

**Protecting the rights to basic education
of immigrant learners in South African public schools**

by

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DECLARATION

I declare that the mini-dissertation, which I hereby submit for the degree Magister Educationis in Educational Leadership at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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ETHICS STATEMENT

The author, whose name appears on the title page of this mini-dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers* and the *Policy guidelines for responsible research*.

PROTECTING THE RIGHTS TO BASIC EDUCATION OF IMMIGRANT LEARNERS IN SOUTH AFRICAN PUBLIC SCHOOLS

ABSTRACT

The influx of immigrants into countries around the world is rising steadily (Palmary, 2009). Reviewed literature asserts that the most vulnerable immigrants are accompanied and unaccompanied children (Tshilenge, 2013). Although most countries grant these learners the right to basic education, South African public schools allow only those with study permits to be accepted (Spreen & Vally, 2012). Obtaining study permits is a challenge that limits their access to quality education. The study examined how public schools in the Ekurhuleni East region of Gauteng in South Africa protect the right to basic education of immigrant learners. Through qualitative research, factors that affect access to quality education were examined. These included admission into public schools, teaching and learning in the classroom, social and cultural integration, and safety and security school. The research most schools did not review their language policies to accommodate the needs of immigrant learners. Violence and intimidation are still rife in public schools, creating an environment that is not conducive for learning. As a result, some of these learners have adopted the culture and traditions of the dominant group in order to feel accepted. The study concluded that although there is a commitment by the public school system to protect the right to basic educations of all learners, immigrant learners are still facing challenges that limit their access to quality education.

Key words: Immigrant learners, protection, basic education, public schools

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DEDICATION

I dedicate my work to God Almighty, who against all odds, made it possible for me to complete this dissertation. May the Grace of our Lord Jesus Christ, the love of God, and the sweet fellowship of the Holy Spirit be with me now and forever more. Surely goodness and mercy shall follow me all the days of my life, and I will rest in the house of the Lord forever and ever. AMEN.

ABBREVIATIONS AND ACRONYMS

DBE	Department of Basic Education
DoE	Department of Education
DRC	Democratic Republic of Congo
EU	European Union
EU-MIPEX	European Union migrant integration policy index
IPA	Interpretative phenomenological analysis
NESSE	Network of experts in social sciences of education and training
NSSF	National school safety framework
SA	South Africa
SADC	Southern African Development Community
SIP	School improvement plan
SMT	School management team
SGB	School governing body
UN	United Nations
USA	United States of America

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CHAPTER 1

GENERAL ORIENTATION AND BACKGROUND

1.1 INTRODUCTION

Most countries around the world grant immigrant learners the right to basic education. According to Gill, Barna, Hakala, Rey and Claros (2014), the eight countries that are members of the European Union (EU), which include Czech Republic, Estonia, Latvia, Lithuania and Poland agreed that all children have clear rights to education under the *Convention on the Rights of the Child*. Adelman and Taylor (2015) also highlighted the fact that in the United States of America (USA), the legal system grants all learners equal rights to education. He stated that “all children in the USA are entitled to equal access to a public elementary and secondary education without regard to their or their parents’ actual or perceived national origin, citizenship, or immigration status”. In South Africa, however, only documented immigrant learners are granted access to education in public schools.

The Constitution of the Republic of South Africa 1996 (South Africa [SA], 1996), offers everyone the right to basic education in section 29 (1) (a) under the Bill of Rights, while section 28 details the care that should be given to children as part of the promotion and protection of these rights (Marishane, 2013). One would expect these rights to be extended to everyone who resides in the country, as stipulated in The Bill of Rights, that everyone is equal before the law, and has the right to protection and equal enjoyment of all rights and freedoms. The Constitution also states that the state may not unfairly discriminate directly or indirectly against anyone on grounds of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth. From reading the Constitution, it is clear that, what immigrant learners are experiencing in South African public schools stands against the premise of the Constitution.

The South African Schools Act 84 of 1996, Chapters 2, 3 and 5 tackle the issues of admission to public schools and compulsory attendance. When read together with

the Bill of Rights, one would expect all learners, including immigrant learners, to receive the same protection as indigenous children. The Convention on the Rights of the Child (United Nations [UN], 1989), to which South Africa is a signatory, offers protection for all children, and the right to be admitted in public schools. It is of great concern that, with all the promise of protection, immigrant children still experience abuse, discrimination and xenophobic attacks (Brown, 2015).

1.2 STATEMENT OF THE PROBLEM

Although documented immigrant learners have a right to basic education, reports of xenophobic attacks, discrimination and abuse are increasing (Marishane, 2013). This is of great concern since the National School Safety Framework ([NSSF] and the Department of Basic Education [DBE], 2015) advocate for the protection of all learners while at school. Immigrant learners also struggle with teaching and learning in the classroom (Dryden-Peterson, 2015; McBrien, 2005). Although there are systems in place to protect these learners, a lack of implementation of policies remains of growing concern (Ortega & Tanaka, 2015; Phillimore & Goodson, 2010).

It is clear that there is a gap between what the Constitution and education policies prescribe and the practical experiences of immigrant learners in public schools.

1.3 RESEARCH PURPOSE

The purpose of this study is to examine how South African public schools protect the right to basic education of immigrant learners.

1.4 RESEARCH QUESTIONS

1.4.1 Main research question

How do public schools protect the right to basic education for immigrant learners?

1.4.2 Secondary research questions

- What factors affect access to quality education for immigrant learners?
- How do public school policies cater for the educational needs of immigrant learners?
- What strategies can South African public schools apply to improve learning conditions for immigrant learners?

1.5 RATIONALE

As a teacher in a township secondary school, the researcher's interest in conducting this study was sparked by challenges faced by immigrant learners. Learners from Maputo, Zimbabwe, Democratic Republic of Congo (DRC) and Kenya struggle to cope with teaching and learning due to language barriers. They are constantly ridiculed, bullied and abused by indigenous learners when they speak their native languages. Some learners come from countries where English is not taught, and therefore they struggle with both English and other official languages offered in township schools. The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12 (SA DBE, 2012) states that immigrant learners qualify for special concessions with regard to languages. They are exempt from taking a second additional language such as Afrikaans or any of the 11 languages that are compulsory to South African learners. Unfortunately, in township schools, all learners find themselves having to learn English, Afrikaans or the vernacular offered in that school. This is due to the fact that most immigrant parents and learners are not aware of these special concessions, and school managers and teachers do not share the information with them.

The safety and security of immigrant learners is also a thorny issue that township schools have to deal with on a daily basis. According to the National School Safety Framework (NSSF) (SA DBE, 2015), the Department of basic Education (DBE) has set out minimum standards for safety in schools. However, it looks as if there is a lack of knowledge of these safety standards. This leaves immigrant learners exposed to attacks, discrimination and abuse.

Culture and tradition play an important role in building the character of a group or a nation. Township schools do not celebrate the culture and traditions of foreign nationals. They find themselves having to adapt to the culture, norms and values of the dominant indigenous groups, and this is a stressful experience for them.

1.6 LITERATURE REVIEW

The influx of immigrants in countries around the world is the main cause of an increase in problems associated with admission of immigrant learners into public schools (Bourgonje, 2010; McBrien, 2005; Dryden-Peterson, 2015). Most countries have laws that protect the right to basic education for immigrant learners (Adelman & Taylor, 2015; Marishane, 2013), but there are problems with the implementation of these laws. There is also the undeniable fact that the influx of immigrants has led to a depletion of resources in schools (Bal & Perzigian, 2013). Other countries admit immigrant children in their public schools immediately after arrival, even when they are still in camps and other temporary shelters (Gil et al., 2014).

Although the Constitution grants everyone a right to basic education in South Africa, only immigrant learners with study permits may be registered (Spren & Vally, 2012). This limits access to quality education for learners without study permits, and for those with expired passports, asylum documents and visas. Learners whose documents have expired are removed from public schools. Chirume (2016) reported that in Port Elizabeth, immigrant learners with expired study permits and those without refugee status or passports were removed from public schools. Tienda and Haskins (2011) reiterate the fact that access to quality education is limited by a lack of study permits. They suggest that addressing this issue would benefit learners and enable them to develop into responsible adults who would contribute to the economy of a country.

1.7 THEORETICAL FRAMEWORK

According to the theory of social justice by Rawls (1971), the core value of social justice is respect for human rights. To feel safe and protected, everyone deserves equal, fair and just treatment from society (Rawls, 1999). Theoharis (2007)

contends that school managers should promote the right to dignity for all, and that this can be achieved through fair and just treatment for all. Globally human rights are protected by the law (Adams, Bell, Goodman & Joshi, 2016). Countries have united and formed bodies such as the UN, the Southern African Development Community (SADC) and the European Union (EU) (Palmary, 2009). These bodies have agreed that for humanitarian reasons, immigrants have a right to basic education (McBrien, 2005). It is the social responsibility of every country to protect this right, and a politically correct thing to do for the attainment of justice and fairness for marginalised learners (Rawls, 1999; Garrett, 2005).

1.8 RESEARCH METHODOLOGY

Qualitative research is the methodology used in this study. Anderson (2010) explains qualitative research as the type of research that describes phenomena in their social context.

1.8.1 Research design

This research applies a case study design, which Zainal (2007) defines as a research design that is formed within limited boundaries. A case study design uses a small sample of participants, and involves rigorous investigation and understanding of phenomena occurring in a community. Narrative enquiry, which Adedayo (2010) describes as a study design that focuses on stories that participants narrate, is also applied.

1.8.2 Study population

The study consisted of 15 participants from three purposefully selected secondary schools in the Ekurhuleni East District of Gauteng. Participants included school principals or deputy principals, SGB members, teachers and immigrant parents.

1.8.3 Data collection Data was collected using semi-structured interview schedules, field notes and digital audio-tape recordings. Consent from participants to use digital audio-tape recordings was obtained.

1.8.4 Sampling strategy

Purposive sampling, which allows the researcher to select participants who will provide the best possible results, was applied (Palys, 2008, pp. 697–698). Further, the study applied the critical case sampling strategy. The researcher is looking for a decisive case that would help them make a decision where there are different explanations and possible answers (Patton, 2002).

1.8.5 Data analysis

Interpretative Phenomenological Analysis (IPA) will be applied to examine how participants are making sense of their personal and social world (Smith, Flowers & Larkin, 2009, pp. 58–80). Their lived experiences will be documented to capture how they truly feel and what they think about the arrival of immigrant learners in the public schools of Etwatwa Township in Daveyton, East Rand of Gauteng.

1.8.6 Credibility and authenticity

Anney (2012) explains why it is important for researchers to choose the correct tools for assessing the outcomes of a study. Finding out if a study is well conducted is proof of the credibility of its findings. Credibility relates to the confidence of the researcher that results obtained are comparable to what is available in literature (Qin, Way & Rana, 2008). Gibson and Carrasco (2009) affirm that in qualitative research, results should be dependable. Dependability relates to the confirmation that results obtained would yield similar or comparable outcomes if replicated with the same research participants under comparable circumstances.

The results should be transferable, which means they should be representative of a broader community. They should be comparable if matched to results performed by other researchers on a similar topic or with a similar research aim (Ringvid, 2007). Yeh, Okubo, Ma, Shea, Ou and Pituc (2008) assert that results should be authentic, meaning that they should be obtained by following genuine and correct research procedures, and not copied from literature. Plagiarism, which Sanjari, Barhamnezhad, Fomani, Shoghi and Cheraghi (2014) refers to as the copying of

findings from other sources without acknowledging the sources, is ethically unacceptable, and did not take place in this study.

1.9 DELIMITATIONS OF THE STUDY

The research will be conducted in Gauteng, in the jurisdiction of Ekurhuleni East Provincial Department of Education. Three secondary schools from the informal settlement of Etwatwa in Daveyton Township will be selected.

1.10 LIMITATIONS OF THE STUDY

- Owing to legal and ethical concerns associated with interviewing minors, learners will not be included in the study.
- Fear of intimidation from school managers and teachers might discourage immigrant parents from participating.
- Participants cannot be interviewed at home.
- The researcher is employed, and might struggle to get time off work to conduct the study.
- Time might be a challenge, since participants are at their work places, and might not be available to complete the interviews.

1.11 ETHICAL CONSIDERATIONS

According to Sanjari et al. (2014), it is important to formulate ethical guidelines if the study is to be regarded as credible and the results trustworthy. Below are ethical considerations observed during research:

- Participant contributions to the research will be kept confidential.
- Participant personal details will remain anonymous.

- Informed consent from all participants will be obtained through invitation letters that explain the purpose of the research.
- All participants will sign a consent form before participating in the study.
- The privacy of all participants will be respected at all times.
- Correct ethical research principles will be followed.
- Singh and Remenyi (2016) describe plagiarism as the use of another researcher's work without acknowledging the source. Plagiarism will not be committed.
- Ghost writing, which is the writing of work that is not researched will not be committed.
- The element of bias will be avoided. The researcher will refrain from becoming personally involved in issues that affect participants and their work within the school.
- Data will not be invented or faked during research.

1.12 POLITICAL CONSIDERATIONS

- The participants' political interests will not be discussed.
- The researcher's political views will not be brought into the study.
- Results from the study will not be used to further the researcher's political interests.
- The researcher will refrain from getting involved in political issues within the communities around the schools.

1.13 SIGNIFICANCE OF THE RESEARCH

This study has the potential of helping policymakers understand the reality of life as experienced by immigrant learners. The DBE should appreciate the fact that the

delayed acquisitions of refugee status and study permits affect the education of immigrant learners. Policies that protect the education of all learners, including immigrant learners should be drafted and implemented. The relationship between the Department of Home Affairs, the South African Police Service and the DBE must be improved so that problems associated with obtaining study permits are better managed. Language policies in public schools need to be reviewed.

Teacher training on how to deal with issues surrounding immigrant children is needed. Children from war-torn countries have suffered psychologically, emotionally and physically, and need sensitive teachers to educate them.

Borjian and Padilla (2010) discuss the need for educators to create an environment where students feel accepted and welcome. Policymakers, educators and other institutions of learning within the country and in other countries need to become more aware of the special needs of immigrant children.

1.14 SUMMARY

The influx of immigrants into countries around the world is a growing phenomenon, with children being the most vulnerable. Some countries grant all immigrant children, documented and undocumented, the right to basic education. However, in South Africa, only documented immigrant learners are allowed access into public schools. Immigrant learners suffer from attacks, abuse, xenophobia and discrimination from their peers.

This study will examine whether the right to basic education for immigrant learners in public schools is protected. This will be achieved through looking at factors that affect access to quality education, and these include admission into public schools, teaching and learning, cultural and social integration and the safety and security for all learners. The drafting and implementation of policies that protect all learners, and strategies applied by schools to improve learning conditions will be assessed.

