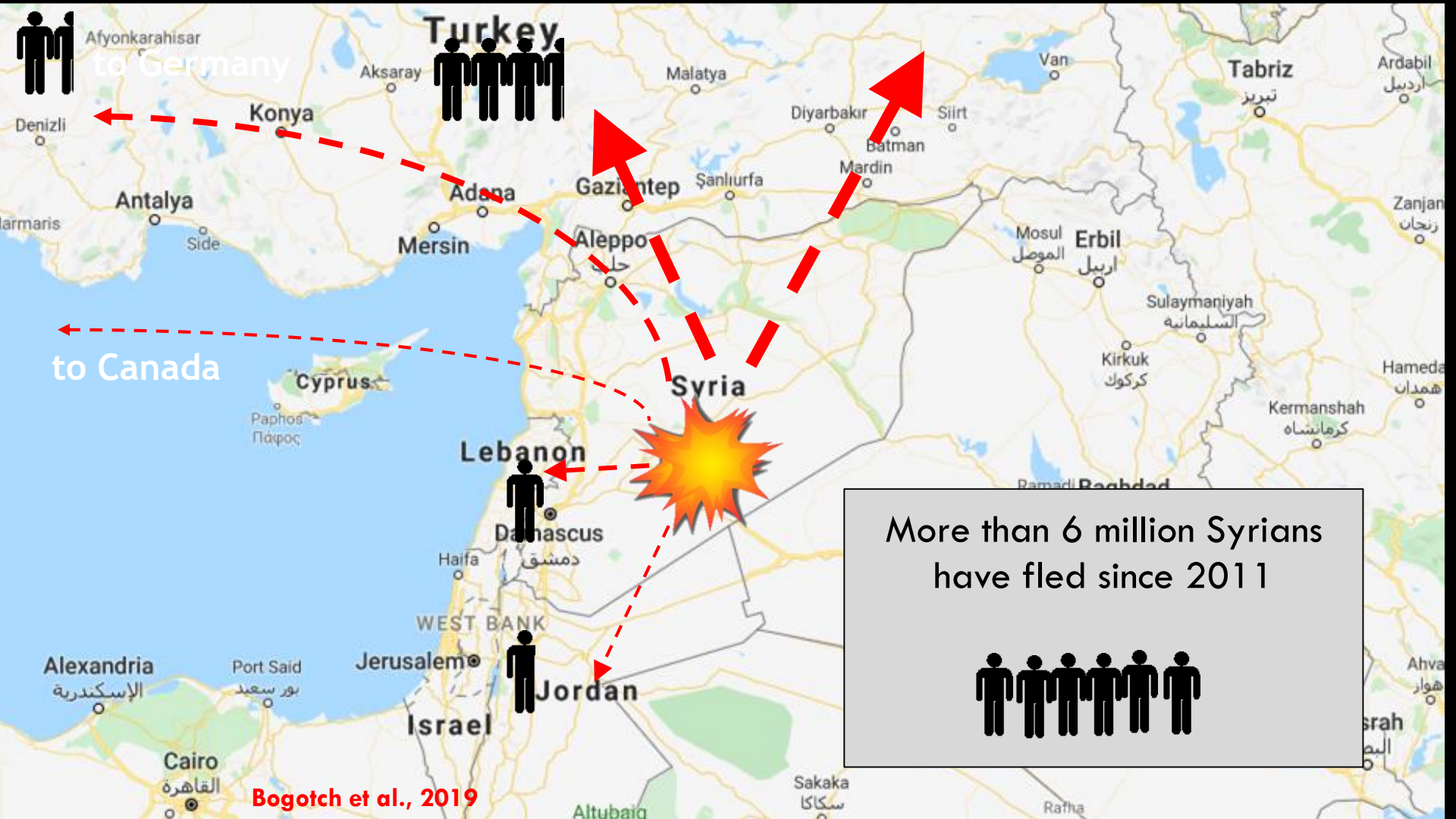
## Major refugee-hosting countries





- ❑ How do different countries respond to refugees in terms of educational provision?
- ❑ How do national and global educational policies differ and how do they affect praxis in schools?
- ❑ What is the role of the school leaders in this respect and WHAT SHOULD it be?
- ❑ Which challenges do school professionals and students face in relation to refugee student intake?
- ❑ And how are issues such as integration, inclusive education, equity and social justice addressed in different countries?