The theory of social justice, by Rawls (1971), will be applied in the study. Justice, fairness and respect for human rights, are values that need to be examined in public schools.

Through qualitative research, a small sample of purposively selected participants will undergo semi-structured interviews and they will narrate their experiences on immigrant learners.

Ethical and political considerations will be recognised and adhered to. The significance of the study to academia, the DBE and to politicians was outlined.

1.14.1 Overview of the chapters

Chapter: 1 Introduction

The topic to be researched is introduced. The problem statement is described and research objectives presented. The chapter outlines the research questions, and the rationale behind the study. Literature that provides information relevant to the study is reviewed. The theoretical framework is revealed and the research methodology and design presented. The method used to analyse data is also discussed. Ethical and political issues that affect the study are listed, and the significance of the study to academia and other interested parties is outlined. The chapter concludes by summarising the contents of the chapter.

Chapter: 2 Literature review

This chapter focuses on literature and reports, both international and local, which explore the right to basic education for immigrant learners in public schools. Factors affecting access to quality education are outlined. The need to draft inclusive policies that cater for the needs of all learners is explained. Strategies necessary to improve learning conditions for all learners are listed. A conclusion that sums up the contents of the chapter is given.

Chapter: 3 Research methodologies and data collection

This chapter deals with qualitative research methodology. It explains why narrative enquiry and the case study design were selected. The research paradigms, interpretivism and constructivism are explained, and ontological and epistemological assumptions are presented. The chapter also describes why purposive sampling strategies are used and why data is collected using semi-structured interviews. The limitations of this data collection method are also discussed. The reasons why IPA

was chosen as the method to analyse data are explained, and the credibility and authenticity of collected data is acknowledged. The ethical, considerations observed during data collection are then explored.

Chapter: 4 Data presentation, findings from literature and interpretation of results

This chapter focuses on the presentation of collected data through the formation of themes. Reviewed literature is presented and results from findings are interpreted and findings presented.

Chapter: 5 Conclusion and recommendations

Using results obtained in the research, this chapter draws conclusions and makes recommendations for future research on similar topics.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on reviewing literature that deals with protecting the right to basic education for immigrant learners. The influx of accompanied and unaccompanied immigrant children into countries around the world is on the increase (Palmary, 2009). According to the UN Convention (UNO, 1989), every child has a right to basic education. As a humanitarian responsibility, South Africa has to conform to the regulations as prescribed by the UN Convention (McBrien, 2005). Educating immigrant children faces challenges associated with the children's inability to cope with schooling. This is due to the physical, mental and psychological experiences associated with the migration process (Marishane, 2013). The problem is further compounded by a lack of support from host countries and from national public school systems (Gil et al., 2014).

Reports of xenophobic attacks, abuse and discrimination directed towards immigrant learners have a negative impact on their education (McBrien, 2005; Brown, 2015; Dryden-Peterson, 2015). This chapter covers efforts taken by government institutions to protect the right to basic education for minority groups. Public schools have to find ways to make education tolerable for all learners, and this can be achieved by the introduction of teaching methods that accommodate the needs of all learners (Borjian & Padilla, 2010).

Marishane (2013) asserts that immigrant children have a right to quality education. He lists the following factors that affect the acquisition of quality education:

- Access to education
- Coping with teaching and learning
- Cultural and social integration
- Safety and security.

Drafting sound and inclusive education policies would go a long way towards assisting immigrant learners. Implementing these policies would further protect the rights of these learners.

The chapter further reviews strategies that could be applied to improve learning conditions for immigrant learners.

2.2. THEORETICAL FRAMEWORK

The theory of social justice by Rawls (1999) is applied in this study. The core value of social justice is respect for human rights (Dover, 2013). How one views human rights globally is determined by declarations, acts and laws that are put in place to protect these rights (Adams et al., 2016). Countries have united and formed bodies such as the UN, SADC and the EU (Palmary, 2009), and all these have agreed that for humanitarian reasons, immigrant children must be afforded a right to basic education (McBrien, 2005). It is the social responsibility of every country to protect this right, and it is a politically correct act towards the attainment of justice and fairness (Rawls, 1999; Garrett, 2005).

Theoharis (2007) and Garrett (2005) highlight the fact that public schools are still failing to protect immigrant learners from abuse, attacks and discrimination. This means that these learners are still not receiving fair and just treatment. Policies that include and accommodate the needs of all learners have to be introduced in schools if all learners are to receive fair and just treatment from both peers and staff members. Rawls (1999) raises a concern that the acquisition of social justice changes when there are cultural integrations in communities.

This study adopted the social justice theory because the admission of immigrant learners in South African public schools has both a social and a political component. The Constitution of the Republic of South Africa (1996) grants everyone a right to basic education. It is therefore a social responsibility of public schools to admit immigrant learners. Unfortunately, the fluid nature of issues surrounding immigrants' access to education, advocacy and fair treatment, necessitates a study such as this, which aims to find a practical relationship

between laws, policies and reality. The laws that govern access to study permits at the Home Affairs Department are constantly changing (Baatjes, Hlatshwayo, Mackay, Sibanda, 2012; Spreen & Vally, 2012). These changes affect the right to basic education for immigrant learners, who are deregistered from school should their study permits expire. This unfair and unjust treatment of immigrant learners is a cause for concern.

Failure by law enforcement agencies to act decisively on xenophobic attacks against immigrant families has resulted in indigenous learners practising the same towards immigrant learners (Singh, 2013). The justice system seem to favour indigenous members of society to the expense of immigrants, and this has spilled over to public schools, where indigenous learners have taken it upon themselves to victimise, abuse and assault immigrant learners.

Theoharis (2007) further states that school leaders and managers have a role to play in promoting social justice in schools. As managers, principals can influence the culture of the school. Adams et al. (2016) stress the fact that teachers have a role to play in promoting the concept of justice and fair treatment for all. For the attainment of quality education, equity, fairness and justice are key (Fullan, 2007).

2.3 FACTORS AFFECTING IMMIGRANT LEARNERS' RIGHT TO BASIC EDUCATION

The social and cognitive development of immigrant learners is limited by their access to quality education (Tienda & Haskins, 2011). Below are some of the factors that affect access to quality education.

2.3.1 Admission into public schools

Different countries apply different policies to cater for the educational needs of immigrant learners (Adelman & Taylor, 2005). Countries like the USA and the EU grant all immigrant children the right to basic education (Gil et al., 2014). In South Africa however, only documented immigrant learners are allowed admission into public schools. The Department of Home Affairs provides all necessary

documentation for registration. The expiry of study permits, visas and asylum documents leads to immigrant learners being deregistered and denied access to public schools. School management teams (SMTs) and school governing bodies (SGBs) have to adhere to legislation when admitting immigrant learners. The Immigration Act 13 of 2002 (SA, Department of Home Affairs, 2002) specifies that the admittance of immigrant learners without relevant immigration documents into public schools is an offence that carries a prison sentence. Harboursing undocumented immigrant learners is regarded as contravention of the law. This affects their access to quality education.

2.3.2 Coping with teaching and learning

Teaching immigrant learners has proven to be challenging for teachers in some countries (Düvell, 2006). This is due to the fact that teachers are not trained in how to deal with the special needs of these learners (Peguero & Bondy, 2011). Bourgonje (2010) describes the traumatic experiences of refugees and asylum seekers during the migration process, explaining that children may face death and torture in their home countries, so they escape from their homes, and arrive in the host country as illegal and unaccompanied individuals. Palmary (2009) adds that the physical, psychological and emotional effects of migration have a negative impact on their ability to perform at school. This is further aggravated by a lack of care and compassion from teachers and peers (Brown, 2015; Peguero, 2009; Peguero & Bondy, 2011). Ereş (2016) points out that education department seldom adjust their policies to cater for the needs of these learners. Teachers provide all learners in their classrooms with the same material coming from education departments, and no special systems are put in place to cater for the needs of these vulnerable learners.

2.3.2.1 Language barriers

Honigsfeld and Giouroukakis (2011) find that the language barrier experienced by immigrant learners in host countries impacts negatively on their performance at school. They are expected to learn English as a compulsory second language, in order to help with their integration at school (EU-MIPEX, 2014) and to help them adjust to their new environment. However, this is not always encouraged by immigrant parents, who remain rooted in their native languages (Polovina, 2013).

In some countries, immigrant learners are allocated a translator to assist them while they learn English (Adelman & Taylor, 2005; Gil et al., 2014). Turner (2007) highlights the fact that teachers need support from parents; unfortunately some parents are unable to provide this much needed support due to illiteracy and a lack of interest in the education of their children. Garza and Garza (2010) contend that teaching native languages would greatly benefit these learners, as it would enable them to feel accepted and improve their sense of belonging. However, according to Turner (2007), there are challenges associated with incorporating native languages in public schools, and these include a lack of qualified teachers to teach foreign languages, the cost of hiring qualified teachers to teach foreign languages, a lack of interest by some teachers to learn or teach a foreign language and a lack of interest by education departments to provide that service (Borjian & Padilla, 2010).

2.3.3 Social and cultural integration

Von Grünigen, Perren, Nagele and Alsaker (2010) explain how cultural misunderstandings can result in prejudice and discrimination. Brown (2015) divulged that teachers and peers do not make an effort to learn or understand the culture and traditions of foreign nationals. Instead, immigrant learners are expected to learn the language and culture of the dominant indigenous group (Adebanji, Temilola, Phatudi, & Hartell, 2014). Various aspects of integration are explored in the following paragraphs.

2.3.3.1 Acculturation

To feel accepted by teachers and peers, immigrant learners have adopted the culture of the dominant group; this is called “acculturation” (Van Tonder & Soontiens, 2014). Vandeyar (2010) and Yeh et al. (2008) highlight the importance of knowing and understanding the language of the host country, since this makes acculturation a positive experience. It enables foreigners to communicate better. This forged relationship between immigrant learners and their counterparts has a positive impact on both groups of learners, as they begin to accommodate and appreciate their cultural similarities and differences.

Some immigrant learners are negatively affected by acculturation, and find themselves suffering from anxiety and depression caused by a loss of identity, beliefs, values and self-worth (McBrien, 2005). This anxiety is the main cause of “culture shock”, which Van Tonder and Soontiens (2014) describe as resulting from one’s loss of familiar signs and symbols of social intercourse, and their substitution by other cues that are strange to them. Adopting a new culture is a stressful experience, especially since these children are forced to revert back to their native traditions and family obligations after school (Yeh et al., 2008), as enforced by their parents at home. This social discourse between immigrant learners and their parents becomes worse when parents are illiterate and unemployed, as they are unable to participate in the education of their children (Adebanji et al., 2014). They remain rooted in their native culture, and not exposed to the culture of the host country.

2.3.3.2 Cultural assimilation

Some immigrant learners experience cultural assimilation, which according to McBrien (2005), is the sacrifice of one’s own culture and the complete adoption of the dominant culture. These learners rebel against their parents when asked to partake in their own cultural and traditional practices, viewing them as inferior to those of the host country (Adebanji et al., 2014). Von Grünigen et al. (2010) added that, this can occur when the immigrant learner’s psyche is altered by discrimination and the need to belong. When they find themselves unable to defend their own culture, they adopt the culture of the host country. This is further aggravated by a lack of teachers who are familiar with their culture and traditions.

According to a 2009 report from the European network of experts in social sciences of education and training (NESSE), acculturation does not have to be the complete assimilation of the immigrants’ culture. Schools should be institutions where immigrant learners learn the host country’s language, values, norms, habits, aesthetic standards, symbols and other elements, without completely losing their own cultural values and standards.

2.3.3.3 Self-image and self-esteem

Farley, Feaster, Schapmire, D'Ambrosio, Bruce, Oak, and Sar (2009) assert that schools can independently choose to alter their curriculum and policies to partly include the culture of the minority groups. These researchers warn that failure to include the immigrant learners' cultural material into the curriculum, or a distorted presentation of information, can harm the immigrant learners' self-image, leading to a breakdown in their self-esteem and affecting their performance at school. Farley et al. (2009) conclude that although schools can partially integrate the culture of the immigrant learners into their curriculum, policymakers in government need to enforce this as part of legislation, to ensure that schools comply by employing teachers with knowledge of the culture of minority groups.

2.3.3.4 Xenophobia

Vandeyar (2010) reveals that immigrants started flowing into South Africa after the abolishment of apartheid. Black migrants from the SADC countries saw South Africa as a destination of choice, where they could rebuild their lives after their experience of war and famine in their own countries. Unfortunately they are immediately targeted by indigenous people, who use derogatory words like "amakwerekwere" when referring to them. Xenophobic attacks against them are on the increase (Worby, Hassim & Kupe, 2008), and law enforcement agencies have failed to protect them. They are denied a sense of belonging even though the Constitution of the Republic of South Africa (1996) grants everyone a right to dignity, justice and fair treatment (Pearson, Muller & Wilkinson, 2007).

Adebanji et al. (2014) assert that in townships, where learners are mostly black, the illusion of inclusion for black migrants was created by means of their physical features as a commonality. Their ethnic and cultural differences are ignored. Xenophobic attacks are proof of them being left on the periphery, and denied a sense of inclusion and belonging (Spren & Vally 2012). This has had a negative effect on their learning. Spren and Vally (2012) confirm that the South African school environment is not culturally neutral or value-neutral, as reflected in clashes that occur between indigenous and immigrant learners.

According to Pearson et al. (2007), it is important for immigrant learners to feel accepted at school. This improves their performance, decrease the rate of absenteeism and dropout rate from school.

2.3.4 Safety and security

The history of discrimination, abuse and the bullying of immigrant learners in public schools has led to the implementation of stringent security measures to keep all learners safe (Marishane, 2013). Metal detectors and surveillance cameras are installed to increase the safety and security of learners (Garver & Noguera, 2012). Some schools have enlisted the help of armed security personnel, security guards and the police to curb violence. Large amounts of money are spent in an effort to improve and increase security. Although security is important in schools, teaching and other educational necessities must not be compromised or neglected.

The NSSF (2015) advocates for proper safety and security standards. SMTs and SGBs are held accountable for the safety of all learners. In spite of all these systems being in place, immigrant learners still feel unsafe due to abuse and discrimination in the hands of their peers and teachers. This has a negative impact on their performance. If learners feel unsafe in any environment, they resent going back to it, and thus drop out of school (Pearson et al., 2007). More research is needed to find practical ways to curb violence and intimidation of learners (Peguero, 2009).

2.3.5 Intervention strategies applied by schools to improve learning

Mahlo and Taole (2007) highlight the importance of introducing effective intervention strategies in schools to support learners in need. They define intervention as a form of instruction designed to accelerate learning and to develop learners who are facing challenges. These challenges are not limited to academic performance, but include the learners' ability to cope with emotional, psychological and physical stresses. From their experiences, immigrant learners have suffered trauma that might affect their performance at school. SMTs and SGBs should design intervention strategies in collaboration with teachers, parents and other interested parties to support

learners in need. Intervention programmes must be implemented to improve the performance of all learners and the overall performance of the school. The aim and goal of these programmes must be specified and adhered to.

2.3.5.1 The duties of school managers

Kurian (2008) noted that effective management and leadership in schools is essential to the successful introduction and implementation of intervention strategies. School managers have to guard against teachers and learners who might work against planned intervention programmes. If there is no success or improvement in learner performance, the school leadership should review intervention programmes, and make the necessary alterations.

2.3.5.2 Inclusive support programmes

According to the White Paper No. 6 (SA, Department of Education [DoE], 2001), inclusive education can be effected through the provision of support programmes. All learners have the ability and capacity to improve if provided with the necessary support. Immigrant learners that need support must be identified and assisted.

2.3.5.3 Teacher development

The National Policy Framework for Teacher Education and Development in South Africa (SA DoE, 2007), encourages teachers to study and develop themselves so that they can cope with the ever changing dynamics of the teaching environment (Fullan, 2007). Teacher development should include training on how to identify learners that are experiencing challenges, especially immigrant learners, who might have psychological trauma from their previous experiences.

2.3.5.4 Assessment programmes

The DoE Screening, Identification, Assessment and Support (2008), reiterates the importance of teacher support through assessment programmes that promote quality education and learning. Assessment programmes should be designed such that all learners have a good chance of succeeding and improving their performance. Special attention should be given to immigrant learners who have limited knowledge of the South African education systems, and those with language barriers. Making use of assessment indicators like the Barrett or the Blooms' Taxonomies can guide

teachers and other education practitioners to design assessment instruments that test the cognitive skills of all learners, granting all of them a fair chance of success (Muller, 2004; Reeves, 2012).

2.3.5.5 Discipline

The main contributor to poor performance is a lack of discipline (Maestry, Moloï & Mohammed, 2007). Ineffective discipline programmes and procedures are the main cause of escalating issues of discipline. Students who are weak performers are usually the ones who are disruptive in class. They are usually the ones that attack and abuse immigrant learners, making it impossible for them to concentrate in the classroom. There should be zero tolerance for non-compliance to discipline measures outlined by schools. Maestry et al. (2007) suggest the following strategies for improving learner discipline at school:

- School managers must involve learners, teachers and parents when drafting disciplinary policies, code of conduct and the ethics of the school.
- Consequences for breaking school rules must be clearly stated.
- The code of conduct of the school must be reviewed and updated in line with changes and challenges experienced by the school.
- Teachers must be held accountable for what happens in their classrooms.

2.3.5.6 Support programmes

Maestry et al. (2007) also propose a number of support programmes that are important for the successful implementation of intervention strategies:

- Counselling strategies must be drawn and implemented to provide support and encouragement for both learners and teachers.
- An ethics of care and encouragement towards learners must be implemented.
- Parents must be contacted using the phone and sms system, to keep them updated with information on learner performance and transgressions.
- An integrated life skills programme that encourages learners to take part in sports and extra mural activities must be implemented.

- Other programmes that offer emotional support, health and hygiene, coping skills, communication and interpersonal skills must be initiated.

2.4 CONCLUSION

Protecting the right to basic education for immigrant learners in public schools has been met with challenges. The policies that govern the admission of immigrant learners into South African public schools are not in line with the premise of the Constitution, and are in contravention of signed declarations with the UNO, SADC, EU and other bodies. The lack of support from teachers and peers has left immigrant learners exposed to abuse and discrimination. Factors such as access to quality education, cultural and social integration and safety and security for all learners have to be addressed for effective teaching and learning to take place. According to the theory of social justice by Rawls (1971), fairness and justice are required for improved learner performance. Reviewed literatures highlight the fact that there are violations of human rights of immigrant learners in public schools. It has become a matter of urgency that intervention strategies be effected to support and protect immigrant learners.

CHAPTER 3

RESEARCH METHODOLOGIES AND DATA COLLECTION

3.1 Introduction

This chapter focused on research methodology and data collection. Qualitative research was chosen as the research method, since it allowed for data to be collected in its natural setting (Ritchie, Lewis, Nicholls & Ormston, 2013:5-6). Through semi-structured interviews, study participants were asked questions that probed for their interpretation of the presence of immigrant learners in their schools. The constructivist paradigm, which Silverman (2010) describes as the way people view the world and the community in which they live, was also applied in the study. Participants expressed their feelings and emotions on the presence of immigrant families in their communities, and their views on the migration processes occurring around the world.

3.2 Research methodology

Qualitative research was used in this study. Baxter and Jack (2008) and Anderson (2010) present qualitative research as the type of research that is used to describe phenomena in the social context. The protection of the right to basic education for immigrant learners in public schools was the phenomenon under examination. This phenomenon or occurrence was studied without using numbers to quantify it, but was explained using words as expressed by those involved in the study, namely, the researcher and participants.

The study tried to examine and to understand in depth how public schools protect immigrant learners' basic right to education in public schools. During the study, the researcher tried to find answers from participants as to "why" things happened, "how" they occurred and "what" the courses were, as suggested by Anderson (2010). This type of research could only be answered by direct communication with other people, in this case, the participants. It involved their thoughts, feelings and experiences. One of the common challenges in qualitative research is the issue of bias the researcher is often exposed to (Ritchie et al., 2013; Anderson, 2010). In this study, this was manifested by what the researcher perceived as acquired knowledge from

her personal experience of teaching immigrant learners. The researcher had to guard against applying personal views, and report only on what was obtained from research findings.

3.3 Research design

The research designs applied in this study were Narrative enquiry and Case study designs. Study participants narrated stories from personal experiences of having immigrant learners in their public schools. From these stories, the researcher was able to complete the investigation on how the right to basic education for immigrant learners in public schools was protected.

3.3.1 Narrative enquiry

This study included narrative inquiry, which Avdi & Georgaca (2007) and Welikala (2007) described as a research design in which the researcher asked questions that required participants to offer answers in a detailed “story-telling” manner. This is done to obtain an understanding of people’s feelings, emotions and perceptions. Stories told by study participants were recorded and reported in a descriptive manner as suggested by Cresswell (2005) and Ritchie et al. (2013). Describing how participants felt about the presence of immigrant learners in their schools enabled the researcher to fully understand the effect they had on the indigenous learners, parents and the community. Narrative enquiry allowed participants to express their true feelings and emotions on the subject under investigation. Their answers were later re-told in a descriptive format to enable the researcher to compile meaningful data. Data was then saved in audiotape recorders and in written field notes, so that its trustworthiness was not compromised (Onwuegbuzie & Leech, 2007).

3.3.2 Case study design

As explained by Creswell (2002) and Zainal (2007), a case study is an investigation that is performed using a small number of participants. It focuses on understanding an identified phenomenon, where the results apply to a small area, and these cannot be treated as representing a large area. In this study, the protection of the right to basic education for immigrant learners was investigated in three public schools. A total of thirty participants formed the study group.

Baxter and Jack (2008) explained the case study design is a design that focuses on answering the “how”, “what”, “when” and “why” questions. These types of questions encourage participants to express their views, and explore their true feelings and emotions on a subject. Answers from these questions cannot be manipulated, as they reveal the true expressions of the participants, and provide the real picture from which the researcher can truly understand the participant’s point of view. During interviews, participants volunteered their answers without being manipulated, and these answers enabled the researcher to better understand the participants’ feelings on immigrant learners. Walsch & Downe (2006) asserted that results from case studies cannot be generalized, which means that the experiences of people on immigrant learners in one school are not the experiences of other people in other schools around the province, or anywhere else in and out of the country.

3.3.2.1 Advantages of a case study design

Zainal (2007) looked at the advantages of a case study research design. Amongst others, the advantages of case study designs included its ability to help explain complex issues, and to help researchers understand the views of people towards phenomena that are complicated and that need in-depth investigation. It is relevant when dealing with issues that are community based, such as poverty, unemployment or similar issues. It helps during explanations of social phenomenon, and the understanding of behavioural conditions through “actors” perspectives, these being the participants. Case studies are helpful in explaining processes from the beginning to the end. In this study, interview schedules were designed such that they encouraged participants to narrate their experiences on immigrant learners from the day they arrived in their communities and schools up to this day. Through well designed interview schedules, participants revealed additional information that was not on the interview tools, but information that helped the researcher better understand their views.

3.3.2.2 The disadvantages of a case study design

The disadvantages of a case study design include the use of a small sample size (Creswell, 2002; Suri, 2011), not representative of a large community (Zainal, 2007). This is a disadvantage since results from a small sample size cannot be used to generalize an occurrence or behaviour (Walsch & Downe, 2006). The researcher

may become bias (Anderson, 2010) and this can influence the reporting of findings. When conducting this research, the stereotype of some participants towards immigrants triggered emotions that, if not controlled, might have persuaded the researcher to become bias. However, the researcher managed to remain neutral and professional throughout the research process. Case studies are labelled as too long and difficult to conduct, and many documents and reports are kept (Palys (2008: 697- 698). In this study, the stories narrated by participants led to the compilation of long reports, and some information could not be written down due to time constraints. To save all conversations, audiotape recorders were used. Deciphering information from the notes and the audiotape recorders was tedious and time consuming.

3.4 The research paradigms

This study adopted the Interpretivist and the constructivist research paradigms, which are presented in the following paragraphs.

3.4.1 Interpretivism and Constructivism

Anderson (2010) defines interpretivism as a paradigm that is concerned with understanding the world as it is from subjective experiences of individuals. Adedayo, (2010) presents constructivism as a concept that deals with how individuals choose to construct meaning of situations around them. Participants try to make sense of the situation they find themselves in, this being the increasing number of immigrant learners in their schools. They try to interpret their experiences (Scotland, 2012; Tuli (2010)), and construct meaning and understanding Adedayo, (2010) of the changing environment in their schools and communities. The comments by some participants confirmed that communities were hostile towards foreigners. They did not want them there, as they perceived them as inferior. They viewed them as a community of intruders that left their countries to take over their jobs, homes and their land.

The criticism of Interpretivism is its inability to separate reality from peoples' perceptions (Silverman, 2010). Although the perceptions of participants on immigrants and their children were not necessarily true, their responses were recorded and reported as real, since these were the participants' reality.

3.5 The ontological and epistemological assumptions

During research, participants are faced with the reality of the situation they are faced with in their communities. They get the opportunity to address their issues in confidence.

3.5.1 The ontological assumption

Ontology can be defined as the science or study that deals with the nature of reality (Scotland, 2012). In this study, reality was what participants narrated. Participants described and gave their personal accounts on the subject, and their experiences were real to them. There were no clear boundaries between reality and emotions. As stories were narrated, the researcher became involved in the story, as the story created multiple realities for the researcher.

3.5.2 The epistemological assumption

Epistemology is defined as the branch of philosophy that deals with belief, faith and intuition (Patton and Cochran, 2002; Scotland, 2012). It is based on feelings rather than the reality of a situation. In this qualitative case study, participants were asked questions that required them to express how they felt about immigrant learners, and what they believed would be a fair and just way of treating them. Their responses were subjective in nature, their beliefs imbedded in political suppositions, and their faith and intuition clouded by fear and mistrust. Subjectivity means that participants regard their opinions as fact, and their values, feelings and belief systems affect the way they view immigrants in their communities. The presence of immigrant learners triggered different emotions from participants. The social interaction between the researcher and participant became personal. Feelings of

3.6 SAMPLING

Noy (2008) explains sampling concepts as unique aspects within any paradigm which a researcher applies to pursue empirical research. The researcher chooses a sampling method that is suitable for the type of research pursued.

3.6.1 Purposive sampling

Palys (2008, pp. 697–698; Suri, 2011) explains that purposive sampling signifies a series of strategic choices which a researcher chooses to perform the research. These strategic choices depend on the phenomenon being examined.

3.6.1.1 The critical case sampling strategy

In this study, the critical case sampling strategy was adopted. Critical case sampling is used when the researcher is looking for a decisive case that could help in decision-making, where there are different explanations and possible answers (Palys, 2008, pp. 697–698). Although the researcher has her own ideas about the subject, responses from the participants enable the researcher to critically analyse each case to understand the views of each participant, and then collate information in order to arrive at a decisive case that will provide a definitive conclusion on the topic under examination.

3.6.1.2 Advantages of purposive selection

The purposive selection of participants had the advantage of finding the sample group easily with the help of the principal. Each principal knew the community, and could select participants who had lived in the community for some time, and teachers who had experience teaching immigrant learners. The principal advised the researcher on personalities of selected staff members and recommended how best to approach them. Each principal provided the most suitable time of day to meet with participants. Some participants felt honoured to be invited by the principal to take part in the research programme.

Principals knew their SGB members and parents of immigrant learners, and thus selected those they felt would provide useful information on the topic under research. They also selected members who could speak English since the research was

conducted in English. Principals tried to select SGB members and parents who would be available during school hours or during SIP classes over the weekend. With the help of the principal, most participants were seen on the same day, thus saving time for the researcher.

3.6.1.3 *Disadvantages of purposive selection*

The disadvantages of including purposively selected participants were that some participants agreed to participate for fear of intimidation by the principal, and others to gain favour from management. Specific disadvantages experienced by the researcher are listed below.

- Some participants agreed to participate because the principal asked them to, but were not interested in providing valuable information when they met with the researcher.
- Once participants signed consent forms and agreed to participate, they could not be removed from the study, unless they requested removal.
- Although they had agreed to attend 15-minute interviews, several participants asked the researcher to rush through the questions, claiming to be busy with school work.
- Some SGB and immigrant parents who had agreed to participate did not honour their appointments, claiming to be at work or busy with other commitments during school hours.
- Completing the data collection phase was complicated by the unavailability of signed participants.
- Eventually, the principals had to arrange that remaining participants would be seen during SIP classes over the weekends.

3.7 SELECTION OF RESEARCH SITES AND PARTICIPANT

The research was conducted in the Ekurhuleni East region of Gauteng. The informal settlement of Etwatwa in Daveyton was identified as having a large number of immigrants, and was thus suitable for the purpose of this research. The

selection of the three schools to participate in the study depended on the consent received from the SMTs and SGBs of those schools.

With the help of school principals, all study participants were purposively selected for their availability and willingness to participate. Participants were teachers, SGB members, principals, deputy principals and immigrant parents. Principals helped in selecting immigrant parents who could speak English, and those who would be available for interviews.