Afyonkarahisar  
to Germany

Turkey

to Canada

More than 6 million Syrians  
have fled since 2011

Bogotch et al., 2019

# Real World Problems are Complex

- Conceptual
- Political
- Economic
- Social/Civil
- Humanitarian
- Aesthetic
- Historical

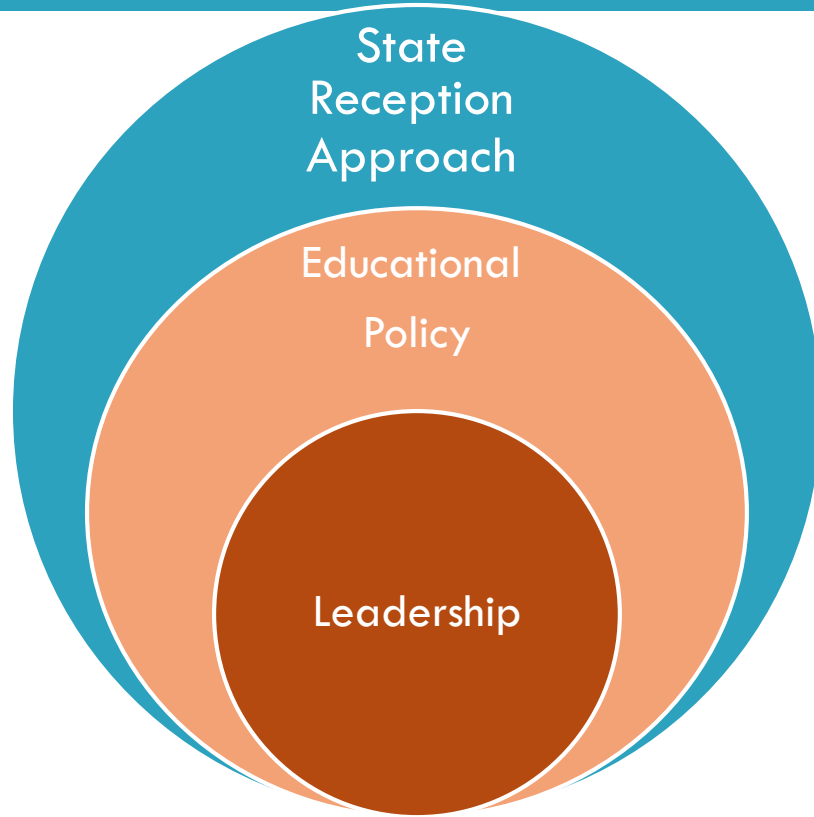


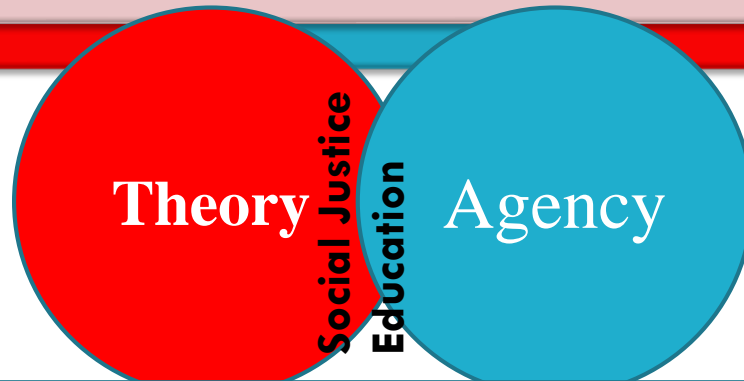
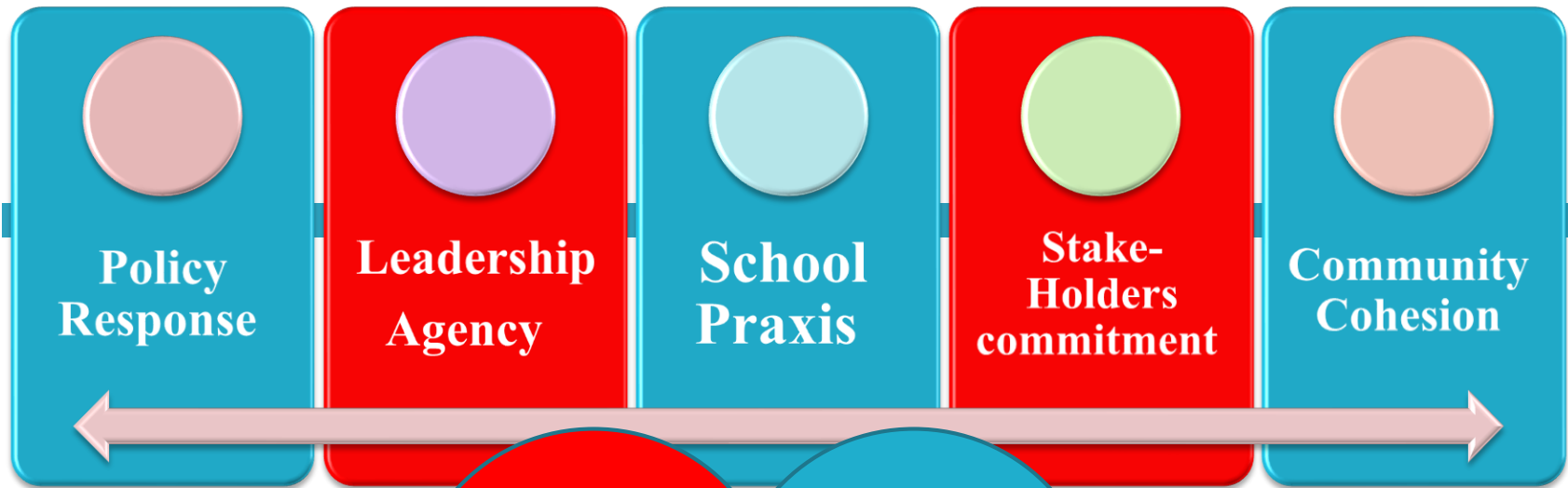
**Question: In which University Course(s) do you learn this knowledge and the required skills?**