3.8 EXPERIENCES OF THE RESEARCHER DURING DATA COLLECTION

3.8.1 Interview schedules

Different interview schedules were designed for the different groups of participants, these being principals or deputy principals, teachers, SGB members and immigrant parents. Each type of interview schedule was designed such that participants understood exactly what was being asked. School principals approved 15 minute interviews so that participants could go back to their duties at school. Below are the interview schedules used in the study.

Interview schedule for immigrant parents

1. What challenges have you experienced in registering your child in a public school?
2. How involved are you as a parent in your child's education?
3. What challenges has your child reported to you that are related to teaching?
4. What challenges has your child experienced while learning in the classroom?
5. How does your child experience the teachers that teach in the school?
6. How has the relationship of your child been like with his peers?
7. How do you assist the school towards them understanding your culture and tradition?
8. How would you describe the safety and security measures applied by the school?

Interview schedule for principals' / deputy principals

1. What problems have you experienced when admitting immigrant learners to the
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school?
2. How have you as the principal, prepared your staff to deal with the educational needs of immigrant learners?
3. What protocol do you have in place for dealing with xenophobic outbreaks in the school?
4. How do you build a communicative relationship between teachers and immigrant learners?
5. How does the school deal with the linguistic challenges faced by some of the immigrant learners?
6. How has the increasing number of immigrant learners in the school, affected its overall performance?

Interview schedule for teachers

1. How has the integration of immigrant learners in the classroom affected your teaching?
2. How do you assist immigrant learners that struggle with learning in your classroom?
3. How do you manage conflict between learners in the classroom?
4. What method do you use to communicate with parents of immigrant learners?
5. How do you support immigrant learners with language barriers?
6. How involved are immigrant parents in assisting their children with school work?
7. What challenges have you faced with the existing curriculum expectations and the immigrant child's learning?

Interview schedule for School Governing Body members

1. How did the admission of immigrant learners affect the admission policy of the school?
2. How does the SGB support parents of immigrant learners with understanding the South African public school system?
3. How has the arrival of immigrants affected the language policy of the school?
4. What strategies does the SGB have in place to protect immigrant learners from xenophobic attacks and discrimination at school?
5. How does the SGB facilitate communication between the school and immigrant parents?

3.8.1.1 Advantages of semi-structured interviews

The researcher has enough time to go through each tool and to be well prepared for the interview process. The interview tools are in front of the researcher at all times, and can be referred to if the need arises. Some participants asked to look at the interview tool before commencement of the interview process. They familiarised themselves with what would be required of them, and the tools were readily available for them to do so. Semi-structured interviews have the advantage of providing rich data through storytelling. The conversations during this study were interesting and provided rich information to both the researcher and participants.

3.8.1.2 Disadvantages of semi-structured interviews

One of the disadvantages of semi-structured interviews experienced by the researcher was that it opened the way for conversations that took the discussion in a different direction, away from the research topic. In addition, some participants expected the researcher to solve their community problems, and some expected the researcher to get involved in issues they had with immigrant parents. Revisiting participants was difficult since they have other duties and responsibilities in the school to attend to. The researcher is also employed, and needed to request time off work to meet with participants.

3.9 Preparing for the interview process

According to McNamara (2009), the preparation phase of the interview process is particularly important. The researcher has to plan the interviews to obtain maximum success. Below are the steps the researcher took to plan for productive interviews:

- The researcher asked for a private office or an empty classroom in which to conduct interviews. This was done to avoid disruptions, and for participants to feel safe and secure.
- The reasons for the interviews were explained to participants. They were informed of the purpose of the study.
- Participants were assured that their identity would not be revealed. They would remain anonymous throughout the duration of the study. Symbols and codes would be used to record their answers, and these would be grouped into themes for analyses and reporting.
- The information they shared would be kept confidential. Only people with academic interest in the study would read the research findings.
- The structure of the interview schedules was explained to study participants. The researcher would be taking notes during the interviews, and digital audio-tape recorders would be recording the entire interview. Permission to use audio-tape recorders was obtained from participants.
- Although the possible length of the interview was indicated on the consent letters, participants were reminded that the process would last for approximately 15 minutes.
- After briefing participants on the interview process, they were asked if they had any questions, and if they needed clarification on any part of the interview process.

Tong et al. (2007) recognise the importance of a researcher reassuring participants by clarifying the researcher's credentials before commencement of the interviews. Study participants were informed of the researcher's identity, credentials, occupation, training and experience. This helped participants understand the

reasons for the research, and they viewed the research process as professional and important to both themselves and the researcher.

Creswell (2007) highlights the fact that the art of interviewing participants includes learning how to listen, pause and acknowledge shared information, without losing the flow of the interview. To master the art of interviewing, the researcher practised with other people in the community and at home to gain experience (Kvale&Brinkmann, 2008). The researcher also observed how interviews are conducted on television programmes and in other media.

3.9.1 Limitations of the interview process

- From time to time during interviews, learners still entered the interview room to talk to the teachers.
- Teachers left the interview room to attend to problems in the classrooms.
- Interviews were rescheduled or postponed when other pressing school duties arose.
- Some SGB members who were not chosen to participate in the study resented being excluded, which caused conflict with the school principals.
- The topic of research made some SGB members and immigrant parents feel uncomfortable, and they feared being victimised by the school for their honest opinions and feedback.
- The researcher had to reschedule a number of appointments owing to her own work commitments.
- The researcher struggled to get time off work to meet with participants, since she is permanently employed.

3.10 Field notes

Tong et al. (2007) describe field notes as notes written during the interview process. It was important for the researcher to familiarise herself with the interview tools, so as to focus on writing notes and to listen to participants' feedback.

3.10.1 Advantages of writing field notes

It was helpful to tell participants what had been written on the field notes, since this enabled them to understand what the researcher was doing. Participants realised that their input was important enough to be documented and this drove them to focus and provide valuable information. Only key words and phrases were written as field notes. The notes enabled the researcher to confirm key points, and to reaffirm understanding. Field notes assisted the researcher during the affirmation of facts and provided the participants with the opportunity of flexibility, which is a chance to rethink answers and change responses during pauses (Adedayo, 2010).

3.10.2 Disadvantages of writing field notes

If not well managed, spending too much time writing notes can lead to loss of focus for both the researcher and the participants. The researcher was careful not to spend too much time writing, since this could have led to the interview process feel like a police interrogation, and participants would have lost interest in the research process. It also took quite some time to collate and make sense of the written notes after the end of the interview.

3.11 Digital audio-tape recordings

Tong et al. (2007) listed audiotapes as a preferred method of saving data during interviews.

3.11.1 Advantages of using digital audio-tape recordings

Unlike field notes, digital audio-tape recordings played a major role in recalling the conversations with participants. They captured participants' tone of voice and emotional outbursts. For the researcher, audio-tape recordings are a "credibility and authenticity" tool, since they provide proof that the interview process was completed in an ethical manner, and evidence that results were not fabricated. Digital audio-tape recordings were saved on the computer and on a flash drive and discs, thus enabling them to be retained for a lengthy period. They were made available to the university's ethics committee and to the supervisor of this study, as required.

During analyses and reporting of results, data could be rewritten in full from the recordings. Recordings could be replayed if conversations could not be clearly heard and interpreted. They helped in the creation of themes, and grouping data according to commonalities and differences. Below is a snippet of transcribed audio-tape recordings. A full transcript is attached as APPENDIX L at the end of the study.

IMMIGRANT PARENT C2 (IPC2)
1.What challenges have you experienced in registering your child in a public school? <i>The only challenge that I'm experiencing in a public school in South Africa is that the paper work is difficult to get, especially with the Department of the Home affairs. It's been 6 months since I've been waiting for the papers to come for the kid to have a study permit in South Africa.</i>
(And if I may ask, which country do you come from mam?) <i>I come from Somalia.</i>
(Since this school is a high school, when did you register your child in the school?) <i>I registered the child in 2013.</i>
(And have you been able to renew your paperwork since?) <i>Yes, I have...Yes.</i>
(But now you can't do it anymore?) <i>Yes, I can't do it anymore. It's difficult to go there, and there's cues and cues, and you pay so much money for that.</i>

3.11.2 Disadvantages of using digital audio-tape recordings

Some conversations recorded were irrelevant to the study, and could not be cut out of the recordings. It took days to listen and transcribe information from the recordings. Below are some of the challenges encountered while using the digital audio-tape recorder:

- The digital voice recorder was new and the researcher struggled to use its features.
- Batteries had to be checked after every interview.
- Participants were intimidated by the use of the recorder.

- The digital recorder was small, and was easily misplaced.
- The maximum volume was insufficient for some recordings which were not clearly audible.
- There was no USB cable provided, thus one had to be purchased.
- There was no flash drive to copy data from the digital recorder to the computer, therefore one had to be purchased.

3.12 DEBRIEFING

Marshall and Rossman (2006), Morris (2001) and Patton (2002), describe debriefing as a process during which participants are reassured of the value of their participation in the research. Researchers must always keep in mind that participants may feel empty or even guilty for sharing some information with them. A handshake and a “thank you” went a long way to reassure some of the participants of the value of their contributions. Debriefing allowed the researcher to reassure participants that displayed emotional outbreaks that their contribution is appreciated and their concerns are respected and appreciated.

3.13 CHALLENGES EXPERIENCED DURING SITE VISITS

Below are the experiences of the researcher during visits at the research sites.

3.13.1 Challenges experienced during visit 1: making appointments

- Security guards refused the researcher access into school premises without an appointment.
- Telephone lines did not work in schools for appointments to be made in advance. Principals use cell phones with unlisted numbers, therefore the researcher had to go to the school to obtain their contact numbers.
- Secretaries delayed access to the principals.

- Conducting research was viewed as a waste of teaching time by some principals and teachers, and as disruptive to teaching and learning.
- The researcher experienced an unwelcoming, hostile demeanour from some participants and other staff members in the schools.

3.13.2 Challenges experienced during visit 2: the interview process

- Secretaries delayed calling participants one after another as requested by the principal.
- Hours were wasted at reception, waiting to meet participants. Participants then rushed to complete the interviews and return to their classrooms.
- Disruptions by learners knocking at the door of the interview room to talk to participants.
- Noise levels high outside the interview room, when learners change periods and move from one classroom to another.
- Some participants brought urgent work into the interview room, and divided their attention between the interview and their work.
- Participants were reluctant to grant appointments for follow up interviews.
- The researcher had to rush through the interview tools as requested by some participants.
- Some participants did not honour their appointments. New appointments had to be made.
- Some SGB members and parents did not honour appointments, claiming to be busy with other pressing matters.
- Most participants had a limited English vocabulary and struggled to express themselves. Some would add vernacular to their responses for lack of knowledge of an English word.
- The researcher sometimes struggled to hear what immigrant parents with unusual accents or pronunciations were saying.

- Some participants struggled to understand the questions. As a result, they did not answer asked questions, but answered what they thought was being asked.
- Participants would speak African languages during the interview to express their feelings, but since results had to be submitted in English, they had to redo that particular question, and their true expressions were lost in translation.
- A dislike of the research topic was noted from some principals and teachers.
- Fear of being victimised by the principal and staff members and reluctance to participate was mentioned by some immigrant parents.
- Difficulty in securing follow up appointments.
- No electricity in this informal settlement, which made it difficult to write field notes.

3.13.3 Challenges experienced during visit 3: validation of data

- There was a lack of interest from some participants when the researcher replayed their recordings to confirm responses. These Appointments were made to show appreciation for the participants' input and contributions to the study. Since there were emotional outbursts during the initial visit, the researcher wanted to reassure the participants, and show them that their experiences were acknowledged and understood. The researcher expressed gratitude for contributions made by participants. It was rather unfortunate that some participants did not avail themselves for this appointment.

3.14 THE INTERPRETATIVE PHENOMENOLOGICAL ANALYSES (IPA) RESEARCH DESIGN

In this study, the arrival of immigrant learners in public schools of Etwatwa township in Daveyton (East Rand), is a phenomenon that has altered the perceptions, views and feelings of indigenous people towards immigrants in that area. Through their responses, participants expressed how they interpreted this change. Their views and feelings were a true reflection of how this phenomenon has influenced and affected them. Their lived experiences (Groenewald, 2004) opened a window through which

the researcher was able to learn and understand why they responded in certain ways towards immigrant learners.

3.15 CREDIBILITY AND AUTHENTICITY OF DATA

Lietz and Zayas (2010) highlight the concepts of trustworthiness, credibility, transferability and audibility as indicators of the quality of research findings.

Padgett (2008) describes credibility as referring to the degree to which a study's findings represent the meanings of the research participants. Lincoln and Guba (1985) reiterate the fact that, to achieve credibility, the researcher's reactivity and bias must be managed. It is easy for the researcher to become emotionally involved in the study, and to lose focus. For quality assurance, the credibility of results was protected by recording results from interviews. This enabled the researcher to revisit the recordings and eliminate the element of bias.

Lincoln and Guba (1985) describe transferability as the ability to use theories, practices and findings from one research, and applying them to another research enquiry. The use of literature reviews confirm that research methods applied in a study can be transferred and applied in other studies.

Padgett (2008) defines auditability as allowing another research practitioner to be able to audit the research results and findings, and come to the same or similar conclusions. The practitioner is also able to critique the findings, to allow the researcher the opportunity of improving the research results. External reviewers audit and critique studies for better outcomes.

Drisko (1997) defines confirmability as the ability of other researchers to confirm or corroborate the research findings. Corroboration involves avoiding reports on the researcher's characteristics and preferences, but reporting on the findings using collected data. To achieve confirmability, work is submitted to the supervisor for assessment. Peer debriefing and audit trails (Shenton, 2004. p. 72) are strategies used to evaluate and confirm research procedures.

3.16 ETHICAL CONSIDERATIONS DURING DATA COLLECTION

The following ethical issues were observed:

- Study participants were informed of the purpose of the study before its commencement, and they signed consent forms.
- The right of participants to withdraw from the study at any stage during interviews was communicated to them.
- The identity of participants was kept anonymous and their contributions confidential.
- The researcher did not invent or fake data, nor did she falsify or distort collected data.
- Plagiarism was not committed during the study.

3.17 POLITICAL CONSIDERATIONS DURING DATA COLLECTION

- The political interests and affiliations of the researcher and participants were not disclosed or discussed.
- The researcher did not entertain the political suppositions mentioned by some participants.
- The researcher did not promise to resolve issues of xenophobia mentioned by participants.

3.18 SUMMARY

This chapter explained how qualitative research methodology was used in the study, allowing data to be collected in its natural setting. The case study design was explored, and how, through narrative enquiry, participants told their stories subjectively. Interpretivism was defined as how participants understand their world, and the reality of what happens in their environment. Through constructivism, participants express how they choose to construct meanings for what they are exposed to. Using ontological assumptions, they learn how to deal with the reality of the situation in which they find themselves, while epistemological assumptions

express how their beliefs, faith and intuition drive the way in which they deal with situations in their environment.

According to IPA guidelines, a group of 15 participants was purposively selected to take part in the research. The process was described in which digital audio-tape recordings were used, together with field notes, to save raw data. Limitations of the interview process were explored in detail. The credibility and authenticity of the study was acknowledged and ethical considerations were recognised and described.

CHAPTER 4

DATA PRESENTATION, FINDINGS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

This chapter presents data collected, findings and interpretation of results. The Interpretative phenomenological analyses (IPA) allow the researcher to record stories told by participants, verbatim. Guided by the IPA, data is then grouped into themes.

4.2 Creation of themes

Themes are created in line with research questions, namely:

4.2.1 What factors affect the immigrant learners' right to basic education in public schools?

- Admission into public schools.
- Coping with teaching and learning.
- Social and cultural integration
- Safety and security at school.

4.2.2 How do public school policies cater for the educational needs of immigrant learners?

4.2.3 What strategies can South African public schools apply to improve learning conditions of immigrant learners?

It should be noted that themes are created using only extracts from the report that are relevant to the theme.

Using literature reviews as a point of reference, data is analysed and interpreted.

The codes which represent participants are listed on TABLE 1 below.

Table 1: Participant codes

Public School A (PSA)		Public School B (PSB)		Public School C (PSC)	
Principal A	PA	Principal B	PB	Principal C	PC
SGB member A	SGBA	SGB member B	SGBB	SGB member C	SGBC
Teacher A	TA	Teacher B	TB	Teacher C	TC
Immigrant parent A1	IPA1	Immigrant parent B1	IPB1	Immigrant parent C1	IPC1
Immigrant parent A2	IPA2	Immigrant parent B2	IPB2	Immigrant parent C2	IPC2

4.3 Theme1: Admission into public schools

- It should be noted that the terms “**documents**”, “**papers**”, “**paper work**”, “**valid identification**” are used by participants when referring to all documents required when registering immigrant learners in public schools. These include IDs, VISAs, Asylum permits, study permits, work permits and affidavits.
- The Department of Home Affairs and the Police were mentioned by participants in relation to the role they play in the acquisition of IDs, VISAs, Asylum permits, study permits, work permits and affidavits.
- Statements repeated by the same participant are not duplicated.

PA	<ul style="list-style-type: none"> - <i>The first problem we experienced as a school is the valid identification</i> - <i>some of these learners are not legal in the country</i>
TA	- <i>because of their.... immigration documents have been outdated</i>
SGBA	<ul style="list-style-type: none"> - <i>for those that don't have permits and Ids.....</i> - <i>because most of them have expired permits.....</i>
IPA1	<ul style="list-style-type: none"> - <i>perhaps the worst is the expiring of permits.....</i> - <i>Some of them.... expire during the year or during the month, and when that happens the child is taken out of school.</i> - <i>And when the permits are renewed, then the learner re-joins.....</i>

IPA2	<ul style="list-style-type: none"> - most of our children do not have passports with permits.... with study permits. - the problem with the Asylum is that the Asylum expires, so when the Asylum expires, the child is taken out of school -we must go back to renew the passport. - mostly we do not have the right papers.....
PB	<ul style="list-style-type: none"> - validation of the lds..... - and there is no IDs that we can put into our SA SAMS systems.... -make sure that the registration of the student with GDE is valid... - they need to have a student permit.... - should they have a student permit, we also need to validate
SGBB	<ul style="list-style-type: none"> - to admit only the learners with study permits... - we struggle to obtain study permits... - Asylum documents, but these expire after 6 months.... - to discuss these problems that include study permits.... - expiry problems - immigrant learner admission and retention in the school.... - to remove learners once their study permits expire...
IPB1	<ul style="list-style-type: none"> - the necessary paperwork that is required. and also other documentation, immigrant documentations...
IPB2	<ul style="list-style-type: none"> - because they can't get papers for their children.... - they are rejected by Home Affairs... - they are rejected by the police....
PC	<ul style="list-style-type: none"> - So they don't have their complete documents.... - we have to admit them and the documents will come after.... - It is difficult to ascertain whether the documents they have are authentic or documents built up or made....
SGBC	<ul style="list-style-type: none"> - The requirements for all learners' admission are for all parents to have IDs and proof of residence, or a visa or a passport for the learners to be admitted at school. - they don't have those documents...
IPC1	<ul style="list-style-type: none"> - The first thing that I experienced was actually the paper work... - Like your study permit, your visa, your general paper work actually... - . It takes time to get all the documents from the Department of Home Affairs...

IPC2	<ul style="list-style-type: none"> - <i>The only challenge that I'm experiencing in a public school in South Africa is that the paper work is difficult to get...</i> - <i>...especially with the Department of the Home affairs. It's been 6 months since I've been waiting for the papers to come for the kid to have a study permit</i>
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4.3.1 Findings

IPA1 and IPA 2 complained about the challenges that they experience when applying for immigration documents at the Home Affairs Department and at the Police stations. She added that if study permits expire during the year, children are removed from school and allowed back only once their permits are renewed. By that time these are renewed, learners have already missed out on some work at school and consequently fail to catch up. As a result, the children are not progressed to the next grade. Immigrant parents also revealed that some of them are illegal in the country, thus they fail to produce valid identification.

SGBA confirmed that some immigrant parents have expired permits and therefore cannot apply for study permits for their children. PB reiterated the fact that the South African School Administration and Management System validation process restricts them from registering learners who cannot produce all required documentation such as parent identification, proof of residence or affidavits from the police to confirm residency and study permits for their children.

From the extracts, it is clear that a lack of valid study permits and other important documents required for registration limits access into public schools for immigrant learners. Learners without study permits are not admitted into public schools. Immigrants struggle to get their applications for study permits for their children approved at the Department of Home Affairs. Undocumented immigrant children are not granted access into public school. Study permits are validated and locked on to the SA-SAMS system to be further validated by the Department of education. If not valid, learners are deregistered and removed from school.

4.3.2 Literature review

Unlike countries that grant all immigrant learners the right to basic education (Adelman & Taylor, 2005; Gil et al., 2014), South African public schools allow only those with study permits to be registered. But these study permits have expiry dates, and this leads to learners being removed from school (Vandeyar, 2010). Immigration Act 13 of 2002 (SA, 2002) states that harbouring undocumented immigrants is regarded as contravention of the law, which carries a prison sentence. The same applies when admitting immigrant learners without relevant immigration documents.

The fact that laws and policies on immigration are constantly changing at the Home Affairs Department (Baatjes et al., 2012; Spreen & Vally, 2012), means that the requirements for the admission of immigrant learners into public schools are also changing. This explains why learners with expired study permits are removed from schools. This is in contravention of the core values of the theory of social justice (Rawls, 1999), which are based on respect for human rights (Dover, 2013). How one views human rights globally is determined by declarations, acts and laws that are put in place to protect these rights (Adams et al., 2016). Countries have united and formed bodies such as the UN, SADC, OCPD and the EU (Palmary, 2009) and all these have agreed that for humanitarian reasons, immigrant children, documented and undocumented, have a right to basic education (McBrien, 2005).

4.3.3 Analysis and interpretation of findings

Findings from empirical studies have shown that access into public schools is hindered by access to documentation required for registration, a lack of which, according to South African legislation, is an offence that carries a prison sentence. The result is that only immigrant children who are born in the country or whose parents have valid work permits can access education. This contradicts what the social justice theory prescribes. It is the social responsibility of every country to protect the right to quality education for all children, and a politically correct thing to do towards the attainment of justice and fairness for marginalised learners (Rawls, 1999; Garrett, 2005). It can therefore be concluded that a lack of study permits and other immigration documents limits the right to quality education for marginalised learners. This suggests that the rights to education for immigrant children in South African public schools are not protected, even though these rights are clearly defined

in the Bill of Rights and by other international conventions, to which South Africa is a signatory.

4.4 Theme 2: Coping with teaching and learning

- It should be noted that the terms “**the language**” and “**that specific language**” are used by participants to refer to the English language.
- Statements repeated by the same participant are not duplicated.

<p>TA</p>	<ul style="list-style-type: none"> - <i>most of the learners have got language barriers...</i> - <i>they tend to be left behind of the language...</i> - <i>They tend not to understand...</i> - <i>So I find that our way of teaching is not the same with where they come from...</i> - <i>their confidence is somehow...</i> - <i>We can't give the learners support, because we are working on a schedule, and the admin is too much, and keeping up with the learning and teaching and the file...</i> - <i>We tend not to be able to give learners the necessary support that is needed...</i>
<p>IPA1</p>	<ul style="list-style-type: none"> - <i>she says she doesn't understand Zulu...</i> - <i>But Zulu is one of the languages that is used at the school...</i> - <i>the authorities are not interested in accommodating her...</i> - <i>she is unable to follow what is happening, especially when Zulu is being used...</i> - <i>She is happier when they use English, but when Zulu is introduced, then she is lost...</i> - <i>...and sometimes fails to follow...</i> - <i>Sometimes fails to even do the work that is given to her...</i> - <i>generally, when she is denied help, like I've just said to you, the use of Zulu...</i> - <i>the teacher not sitting down to teach her Zulu...</i> - <i>she feels like some of them don't care at all....</i> - <i>she concludes that the teacher doesn't care....</i>
<p>IPA2</p>	<ul style="list-style-type: none"> - <i>they use their vernacular language which is Zulu and sometimes Sotho....</i> - <i>So even during class, they use their vernacular language, which makes it difficult</i>

	<i>for my child to learn...</i>
PB	<ul style="list-style-type: none"> - <i>our LOLT (Language of teaching and learning) is English...</i> - <i>we need to make sure that their language proficiency is in line with our LOLT.</i> - <i>they need to have a good base of the English language...</i> - <i>the vocabulary must be learnt...</i> - <i>we start with the lowest grade that we can for the learner to start understanding what they are reading because that's the most important thing...</i> - <i>and it is a question of diligence of the learners, diligence of the teachers.</i> - <i>during contact time, we cannot help the learners...</i> - <i>All the teachers have to ask if they understood what was being said...</i>
TB	<ul style="list-style-type: none"> - <i>we need to start by teaching these learners the language ...</i> - <i>The teacher must instruct the learners to only speak that specific language...</i> - <i>Learners are unable to cope...</i>
PC	<ul style="list-style-type: none"> - <i>We encourage our educators to use the mainstream language, which is English...</i> - <i>we discourage our teachers from using the local language when they are explaining learning areas.</i> - <i>We encourage learners to expedite their own selves...</i> - <i>Most of the learners can speak English...</i> - <i>so we make sure that our teachers stick to English whenever they are explaining anything and whenever they are teaching...</i> - <i>They find our curriculum very easy to deal with ...</i> - <i>They seem to work harder than our local children...</i> - <i>Most of them in our schools they excel...</i> - <i>We have distinctions, better than our children in our local schools.</i> - <i>They tend to focus more on their education...</i>
TC	<ul style="list-style-type: none"> - <i>Immigrant learners arrive with language problems...</i> - <i>and they are struggling with English...</i>

	<ul style="list-style-type: none"> - <i>This slows down my pace of teaching since I have to explain basic concepts to them...</i> - <i>The work schedules that we normally follow have got too much work for us to cover as teachers. And that leaves us with less time for re-teaching and support...</i>
SGBC	<ul style="list-style-type: none"> - <i>But we arrange extra classes for all learners that are struggling with the languages...</i>
IPC1	<ul style="list-style-type: none"> - <i>Teaching in school is good...</i> - <i>because the accent of the English at school is different from what South Africans are talking about...</i> - <i>He doesn't know English properly...</i> - <i>The teacher is trying her best to assist wherever she can...</i>
IPC2	<ul style="list-style-type: none"> - <i>my child is taking time to understand what the teacher is saying...</i> - <i>because her accent is different, because we're speaking French...</i> - <i>But the English is difficult for her because she doesn't understand sometimes, some of the words...</i> - <i>The teacher is good, and is trying her best to educate my child</i>

4.4.1 Findings

Both teachers and parents articulated the challenges immigrant learners face when they are taught in a foreign language. TA revealed that most immigrant learners experience “language barriers”. They struggle with understanding English during lessons and, as a result, “they are always left behind”. This challenge becomes worse when learners come from non-English speaking countries. This was confirmed by IPC2; whose family is from the DRC where French is the main language. He confirmed that his child struggles to understand English, but he did not indicate whether they gave the child support at home.

TA commented that it was difficult for teachers to offer extra support to these learners owing to “a heavy workload, administrative duties and tight work schedules”. PB said: “We need to make sure that their language proficiency is in line with our language of teaching and learning (LOLT), meaning that their school does not accept

immigrant learners without English on their school reports. PC stressed the fact that teachers must always communicate in English to enable all learners to understand what is being taught in the classroom.

IPA1 and IPA2 raised concerns that some teachers use Zulu or Sotho when teaching and explaining concepts in the classroom. “Code-switching”, a term used by PC to indicate that some teachers use vernacular to teach in class, makes it difficult for immigrant learners to understand lessons taught and this limits their opportunity to access quality education. Even though teachers are discouraged from using vernacular when teaching, they find it difficult to desist from this seemingly entrenched practice. IPA1 was emotional when declaring that “teachers do not care” about immigrant learners’ language needs. She cited the fact that when her child asked a teacher for help, she was often ignored. In IPA1’s own words: “she is denied help”. IPA2 stated that “the accent of the English at school is different”, meaning that the different accents influence how learners understand English as taught by black South African teachers.

TA expressed concerns that even if guidance and support is provided to immigrant learners, they seem to have low self-esteem and feel inferior to their peers. This affects their ability to learn, since they do not contribute in class, or voice their concerns, fears and inhibitions. TC further complained that some learners do not submit their homework when asked to do so, noting that their home-work is seldom done. TC expressed concerns that the immigrant learners seldom understood the instructions given. TA commented that some parents seem uninterested in the education of their children. He explained that parents treat high school learners as independent beings and do not realise that they are still children and need guidance and support from their parents.

When asked about teachers, IPA2 stated, “Some of them, their attitudes towards foreigners... they are not willing to help at all ... my child feels alone... she’s uncomfortable”. This is an indication that parents viewed the treatment of their children as unacceptable and not conducive for learning.