# Research Lens



# How have different countries responded to the Syrian refugee influx ?





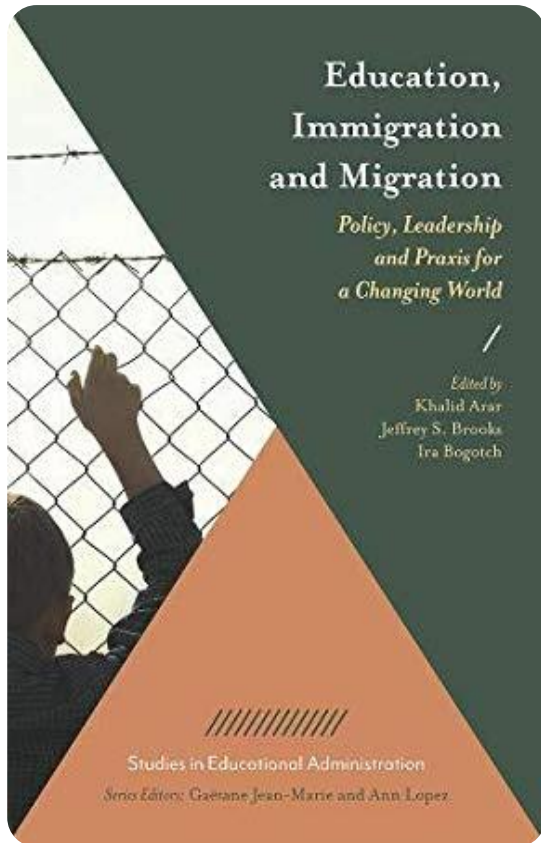
What is the “regime of truth” for refugees’ and immigrants’ education in the new context?

# Full Research Project: Welcoming Immigrants to Education

<b>1. Policy &amp; Leadership for Refugee Education</b>	Analyzing policy outlines and leadership responses to Syrian refugees influx Qualitative Research: Multi-site case study Interviews & Observations: Jordan, Turkey, Germany (Principals, Teachers)
<b>2. Praxis of Integration and Welcoming</b>	Educators' experiences in integrating newcomers Responses to the needs of newcomer families Physical, Educational, Psychological Qualitative tools: The listener's guide, Memos Three geographic regions: two schools boards <b>Ontario(Canada), North Rhine(Germany), Ankara (Turkey)</b> Participants: educators, principals, district leaders, social workers, community support personnel, families
<b>3. Model Developing</b>	<b>Comparative Analysis of all team data</b> <b>Scientific Mapping &amp; Thematic Analysis</b>
<b>4. Professional Development</b>	<b>RECOMMENDED NEXT STEP (Best Practices), experimental, participatory action research</b>

A horizontal bar at the top of the page, divided into a red section on the left and a teal section on the right.