PC and PA revealed that, despite prevailing obstacles, some immigrant learners are coping well in public schools and even excelled in their studies. PC commented: “We have immigrant learners that obtain distinctions, and some perform better than our children in our local schools”. He said he had observed that these learners are more focused on their school work and do not take part in drugs and alcohol-related activities, like their South African counterparts.

4.4.2 Literature review

Teaching immigrant learners has proven to be challenging (Düvell, 2006) because teachers are not trained on how to deal with the special needs of immigrant learners (Peguero & Bondy, 2011). The language barrier experienced by immigrant learners in host countries impacts negatively on their performance at school (Marishane, 2013). They are expected to learn English as a compulsory second language. This is done to help with integration (EU-MIPEX, 2014). The main focus here is to help learners adjust to their new environment (Honigsfeld & Giouroukakis, 2011). Although this is meant to benefit immigrant learners, it is not always supported by their parents, who remain rooted in their native languages, cultures and beliefs (Polovina, 2013), while other parents are illiterate and lack interest in education (Turner, 2007).

Brown (2015), Peguero (2009), and Peguero and Bondy (2011) assert that teachers generally lack care and compassion for minority learners and are not keen to learn and teach foreign languages (Garza & Garza, 2010). Adams et al. (2016) stress the fact that teachers have a role to play in promoting the concept of justice and fair treatment for all learners in the classroom. Equity, fairness and justice are key (Fullan, 2007) to the attainment of quality education for all. Theoharis (2007) states that school leaders and managers have a role to play in promoting social justice in schools. As managers, principals can influence the culture of the school, and have the duty to promote the rights of all learners in the school.

Borjian and Padilla (2010) found that, employing teachers who can teach foreign languages is limited by the availability of funds to pay them. For this reason, education departments do not employ foreign teachers to teach these languages.

Although translators are made available to assist (Adelman & Taylor, 2005; Gil et al., 2014), the cost of that service is too much to carry for education departments. This situation also logically extends to the parents, who cannot afford the costs involved in education.

4.4.3 Analysis and interpretation of findings

The poor command of English by immigrant learners as well as a lack of professional development for teachers in addressing special language needs for immigrant learners is a challenge. This is further aggravated by a lack of sympathy and care from teachers. A lack of parental support and involvement leaves teachers with the duty to educate these learners unassisted. Unfortunately, teachers are unable to provide the necessary support owing to tight work schedules.

The use of vernacular during teaching, as well as the different accents used in the classroom, makes it difficult for immigrant learners to cope with teaching and learning. The duty of care is required from all teachers, and failure to exercise this duty results in unjust and unfair treatment of minority groups, thus affecting their ability to learn. They become alienated and a sense of isolation emerges among them. School managers and principals must be vigilant in promoting fair treatment towards all learners and protecting their right to education. The fact that at home they speak native languages has a negative impact on their learning, since their parents cannot assist them with homework.

4.5 Theme 3: The social and cultural integration

- Statements repeated by the same participant are not duplicated.

PA	<p><i>...such learners are given orientation for them to acclimatise themselves with the new environment.</i></p> <ul style="list-style-type: none"> - <i>they form what we call “small groups”, small workshops, small projects, make awareness campaigns within the school to make these children to socialise</i> - <i>we have disciplinary procedures in case such behaviour prevails.</i> - <i>they have small groups that they form where they discuss issues of</i>
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	<p><i>xenophobia</i></p> <ul style="list-style-type: none"> - <i>. This makes the learners to relax, and talk about the problems that they encounter at school.</i>
TA	<ul style="list-style-type: none"> - <i>Culture influences our learning</i> - <i>They treat them the same....</i> - <i>we give them guidance...</i> - <i>teach them tolerance...</i> - <i>we support the learners</i> - <i>We've got human rights.</i> - <i>we inform the parents for a meeting to address the issue that arose.</i>
IPA1	<ul style="list-style-type: none"> - <i>concludes that the teacher doesn't care.</i> - <i>Sometimes language tends to unite people, but a different language tends to separate people.</i> - <i>So they team up against her and her other friends that are Shona speaking.</i> - <i>when they speak their Shona, they are laughed at.</i> - <i>When they don't join the group that speaks Zulu, they are also laughed at.</i> - <i>When they join, they are not welcome.</i> - <i>So it's a bit difficult for her to make friends and to be accommodated.</i> - <i>nobody is interested in promoting something that is foreign.</i> - <i>most of the culture are never practiced.</i> - <i>It looks like it is the foreigners themselves that are initiated into new cultures that are South African</i> - <i>Some she likes, some she doesn't.</i>

	<ul style="list-style-type: none"> - <i>she is denied help</i> - <i>I'm sure that should something like that happen, then the school will use what it has to discipline the offenders.</i>
IPA2	<ul style="list-style-type: none"> - <i>their attitudes towards foreigners</i> - <i>they are not willing to help at all.</i> - <i>when she tries to speak their language, they laugh at her.</i> - <i>Even if she speaks in Shona, they also laugh.</i> - <i>So there are so many cultural differences which makes my child feel alone.</i> - <i>She's not part of the group.</i> - <i>She feels like she's an outcast.</i> - <i>She's alone.</i> - <i>She's uncomfortable.</i> - <i>it is mostly the South African cultures that are promoted.</i> - <i>As for us, they only promote the holidays because I'm Muslim....</i> - <i>but as far as our Shona culture, nothing is being done. So we just say nothing...</i> - <i>We are just ignored....</i> - <i>Nobody looks at us....</i>
PB	<ul style="list-style-type: none"> - <i>separate the learners that are in this xenophobic outbreak.</i> - <i>disciplinary procedures will follow obviously after an incident.</i>
TB	<ul style="list-style-type: none"> - <i>help one another...</i>
IPB1	<ul style="list-style-type: none"> - <i>Mostly its discrimination from peers.</i> - <i>sometimes teachers not understanding the child</i> - <i>I will only mention those ones of a child not being accepted...</i> - <i>It is mostly mocking....</i> - <i>...It would be verbal.</i> - <i>The sister would come and complain about the same thing.</i> - <i>trying by all means to get the interaction between the peers, the teachers and my children.</i> - <i>arts and culture are the most important vehicle to assist people in understanding each other culturally.</i>
IPB2	<ul style="list-style-type: none"> - <i>They call them names.</i> - <i>she started communicating with the teachers</i> - <i>she is open to the teachers.</i>

	<ul style="list-style-type: none"> - <i>how they treated her...</i> - <i>she broke down and said she is not going back to school because she was called “this” and “this....</i> - <i>Even teachers themselves, they call our children a” Pakistan” or “my friend,”...</i> - <i>I attended a disciplinary hearing after my daughter defended another immigrant learner....</i>
PC	<ul style="list-style-type: none"> - <i>we have to assimilate them to our local mainstream.</i> - <i>Our teachers attended a workshop or training in order for them to be sensitive toward people from neighbouring countries, especially learners.</i> - <i>Not to use a language that will indicate elements of xenophobic attack on our neighbours...</i> - <i>that they are part of us, regardless of where they come from...</i>
TC	<ul style="list-style-type: none"> - <i>I talk to them, especially boys, not to discriminate against foreign learners.</i>
SGB C	<ul style="list-style-type: none"> - <i>don’t tolerate any form of ill-discipline</i> - <i>because we discipline and teach our learners that they should not discriminate against each other.</i> - <i>Those that do not want to listen, we suspend or expel them, if they abuse the system.</i> - <i>we try by all means to make our children to understand each other</i> - <i>we try the best to make our learners happy.</i>
IPC1	<ul style="list-style-type: none"> - <i>If they have sports, I do attend.</i> - <i>they call her different “words”, different “names”</i> - <i>The relationship of my child with her peers is very difficult because they call her “kwerekwere”.</i> - <i>at times, she refuses to go to school</i>
IPC2	<ul style="list-style-type: none"> - <i>I go to sports and support my child from the sport.</i> - <i>they call her black, or call her white or coloured...</i> - <i>They are teasing her all the time because of where she is coming from...</i> - <i>she will come crying...</i>

4.5.1 Findings

There are various attempts made to integrate immigrant learners into schools socially and culturally. PA reported that, in their school, awareness campaigns are made to help learners socialise. They have small groups that they form where they discuss issues of xenophobia. This makes the learners to relax and talk about the problems that they encounter at school.

PA also noted that parents are invited to be part of the integration process. PC mentioned that in his school, they encourage assimilation, though he stressed the fact that this is not intended to have learners lose their identity.

IPA1 said she found OUT that some teachers do not support or care about the efforts made by the school to integrate immigrant learners. She continued: "They deny these learners help and have negative attitudes towards them". The learners have become aware of these teachers and they feel uncomfortable and neglected in their presence. IPB2 mentioned that some of these learners have developed negative attitudes towards the teachers and have started to "fight back". IPC1 and IPC2 both confirmed that some of these learners refuse to go to school and others opted to "drop out of school" because of the maltreatment.

IPA1 complained that indigenous learners tend to team up against immigrant learners. "They bully them laugh at them and mock them" and make them "feel unwelcome". Immigrant learners find it difficult to make friends and to be accommodated. Although learners are not physically attacked, the discrimination and verbal abuse leave them feeling lonely, "like outcasts," said IPA2. Some learners cry and refuse to go back to school, according to IPC1 and IPC2. Derogatory names like "Pakistan" (mentioned by IPB2) and "amakwerekwere" (mentioned by IPC1) are used when referring to the learners, and they feel denigrated by such references which stigmatise them. Apart from bullying, parents of these learners (specifically IPA1 and IPA2) argued that the schools do not practise their cultures. Instead, foreigners are initiated into South African cultures, particularly with regard to religious practices and holidays. For example, IPA2 said that only the Muslim holidays are recognised since there are Muslims in South Africa. This leaves their children feeling lost and marginalised.

4.5.2 Literature review

McBrien (2005) asserts that cultural misunderstandings can result in prejudice and discrimination. The failure by teachers and peers to understand the culture and needs of immigrant learners (Von Grünigen et al., 2010) affects their learning. They are ridiculed and belittled for speaking their home languages (Brown, 2015). To feel accepted, they learn the language and culture of the dominant group (Adebanji et al., 2014), which is the process of acculturation, as previously explained. Van Tonder and Soontiens (2014), Vandeyar (2010) and Yeh et al. (2008) highlight the importance of knowing and understanding the language of the host country, since this makes acculturation a positive experience, and enables them to communicate better with their peers. This forged relationship between immigrant learners and their counterparts has a positive impact on both groups. They learn how to accommodate and appreciate their cultural similarities and differences. Cultural assimilation in which learners completely sacrifice their culture and adopt that of the dominant group (McBrien, 2005) is not encouraged. Learners rebel against their parents when asked to partake in their own cultural and traditional practices, viewing them as inferior to those of the host country (Adebanji et al., 2014).

Anxiety and depression caused by loss of identity, beliefs, values and self-worth (McBrien, 2005) is the main cause of culture shock, as discussed earlier. Van Tonder and Soontiens (2014) describe this as the shock resulting from one's loss of familiar signs and symbols of social intercourse, and their substitution by other cues that are strange to them. Adopting a new culture is a stressful experience, especially since these children are forced to revert back to their native traditions and family obligations after school (Yeh et al., 2008), according to their parents' enforcement at home. This social discourse between immigrant learners and their parents becomes worse when parents are illiterate and unemployed, as they are unable to participate in their children's education (Adebanji et al., 2014), and remain rooted in their native culture, not exposed to the culture of the host country.

According to the NESSE (2009) report, acculturation does not have to be complete assimilation of the immigrants' culture. Schools should be institutions where immigrant learners can absorb the host country's language, values, norms, habits,

aesthetic standards, symbols and other elements without complete loss of their own cultural values and standards.

4.5.3 Analysis and interpretation of findings

Although some schools claim to offer support programmes that are intended to assist with the integration of immigrant learners, it is evident that these programmes are ineffective and are failing to protect immigrant learners from abuse, attacks and discrimination. This affects their right to human dignity and equality. Minority groups are still not receiving fair and just treatment from teachers and peers. Schools are failing to promote and protect the educational rights of immigrant learners. They are failing to accept diversity and respect for cultural differences. Policies that include and accommodate the needs of all learners have to be introduced in schools if all learners are to receive fair and just treatment from both peers and staff members.

Discrimination, bullying and other forms of abuse were reported by immigrant parents as rife in public schools. Indigenous learners do not include immigrant learners in their groups. The latter are ridiculed, mocked and laughed at when speaking their languages. In response, they form their own groups as foreigners. Derogatory names are used when referring to them. This behaviour by indigenous learners has a negative effect on their self-esteem. They develop feelings of inadequacy, loneliness and fear. Some have even considered dropping out of school entirely.

From the relevant literature and interviews, it is clear that the culture and traditions of immigrants are not celebrated in schools. Instead, they are assimilated into the local culture and the culture of the dominant group. Parents of immigrant learners are afraid of voicing their concerns since they lack valid immigration documentation and are always afraid of deportation. For these reasons, they choose to remain silent and do not get involved in the issues which their children report to them. The social and cultural integration of immigrant learners is further limited by teachers who appear not to be supportive of these learners.

Integrating immigrant learners is a process that involves all stake holders. Principals organise workshops for teachers to help them deal with the needs of immigrant

learners. They are trained on how to support learners. All learners are trained on the effects of xenophobia, and are encouraged to tolerate one another. Parents are invited to be part of the integration process. They are encouraged to attend sports and other extra mural activities to support their children. Principal PC mentioned that in his school, they encourage assimilation, though he stressed the fact that this is not intended to have the learners lose their identity. There are disciplinary procedures applied if learners fail to accommodate others, and these include suspension or expulsion from school, depending on the severity of the offence.

Some teachers don't care or support the efforts made by the school to integrate immigrant learners. They deny these learners help, and have negative attitudes towards them (IPA1). The learners have become aware of these teachers, and they feel uncomfortable and neglected. Some have developed negative attitudes toward the teachers, and have started fighting back (IPB2). Some refuse to go to school (IPC1, IPC2), and opt to drop out of school because of the maltreatment.

Indigenous learners team up against immigrant learners. They bully them, laughed at them, mock them and make them feel unwelcome. Immigrant learners find it very difficult to make friends and to be accommodated. Although these learners are not physically attacked, the discrimination and verbal abuse leaves them feeling lonely, and feeling like they are outcast (IPA2). Some learners cry and refuse to go back to school (IPC1, IPC2). Derogatory names like "Pakistan" (IPB2) and "amakwerekwere" (IPC1) are used when referring to them.

Some immigrant parents disclosed that the schools do not practice their cultures. Foreigners are initiated into South African cultures. This leaves immigrant learners feeling lost and marginalised. Only the Muslims holidays are recognised since there are Muslims in South Africa (IPA2).