# **My Story, Endeavor and Scholarship**



"What a timely and thoughtful resource to help educational leaders meet the needs of all students and families in our schools - all over the world!" --  
*Margaret Grogan*

"There was never a time when we had a greater need for an edited volume such as this. With a stellar group of authors, it should prove essential reading for 21st century educators who aim to provide culturally and linguistically responsive education to immigrant and refugee populations worldwide. Highly recommended." --*Lauri Johnson*



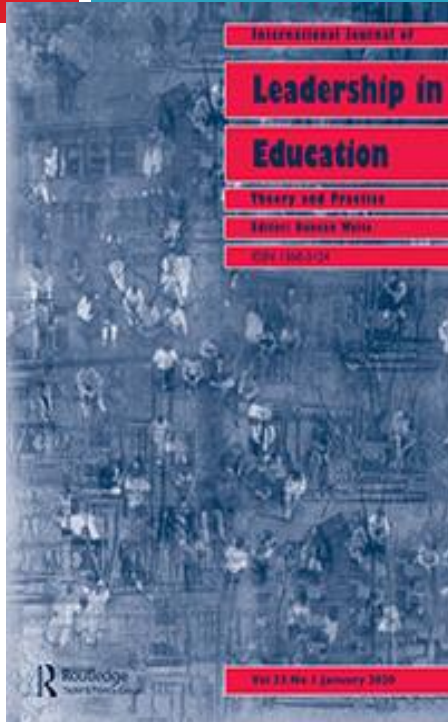


Higher Education  
Challenges for Migrant  
and Refugee Students  
in a Global World

Khalid Arar, Kussai Haj-Yehia,  
David B. Ross, and Yasar Kondakci,  
EDITORS

*Higher Education Challenges for Migrant and Refugee Students in a Global World* informs readers of theory, policy and practice of refugee and migrant equitable access to higher education, especially indicating how policy makers, educational leaders and practitioners can support refugees, asylum seekers, and other migrants' inclusion in higher education institutions in the global world. The chapters composing each section of this book constitute a compilation of research addressing experience relating to the overwhelming flow of refugee and asylum seekers in various higher education systems. There are 41 contributors located in 12 countries (Austria, Canada, Czechia, Germany, Holland, Iceland, Israel, Italy, Kenya, Palestine, Turkey and the United States) who deal with the topics of refugees and immigrants in higher education in different world regions, including Africa, the Middle East, Europe and North America

# Understanding leadership for refugee education

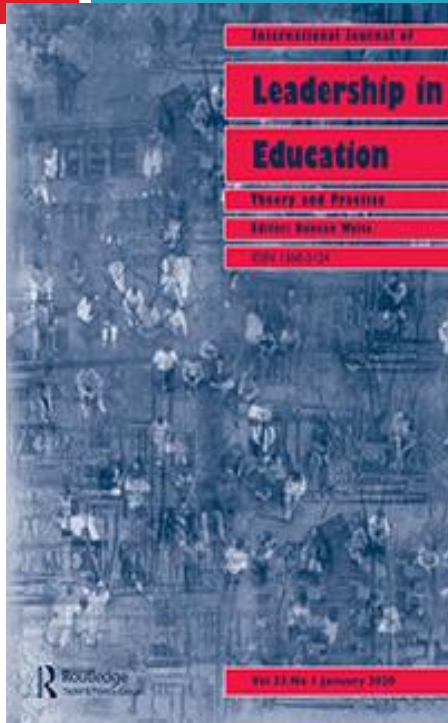


Khalid Arar, Deniz Örüçü & Gülnur Ak Küçükçayır (2020) A holistic look at education of the Syrians under temporary protection in Turkey: policy, leadership and practice, *International Journal of Leadership in Education*, 23:1, 7-23.

Julia Mahfouz, Nizar El-Mehtar, Enja Osman & Stephen Kotok (2020) Challenges and agency: principals responding to the Syrian refugee crisis in Lebanese public schools, *International Journal of Leadership in Education*, 23:1, 24-40,

Betty Merchant, Olof Johansson & Helene Ärlestig (2020) Welcome and välkommen school administrators in the U.S. and Sweden respond to unexpected numbers of refugees in their rural communities, *International Journal of Leadership in Education*, 23:1, 41-56.

# Understanding leadership for refugee education



Ira Bogotch, Brenton Faubert, Michael Pfeifer, Sarah Wieckert, Cole Kervin & Dustin Pappas (2020) Political and economic gamble: why two jurisdictions in Canada and Germany made the right decisions in welcoming Syrian newcomers, 2015-present, *International Journal of Leadership in Education*, 23:1, 57-69.

Jane Wilkinson & Mervi Kaukko (2020) Educational leading as pedagogical love: the case for refugee education, *International Journal of Leadership in Education*, 23:1, 70-85.

Ruth M. López, Jaein J. Lee & Rosann Tung (2020) Implementing a summer enrichment program for secondary newcomer students in a New England community, *International Journal of Leadership in Education*, 23:1, 86-101.

Zeus Leonardo (2020) Finding refuge in exile: education as movement, *International Journal of Leadership in Education*, 23:1, 102-106,

# Further contributions





A-Typical Students in  
Higher Education

Schools in Challenging  
Circumstance



# Findings: Policy, Leadership,



	Germany	Turkey
<b>Policy</b> 	<ul style="list-style-type: none"><li>• Macro level- Welcome<ul style="list-style-type: none"><li>- Multiple-forms of integration</li></ul></li><li>• Meso-level- varies according to the Lander</li><li>• Micro-level- clear guidelines</li></ul>	<ul style="list-style-type: none"><li>• Macro level-Welcome /open-door<ul style="list-style-type: none"><li>-Integration –language focus</li></ul></li><li>• Meso-level- ambiguity</li><li>• Micro-level-patchy/lack of guidelines</li></ul>
<b>Leadership</b> 	<ul style="list-style-type: none"><li>• Positive/humanitarian perception</li><li>• Activism/advocacy/autonomy</li></ul>	<ul style="list-style-type: none"><li>• Positive/humanitarian perception</li><li>• Discretion/belief system/limited authority</li></ul>
<b>Praxis</b>	<ul style="list-style-type: none"><li>• Systematic Guidance &amp; Support</li><li>• Inclusive Practices</li><li>• Cultural relevance</li></ul>	<ul style="list-style-type: none"><li>• Improvisation/Isolation</li><li>• Inclusive Practices</li><li>• Cultural relevance</li></ul>

# Findings: Policy contrast

**“The most clear policy is open-door policy, and all the schools were urged to enroll the Syrian students once they were registered in the Directorate of Immigration. But there is a lack of strict standard guidelines to follow in welcoming, rehabilitating and integrating them.**

Every school has to accept them based on their address but implementations in practice in education are diverse and not well-guided. During the last 5 years, we witnessed MONE circulars which was sent to us with a time gap. We start one activity, then they send us an inconsistent letter to modify or change it in summer where there is no one except me and the assistant principal in the school. They don't know what we experience here at the school. ” (Faruk)

**“From the political viewpoint, we have a welcoming policy but we are also learning step by step. At first it was a welcome and then they had to learn what welcome means. That you had to do something and to meet with these people, I mean to say welcome is one thing but to do in reality it is different when you meet.** I think it is something you have to do, we have to do something about in Germany, because politicians say you are welcome but when it comes to giving chances, it is very difficult for people to get this chance. And when the German meets them, some imply that they are welcome in Germany but not near me please! This is what we have to think about and overcome, the larger societal prejudice.” (Emma)

# Policies for refugee education by country

Approach	Turkey	Germany
<b>Providing language skills</b>	language courses within schools or NGO-supported settings, extra-curricular programmes <b>TECS are closing down to create a more inclusive approach</b>	In public schools and in separate classes.
<b>Targets the age group</b>	Elementary and secondary schools Pre-school adaptation programme started 2019 summer for 8 weeks for both Turks & Syrians inclusively	Elementary and secondary schools
<b>Training pedagogic teams</b>	Strategic thinking about recruiting additional teachers, including Syrian refugee teachers and teachers for second-language instruction	Understand the need to recruit additional teachers to teach refugee student classes and strategic thinking about appropriate training.

# Policies for refugee education by country

Approach	Turkey	Germany
<b>Reference to social and emotional welfare</b>	Systemic thinking as part of a protection and absorption policy	Systemic thinking to promote the integration of refugee students
<b>The focus of the policy</b>	Safe haven and harmonization	Inclusion and integration
<b>A central body responsible for coordinating educational issues</b>	General Directorate for Immigration  MoNE with PICTES	No central body responsible; the responsibility lies with the different districts.  Comprehensive systemic welcoming approach and responsibility



# Findings: Leadership

**“When I look at these children, they are traumatized and disadvantaged. Poverty hit them, war-trauma hit them! In the same city, I can not even compare my school to a school 10 kms away...No justice regarding their destiny! Our Turkish students are also very poor socio-economically and experience violence and other traumas in their families.** This is already a disadvantaged school. However, they don't have any resources to see a professional psychiatrist. I have a close friend who is a psychiatrist but I cannot ask for help because this is a sensitive issue, which far exceeds my legal authority as a school principal even if my friend would provide voluntary help. The school counselor can help to an extent, but most cases require sophisticated forms of therapy. I approach them with love, affection and care but this is not sufficient to rehabilitate them professionally.”