4.6 Theme 4: Safety and security at school

- Statements repeated by the same participant are not duplicated.

PA	<ul style="list-style-type: none"> - we have disciplinary procedures in case such behaviour prevails. - ...discuss issues of xenophobia
TA	<ul style="list-style-type: none"> - The school has a disciplinary procedure - we inform the parents in writing or invite them for a meeting to address the issue that arose.
SGBA	<ul style="list-style-type: none"> - That is why the school has developed a policy which protect everyone. - procedure to follow if they suspect any xenophobic attacks.
IPA1	<ul style="list-style-type: none"> - she is being bullied - they team up against her and her other friends - generally, there has not been an attack on the learner herself. - no xenophobic attacks that have been shown against her. - they have disciplinary processes in the school for misconduct. - So I'm sure that should something like that happen, then the school will be always use what it has to discipline the offenders.
IPA2	<ul style="list-style-type: none"> - we are scared - we are afraid - the children are safe. - We have had no attacks reported.
PB	<ul style="list-style-type: none"> - teachers have to separate the learners that are in this xenophobic outbreak. - disciplinary procedures will follow obviously after an incident.
SGBB	<ul style="list-style-type: none"> - have the duty to keep all learners and staff members safe and protected
IPB1	<ul style="list-style-type: none"> - Mostly its discrimination from peers. - My children are very safe at school.
IPB2	<ul style="list-style-type: none"> - she broke down and said she is not going back to school - my daughter defended another immigrant learner
TC	<ul style="list-style-type: none"> - especially boys, not to discriminate against foreign learners.
SGBC	<ul style="list-style-type: none"> - don't tolerate any form of ill-discipline - they should not discriminate against each other. - Those that do not want to listen, we suspend or expel them
IPC1	<ul style="list-style-type: none"> - she refuses to go to school

	- <i>The safety and security at school is very good</i>
IPC2	- <i>she will come crying.</i> - <i>The safety and security of the kid is safe.</i>

4.6.1 Findings

SGBB commented that security at schools has been improved to keep learners and staff members safe. All participating immigrant parents agreed that security at school was good and they felt that their children were safe. IPB2 explained that the challenge schools are facing is that some learners still feel unsafe within the school grounds because of discrimination from peers. They are bullied, said IPA1, and fights break out and frequently teachers have to separate the learners. PB explained that the school has disciplinary procedures; offenders are suspended or expelled when rules are broken. IPB2 revealed that learners are scared, and IPC1 added that some learners have even considered dropping out of school because they feel unsafe.

Looking into the interpersonal relationships prevailing among teachers and indigenous learners on one hand, and the immigrant learners on the other, IPC2 lamented: "I have a daughter in high school; she is in Grade 12 this year. She failed Grade 11 because of how they treated her, because her hair is different. There was a time where she broke down and said she is not going back to school because she was called this and that. Even teachers themselves, they call our children "Pakistan" ... I attended a disciplinary hearing after my daughter defended another immigrant learner, but luckily the principal and teachers understood and the case is over." Parent also disclosed that some learners have started to fight back to defend themselves and their friends. Although there have not been any xenophobic outbreaks in schools, immigrant learners nevertheless feel unsafe. Most participants in the SGB and the principals mentioned that schools have disciplinary policies and procedures that they use to manage issues of xenophobia, discrimination and abuse. This was confirmed by the documents made available during the researcher's visits to the schools.

4.6.2 Literature review

The history of discrimination, abuse and the bullying of immigrant learners in public schools have led to stringent security measures being put in place in schools to keep all learners safe (Marishane, 2013). In some schools, metal detectors and surveillance cameras are installed to improve safety and security (Garver & Noguera, 2012). Some schools have enlisted the help of armed security personnel, security guards and the police in an effort to curb violence. Peguero, (2009) highlights violence and the intimidation of immigrant learners as problems that need to be addressed. It is against this background that the NSSF (2015) advocated for proper safety and security standards in schools. When learners feel unsafe in any environment, they resent going back to it and the common result is for learners to drop out of school (Peguero, 2009).

4.6.3 Analysis and interpretation of findings

Findings from the interviews, and supported by literature, show the extent to which immigrant learners are exposed to danger. They feel insecure in the presence of tight security systems with security guards at the gates and cameras all around. This is the result of constant attacks by indigenous learners within the school premises and the lack of sympathy and care from teachers and other personnel. Although there are disciplinary processes that schools effect when disputes between learners arise, indigenous learners continue to harass, abuse, insult and degrade them. Some are fighting back to survive. Being constantly attacked affects their human dignity and their access to quality education. The findings further suggest that the right to quality education can only be made effective if the environment is safe and secure, where a culture of tolerance and acceptance is established and maintained.

As mentioned by SGBB, security at schools has been improved to keep learners and staff members safe. All participating parents also agreed that the security at school is good and safe for their children. But the challenge that schools are facing is that some learners still feel unsafe at school because of the behaviour of their peers. They are bullied, and fights still break out, and teachers have to separate the

learners. All schools have disciplinary procedures, and offenders are suspended or expelled from school. Immigrant learners are scared, and some even consider dropping out of school. Some have started to fighting back to defend themselves or their friends (IPB2). Although there have not been any xenophobic outbreaks in schools, immigrant learners still feel unsafe.

4.7 Theme 5: The drafting and implementation of policies

Schools can independently choose to alter the curriculum and policies to partly include the culture of the minority groups (Farley, 2005: 368). This would go a long way towards improving the relationship between immigrant learners and their peers. The following questions were asked to examine if schools have adjusted their policies to accommodate the needs of immigrant learners.

- Statements repeated by the same participant are not duplicated.

SGBB	<ul style="list-style-type: none"> - <i>The language policy of the school has not changed</i> - <i>It is difficult to draft school policies that are different from those of the DBE since it is an instruction from above.</i> - <i>All learners are expected to do the schools' languages, for example, Zulu and Sotho as home languages, and English as a second additional language.</i> - <i>because there are not enough immigrant learners to justify changing the whole language policy.</i> - <i>safety and security policies include a code of conduct for all learners.</i>
SGBC	<ul style="list-style-type: none"> - <i>we have a policy of discipline for all learners, including immigrants or local ones</i>

4.7.1 Findings

Participant SGBB indicated that schools have not adjusted their language policies to include the needs of immigrant learners: "It is difficult to draft school policies that are different from those of the DBE, since it is an instruction from above". The participant

continued: “There are not enough immigrant learners to justify changing language policies”. Policies that were referred to by most participants in this study were those of safety and security, and of discipline. All schools agreed that learners who abuse other learners are suspended and eventually expelled if they fail to adhere to the disciplinary policies and code of conduct.

4.7.2 Literature review

As previously discussed, Farley et al. (2009) assert that schools can independently choose to alter the curriculum and policies to partly include the culture of minority groups. These authors note that failure to include the immigrant learners’ cultural material into the curriculum, or the distorted presentation of information, could harm their self-image. Farley et al. (2009) recommend that, although schools can partly integrate the culture of the immigrant learners into their curriculum, policymakers in government should enforce this as part of legislation. According to the South African Schools Act 84 of 1996, the SGB develops a code of conduct for learners, and it includes a policy on learners’ discipline. However, according to Ereş (2016), policymakers seldom adjust their policies to cater for the needs of immigrant learners.

4.7.3 Analysis and interpretation of findings

Although schools have the mandate to adjust their policies to accommodate the needs of immigrant learners, most of them have not done so, claiming that there are not enough immigrant learners in the school to justify changing their policies. Looking at the language policy in particular, immigrant learners are expected to cope with English and the vernacular, and these are made compulsory for all learners in township schools. This is in contravention of the national policy pertaining to the programme and promotion requirements of the national curriculum statement (2012), Grades R–12, which states that immigrant learners qualify for special concessions with regard to languages. They are exempted from taking a second additional language such as Afrikaans or any of the 11 languages that are compulsory to South African learners. Most immigrant learners and parents are not aware of these special concessions in township schools.

Policies on discipline prove to be effective, since none of the schools included in this research reported xenophobic attacks directed towards immigrant learners. Although policies exist, immigrant learners are still experiencing abuse from their peers. This behaviour has a negative effect on their learning experiences, limiting their access to quality education. All participating parents, however, agreed that the safety and security policies and efforts made by schools are visible and effective, and that they are satisfied that their children are safe from external attacks.

4.8 Theme 6: Intervention strategies applied by schools to improve learning

PA	<p><i>through LO teachers, such learners are given orientation for them to acclimatise themselves with the new environment.</i></p> <p><i>we have intervention classes, where we intervene in terms of all the problems that they face</i></p> <ul style="list-style-type: none"> - <i>we promote oral participation</i> - <i>we have talks during our oral periods</i> - <i>talk about the problems that they encounter at school.</i>
TA	<ul style="list-style-type: none"> - <i>we just offer extra classes to the learners...</i> - <i>give them extra activities...</i> - <i>follow up to see if there is any progress...</i>
PB	<ul style="list-style-type: none"> - <i>If not, then we have to have extra classes....</i> - <i>if not, then they need the support for that.</i> - <i>we have bridge courses that we can apply to the children....</i> - <i>Practice, practice, practice... will make it perfect.</i>
TB	<ul style="list-style-type: none"> - <i>We usually call them privately, and teach them...</i> - <i>book them for extra classes...</i> - <i>... in group work or activities that they are given in class...</i>
PC	<ul style="list-style-type: none"> - <i>We usually call them privately, and teach them...</i> - <i>book them for extra classes...</i> - <i>... group work or activities that they are given in class...</i>

TC	<ul style="list-style-type: none"> - <i>I offer them extra classes ...</i> - <i>use primary school textbooks to help them with basics...</i>
SGBC	<i>But we arrange extra classes for all learners that are struggling with the languages...</i>

4.8.1 Findings

Principal PA reported that their school arranged intervention classes to support immigrant learners with learning problems. Further, the school employed life orientation teachers to orientate learners and help them acclimatise to their new surroundings. Oral participation was encouraged at all times, encouraging learners to “talk about their problems”. PB mentioned that their school had “bridging classes that help learners to catch up on English classes” if they are struggling with languages. Extra classes were there to support learners who need assistance and who want to learn more. TB stated that learners are encouraged to “help one another to improve their language in group work or activities that they are given in class”. This teacher also mentioned that learners who struggled were offered “private lessons”. The researcher concludes that guidance and support was given to all learners, irrespective of where they come from. All participating teachers in the study produced support class work books to corroborate this fact. TC added that some learners lacked understanding of basic concepts, and that he had to use “primary school textbooks to help them with the basics”. He also produced the Grade 7 English textbooks that he was using to assist Grade 10 foreign learners who were struggling with English.

4.8.2 Literature review

Mahlo and Taole (2007) highlight the importance of introducing effective intervention strategies in schools to support learners in need. Rawls (1999) raises a concern that the acquisition of social justice changes when there are cultural integrations in communities. This cultural shift is fluid and is constantly changing as changes occur in the political and global landscape (Garrett, 2005).

Effective management and leadership in schools is essential for the successful introduction and implementation of intervention strategies (Kurian, 2008). According to White Paper 6 (SA DoE, 2001), inclusive education can be effected through the provision of support programmes. Maestry et al. (2007) and De Clercq (2008) suggest several types of support programmes which can be used in the school context. These include: counselling, encouragement for both learners and teachers, sms systems to keep parents updated with information on learner performance and transgressions, teacher development programmes to enable teachers to cope with the changing dynamics of teaching methods and practices, an integrated life skills programme to encourage learners to take part in sports and extramural activities, and programmes that offer emotional support and develop communication and interpersonal skills.

4.8.3 Analysis and interpretation of findings

Participants confirmed that they use intervention strategies designed to support immigrant learners, and they include extra classes, small support groups and projects that encourage communication and oral participation. Life orientation is used as a platform for self-expression, and to develop the life skills of minority groups. School principals confirmed that sms systems worked as an intervention strategy to keep communication between the school and parents open, granting parents the opportunity to become involved in their children's education.

From the data collected, it is clear that schools have designed different intervention strategies to assist immigrant learners. Participants mentioned training programs for teachers and group sessions for learners to discuss the effects of xenophobia. They have trained learners to be tolerant of each other. Disciplinary processes have been

introduced, and learners that abuse others are either suspended or expelled from schools.

4.9 Summary of findings

This chapter presented results obtained from participant interviews, findings from literature and interpretations of the results. When the themes arising from the data were analysed, it was found that access into public schools for immigrant learners was limited by expiration of study permits, leading to learners being removed from schools. This directly contrasts with the theory of social justice's prescription that, for humanitarian reasons, all children should be granted access to quality education, irrespective of their migration status.

The use of English as a medium of instruction is a challenge for some immigrant learners. Even with all the support that they receive from SMTs and SGBs, they continue to struggle with learning. Although some teachers provide these learners with support and encouragement, other teachers have a negative attitude towards them, which discourages them to a point where some even consider dropping out of school. This unfair treatment and lack of sympathy from teachers and school managers limits the right to education for these learners. Although some immigrant parents support their children at school, several others are afraid to attend meetings and support their children because they are illegal in the country, and fear deportation.

Discrimination, bullying and ridicule by peers are some of the challenges that have led to certain of the immigrant learners feeling unsafe, lonely and afraid. Some have started fighting back, and this may lead to them being expelled from school. Although there are strategies applied by schools to support immigrant learners, these learners nonetheless experience discrimination at school, and still struggle to cope with teaching and learning.

The next and final chapter brings this study to a conclusion by summarising the main aspects of each chapter, and discussing the findings according to each of the

themes arising from the data. The significance and limitations of the study are detailed, followed by the conclusion and recommendations.

CHAPTER 5

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

The IPA research design provides the opportunity to record and report exactly what the participants narrate, verbatim, without adding to their statements, or comparing one school to the next (Smith & Osborn, 2009). Flexibility, which Groenewald (2004) describes as the researcher's way of trying to get participants to confirm their suspicions and predispositions regarding a phenomenon, was attained through revisiting participants to ascertain whether they would alter their original responses. Data was collected strictly as narrated from participants, and saved on digital audio-tape recorders. The researcher could not influence the findings of the study in any way.

5.1 INTRODUCTION

The previous chapter dealt with the presentation of data, corroboration of the findings from the literature, and interpretation of results. This chapter contains a summary of all chapters in this study, discussions from the findings, and concludes with the significance and limitations of the study.

5.2 SUMMARIES OF THE CHAPTERS

Each chapter is summarised to highlight the key issues discussed. This is done to enhance understanding of the rationale for the research and to articulate the steps and the process followed towards obtaining the final results.