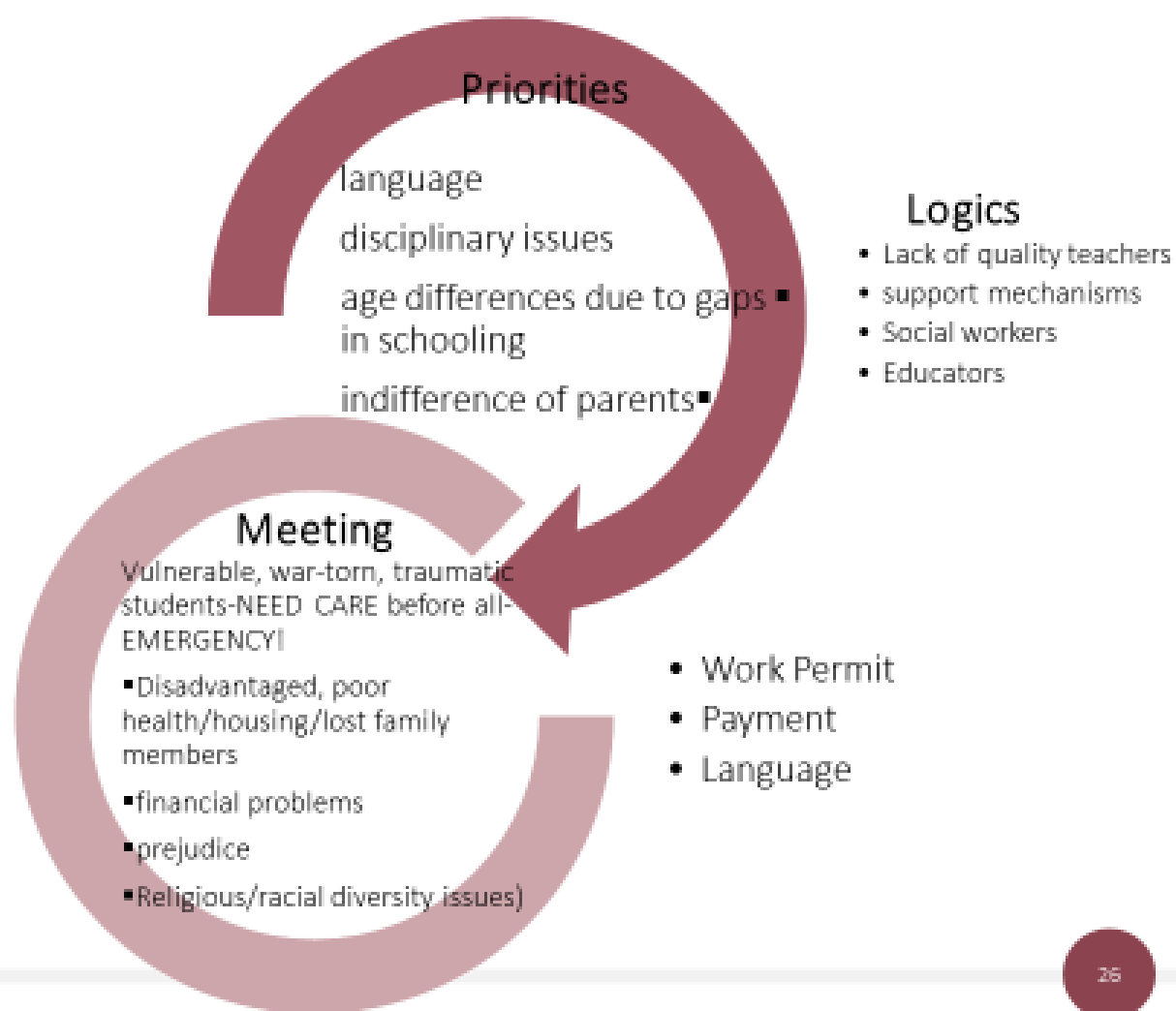
**“The pupils have to see a future in Germany, and to see it as place where they can live and learn to build a better future.** As a school principal, I want to help them adapt as much as possible and I want to give all I can, and I think that what other countries should do so as well, is to appreciate them and accept their background. We can learn about their history and background which would helps us understand, recognize and help them in a better way.”

## What are the main challenges facing K-12 education systems in dealing with migrant populations?

- ❑ **Are educational leaders and teachers up to the task of welcoming migrants?**

# CHALLENGES

- Communication
- Rapport issue
- Lack of motivation from kids and their families
- Parent-school cooperation
- Books are not goal oriented/unrealistic/not culturally responsive
- Infrastructure issues
- Lack of extracurricular activities
- Integration beyond schools
- Turkish learning/teaching
- Support from authorities
- infrastructure



## Learning needs

- Language learning
- Catching-up on schooling
- Adjustment to the new education system

## Social needs

- Commination
- Sense of belonging and bonding
- Strong personal identity

## Emotional needs

- Safety
- Coping with separation/lose and/or trauma



Educational  
Integration

### Individual factors

- Language proficiency
- Physical and mental health

### Interpersonal factors

- Connection with peers
- Family support and social networks

### School level factors

- Learning environment
- School engagement
- Student/teacher interaction
- Assessment in school
- Extracurricular activities

POLICIES AND PRACTICES

**Implications  
for Policy,  
Leadership and  
Practice**



**How can school leaders meet newcomers  
needs?**

How can a school leader engage students, parents, teachers and  
neighborhood community?

SJ ideology:

Liberal democratic philosophy  
Critical humanistic philosophy

The activist professional

Intra-institutional activism

- Supporting schooling
- Inclusive schooling
- Diverse schooling

Social activism

Extra-institutional

- Individual action
- Collective action

Activism

Small scale social change

Innovation

Social acceptance

Selective elimination

Large scale social change

Integration of structural modification

- in the identity of structural personnel
- In inter and intra structural interactions
- In the function of structures

Social change



# SCHOOL LEADERSHIP FOR REFUGEES' EDUCATION

SOCIAL JUSTICE LEADERSHIP FOR IMMIGRANT,  
MIGRANTS AND REFUGEES

Khalid Arar



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## **Book chapters 2-7**

**2. Moving  
between borders**

**3. Listening to the  
challenges facing  
refugee students and  
their educators**

**4. Educating refugees:  
lessons learned from  
research**

**5. Culturally relevant  
school leadership for  
newcomers:  
From theory to practice**

**6. Providing quality  
education for the  
newcomers:  
Practical mechanisms**

**7. Leading the  
community towards  
social cohesion**

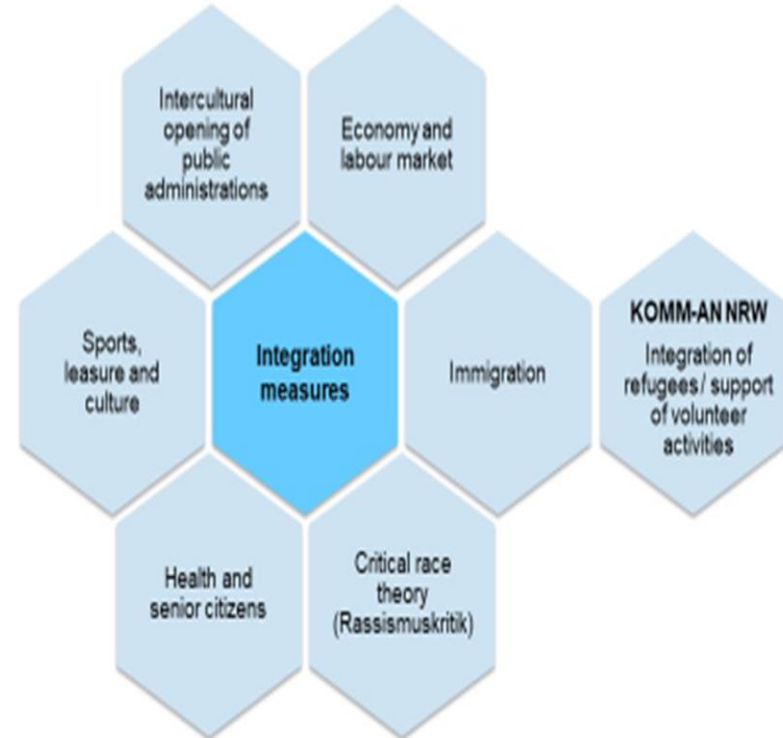


# GERMANY'S WELCOMING SYSTEM

- To enable the newly-immigrated students to take part as quickly and successfully as possible in the regular lessons in their German schools, the teachers are to be supported in teaching the immigrants using their potentials and supporting them in all subjects at school.
- Individual documentation should be elaborated for the immigrants by the linguistic teachers, the subject teachers and the class teachers to show their results and successes. This documentation also serves as a basis for differentiated teaching and support for the students (especially those who already work with learning portfolios) to document their learning progress.
- The municipal integration centre (KI) also supports the schools with consultations on teaching materials and methods, as well as with trainings planned for the field of after-school activities
- The professionalization of the schools originates from the transfer of the experiences of the trained colleagues, the regular regional group exchange about Best-Practice-Ideas, teaching methods and materials help our teachers to become more and more professional in the field of integrative teaching.

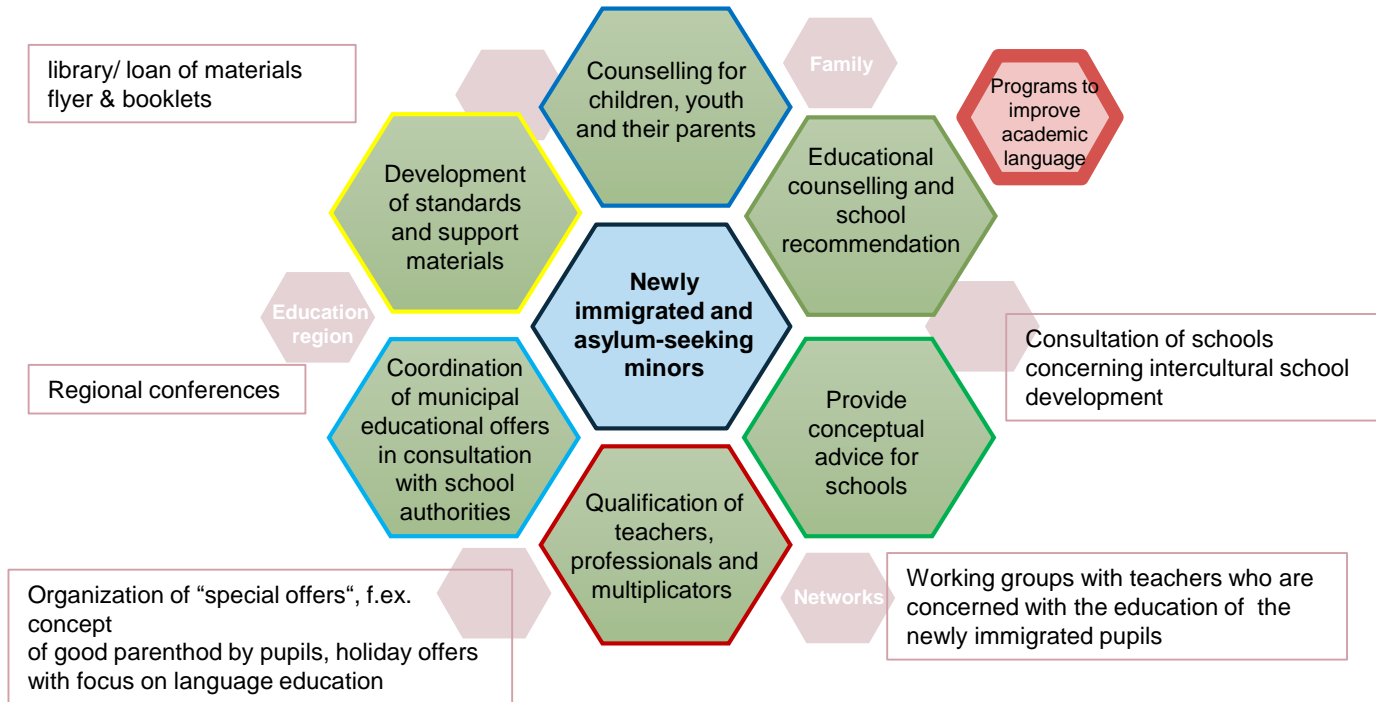


## Social Integration as a Cross-Sectional Task



# Tasks of Integration Centres (KI) in NRW

## for newly immigrated and asylum-seeking minors



# Welcoming and Inclusive Schools

A multi-layered and complex task

have great impact on families,  
communities and societies

Collaborative work among academics, policy-  
makers, educational practitioners, and  
immigrant service providers


first step in enhancing the educational  
inclusion and equity for all children

# Empowering Immigrants

Immigrant youth as young leaders in schools




Develop cross-cultural understanding through sports



Provide culturally responsive career and university planning



Seek support from immigrant parents and community stakeholders



Identify and support “at-risk” students

# Engaging Schools

## Promote

- Promote immigrant parent engagement and involvement through opportunities to volunteer

## Provide

- Provide citizenship training and support for parents

## Incorporate

- Incorporate culture and knowledge of immigrant families

## Validate

- Validate language, culture, and practices of immigrant families

# Open-ended Policy and Leadership Dilemmas

What We Still Don't Understand

**Placements**

**Appointing  
Principals**

**Coordination**

**Sustainability**

**Societal  
Discourses**

**Integration**



THANK YOU FOR YOUR TIME

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