5.2.1 Chapter1

This chapter introduced the statement of the problem concerning the right to basic education for immigrant learners in South African public schools. This was supported by the rationale, in which the researcher as a teacher used her experiences with teaching immigrant learners as a point of reference. The purpose of the research

was to examine how public schools protect the right to basic education for immigrant learners. Research questions were framed in terms of examining factors that affect immigrant learners' right to basic education in public schools, policies that cater for the educational needs of immigrant learners, and strategies applied by South African public schools to improve learning conditions of immigrant learners. The social justice theory, which advocates for the protection of human rights for all and fair treatment for all, was selected for use in the study, since the study focused on how immigrant learners were treated in schools.

The research methodology and research design to be applied in the study were introduced. The criteria for selecting the study population were discussed. Data collection techniques, sampling strategies and sample size were outlined. Methods for analysing data were revealed and issues around protecting the credibility and authenticity of the study were discussed. The delimitations, limitations of the study were predicted and the ethical and political considerations of research were outlined. The significance of the research was proposed, followed by a chapter summary.

5.2.2 Chapter 2

This chapter focused on literature, both local and international, that dealt with issues relating to educating immigrant learners, their access to quality education and the challenges they experience in foreign countries. Literature on the theory of social justice was reviewed to find out what the core values of justice and fairness entail. Literature on factors affecting the right to basic education for immigrant learners was reviewed. These factors include access to quality education, coping with teaching and learning in a foreign country, social and cultural integration, language barriers, safety and security for all learners, the implementation of policies that cater for the needs of immigrant learners, and strategies applied by schools towards improving learning conditions for minority groups.

5.2.3 Chapter 3

This chapter explained the research methodology and data collection techniques employed in this research. Research designs which made use of the case study design and narrative enquiry were chosen for this study. The research paradigms,

which included interpretivism and constructivism, were adopted, and ontological and epistemological assumptions were discussed. Through qualitative research, case studies and narrative inquiry were applied to obtain responses from a purposively selected sample of participants. The research sites were purposively selected for the number of immigrant learners registered in the schools and the willingness of the school principals, teachers and SGB members to participate in the study was sought. Participants were then interviewed using semi-structured interview tools that were structured in such a way that participants' responses would provide rich feedback to the research questions. The limitations of the interview process were disclosed and the credibility and authenticity of data confirmed. Data collected was stored on digital audio-tape recordings and in field notes. Research sites and participants were then coded and these codes were used to create themes through which the findings could be reported, analysed and documented. Using IPA, findings were made and recorded. Factors to be considered and adhered to ethically during data collection were presented and noted.

5.2.4 Chapter 4

This chapter discussed results obtained from the participants' interviews. These results were initially grouped into themes in line with participant responses to research questions. The following themes were created:

- Theme 1: Admission of immigrant learners into public schools
- Theme 2: Coping with teaching and learning a foreign language
- Theme 3: Social and cultural integration of immigrant learners
- Theme 4: Safety and security of immigrant learners in schools
- Theme 5: Drafting and implementation of policies
- Theme 6: Strategies applied by schools to support immigrant learners.

In each theme, data provided by participants was recorded. Then literature that provided researched information on that theme was reviewed. In accordance with findings from literature and from participants' responses, each theme was analysed and findings were made and reported.

5.2.5 Chapter 5

From the summaries of the previous chapters, this chapter deals with the discussion of the results obtained from the findings. The significance of the research, its limitations and recommendations for future research are discussed.

5.3 SUMMARY OF THE FINDINGS

In view of the fact that themes were created in line with the research questions in the previous chapter, and that those findings were reported, this final chapter focuses on conclusions made from each theme, and then discusses what the researcher's overall findings were at the conclusion of the study.

5.3.1 Admission of immigrant learners in public schools

Although the Constitution grants everyone a right to basic education, it is evident that there are limitations to this promise for immigrant learners, since only documented children are allowed to register in the public school system. This is in contravention of the acts and laws agreed upon during declarations and conventions to which South Africa is a signatory. In the UN Convention of 1989 as well as the SADC and the EU agreements, it was agreed that, for humanitarian reasons, that all immigrant children, documented and undocumented, should be granted the right to basic education. It therefore follows that it is the social responsibility of every country to protect this right.

5.3.2 Coping with teaching and learning a foreign language

In township schools, all learners are expected to learn English and the vernacular provided by the school. Failure by school managers and the SGB to adjust the school policies to accommodate the language needs of immigrant learners limits their access to quality education. The national policy pertaining to the programme and promotion requirements of the national curriculum statement (Grades R–12)

states that immigrant learners qualify for special concessions regarding languages. They are exempted from taking a second additional language such as Afrikaans or any of the 11 South African languages, which are compulsory for South African learners. Unfortunately, in practice, immigrant learners find themselves having to learn the schools' prescribed languages either due to lack of knowledge of these special concessions or failure by the school management to implement the policies.

Failure by some educators to exercise the "duty to care" has left immigrant learners vulnerable to discrimination, abuse and attacks. They feel neglected, and some have dropped out of school because of the abuse.

5.3.3 Social and cultural integration of immigrant learners

Although teachers claimed that there are systems in place to assist immigrant learners with social and cultural integration, parents of immigrant learners lamented that their children are still marginalised, ridiculed, discriminated against and ignored by both teachers and peers. As confirmed by one school principal, these learners are assimilated into the culture of the school. The lack of training for teachers has made them unable to deal with the emotional and psychological effects of acculturation and assimilation suffered by these learners. Having to revert back to their own cultures at home as expected by their parents, is the main cause of culture shock, since they have to cope with the needs of both the schools' culture and that of their families. Some learners have dropped out of school owing to failure by schools to accept and accommodate their social and cultural needs.

5.3.4 Safety and security of immigrant learners in schools

Although schools have installed metal detectors, cameras and other safety measures to protect the lives of learners at school, immigrant learners still feel unsafe as a consequence of the abuse physical and verbal attacks they receive from their peers. Some however, have started to fight back and protect themselves and their friends. Although there are disciplinary processes that lead to suspension and expulsion of those found to be perpetrators of violence at school, these learners still feel vulnerable and unprotected. Some parents expressed concerns that teachers do not seem to care about their children. Immigrant parents are afraid to intervene since

some of them are illegal in the country, and are afraid of being deported back to their countries.

5.3.5 Drafting and implementation of policies

All the schools visited confirmed that the policy for admission of immigrant learners was provided and guarded by the DBE, and what was stipulated could not be altered. The policy was read in line with the laws from the Department of Home Affairs, which indicated that harbouring undocumented immigrants was regarded as an offence that carried a prison sentence. Thus, all learners who failed to produce valid study permits were expelled from schools.

Every school visited confirmed that they did not change their language policies to include the needs of immigrant learners. Some study participants claimed that there were not enough immigrant learners to justify changing the language policy. Policies on discipline were available, and parents felt that these were effectively applied, since learners who failed to adhere to school rules were suspended and eventually expelled.

5.3.6 Strategies applied by schools to support immigrant learners

Participants mentioned that there are intervention strategies to assist immigrant learners in the classroom, and these include extra classes, private classes, and the use of primary school textbooks to assist learners who need to learn the basics of English. Life orientation is used not only as a subject, but as an avenue through which learners can talk and communicate at a personal level, and voice their concerns on other issues, including xenophobia. Participants also mentioned that there are strategies applied to communicate with parents, and these include telephone calls, the sms system, and the writing of newsletters and memos. Parents' meetings are also arranged, although participants mentioned that immigrant parents rarely attend. Immigrant parents also confirmed that they do not attend meetings since many are in the country illegally, and are afraid of being deported to their home countries.

5.4 SIGNIFICANCE OF THE STUDY

This study would add value to policy makers, politicians and other Government Departments that have a vested interest in the education of immigrant learners. It would inform policy makers of a need to review policies such that they cater for the needs of immigrant learners. The National School Safety Framework should be implemented and guidelines reviewed to incorporate the needs of foreign nationals.

The Government will be able to enforce the rights for everyone that lives in the country, as prescribed by the Constitution and the Bill of Rights.

Academia will learn about what is happening to immigrant learners in township schools, and pursue similar studies.

5.5 LIMITATIONS OF THE STUDY

There are three limitations of the study that need to be presented.

- This is a dissertation of limited scope. It is limited in terms of the number of sites it covered. Only three schools formed the study sites, and only 15 participants were interviewed.
- The results cannot be regarded as representative of occurrences in all public schools in the country.
- Immigrant learners were not interviewed and their input could have revealed different answers to those of the parents, teachers and SGB members.
- The study focused only on public schools and did not extend to independent schools.

5.6 RECOMMENDATIONS

The right to basic education for immigrant learners is a challenge that is facing many countries around the world. Although similar studies have been carried out internationally, much still needs to be done to address the specific challenges experienced by these learners in South African public and private schools.

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APPENDICES

APPENDIX: A

INTERVIEW SCHEDULE FOR IMMIGRANT PARENTS

1. What challenges have you experienced in registering your child in a public school?
2. How involved are you as a parent in your child's education?
3. What challenges has your child reported to you that are related to teaching?
4. What challenges has your child experienced while learning in the classroom?
5. How does your child experience the teachers that teach him in the school?
6. How has the relationship of your child been like with his peers?
7. How do you assist the school towards them understanding your culture and tradition?
8. How would you describe the safety and security measures applied by the school?

APPENDIX: B

INTERVIEW SCHEDULE FOR PRINCIPALS/ DEPUTY PRINCIPALS

1. What problems have you experienced when admitting immigrant learners to the school?
2. How have you as the principal, prepared your staff to deal with the educational needs of immigrant learners?
3. What protocol do you have in place for dealing with xenophobic outbreaks in the school?
4. How do you build a communicative relationship between teachers and immigrant learners?
5. How does the school deal with the linguistic challenges faced by some of the immigrant learners?
6. How has the increasing number of immigrant learners in the school, affected its overall performance?

APPENDIX: C

INTERVIEW SCHEDULE FOR TEACHERS

1. How has the integration of immigrant learners in the classroom affected your teaching?
2. How do you assist immigrant learners that struggle with learning in your classroom?
3. How do you manage conflict between learners in the classroom?
4. What method do you use to communicate with parents of immigrant learners?
5. How do you support immigrant learners with language barriers?
6. How involved are immigrant parents in assisting their children with school work?
7. What challenges have you faced with the existing curriculum expectations and the immigrant child's learning?

APPENDIX: D

INTERVIEW SCHEDULE FOR SCHOOL GOVERNING BODY MEMBERS

1. How did the admission of immigrant learners affect the admission policy of the school?
2. How does the SGB support parents of immigrant learners with understanding the South African public school system?
3. How has the arrival of immigrants affected the language policy of the school?
4. What strategies does the SGB have in place to protect immigrant learners from xenophobic attacks and discrimination at school?
5. How does the SGB facilitate communication between the school and immigrant parents?

APPENDIX: E



The Department of Basic Education
Gauteng Provincial Department of Education
Johannesburg
2000

RE: APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS IN THE GAUTENG PROVINCE

Dear Sir/Madam

Kindly grant me permission to do research in public schools that are in the province. I am studying towards a Masters Degree in the Department of Education and Policy Studies at the University of Pretoria. The title of the study is: **“Protecting the right to basic education for immigrant learners in public schools”**. I have attached an abstract of the study at the back of this letter for your perusal.

As the provincial office, it is important that you become aware of the study. I have taken all necessary precautions not to disrupt teaching and learning in schools that will be participating. Together with the school management, we will ensure the safety of all study participants. They will remain anonymous and their identity will be kept confidential. They will be alerted of their right to withdraw from the study at any stage during the research. No monetary benefits or incentives shall be offered to study participants or to the Department of Basic Education for its involvement in the study. I, would, however, like to assure you that the results from this study will be made available to you in the form of a dissertation on my completion of the study.

Kindly sign the consent letter attached hereto as proof that you have granted me permission to proceed with the study. Your assistance will be greatly appreciated.

Kind regards,

Researcher: Gabisile Temperance Mkhondwane

Signature _____

Supervisor: Dr RN (Nylon) Marishane

Signature_____

APPENDIX: F



Lefapha la Thuto

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RE: Consent for permission to conduct research in Gauteng Public Schools

Dear Mrs Mkhondwane

This letter serves as permission for you to conduct research in Gauteng Public Schools of your choice. We are pleased that you have taken all necessary precautions not to disrupt teaching and learning during your research. We are also pleased that you will keep the identity of all participants and schools confidential, and that they will remain anonymous. We are also pleased that you have considered the safety and security of all participants. We appreciate your disclosure that there are no monetary benefits for both participants and the Gauteng Provincial office for their participation in the study. We wish you the best in your studies.

Kind regards

APPENDIX: G



Lefapha la Thuto
Faculty of Education
Fakulteit Opvoedkunde

Dept. Education Management & Policy Studies
University of Pretoria
Groenkloof Campus
Pretoria 0002
South Africa
Tel No: [\(+27\) 12 420 5513](tel:+27124205513)
Fax No: [\(+27\) 12 420 3581](tel:+27124203581)

Dear Teacher

REQUEST TO PARTICIPATE IN A RESEARCH PROJECT

I am Master's student in the Department of Education Management and Policy Studies, University of Pretoria and would like to request for permission to conduct research in your school as part of my study. The title of the study is: *Protecting the right to basic education for immigrant learners in public schools*. Since the study involves the participation of teachers, your participation will provide me with valuable information necessary for understanding how schools deal with challenges relating to educating immigrant learners in our country. This information is gathered through a semi-structured interview of approximately 20 minutes, which will be conducted in such a way that the school's teaching and learning programme is not disrupted. Participation in this study is guided by the following ethical principles:

- Participation is voluntary and participants have the right to withdraw at any time they so wish.
- The results from the interview will be treated confidentially and the interview recordings will only be heard by the participant, the researcher (GT Mkhondwane) and her supervisor (Dr RN Marishane).
- To protect the institution and the participants in this study, names of participants and the school will not be disclosed when information and the results obtained from the study are discussed.

- You will not receive payment or offered incentives for your participation.
- Hard copies of the interview results will be stored by my supervisor for a period of five years in a locked cupboard at the University of Pretoria. Electronic versions of the study will be stored on password protected computers. Future use of data will be subject to the approval of the Ethics committee. After five years, hard copies will be shredded and electronic copies permanently deleted from the hard drives.
- The summary of the findings from this study will be made available should the school and participants wish to know what the researcher found during the study.

If you agree to grant me permission to conduct this study, please complete the attached form. Your cooperation in this regard is highly appreciated.

For any further information, please contact the following people:

GT Mkhondwane (Student)
gmtsweni93@gmail.com

Dr RN Marishane (Supervisor)
nylon.marishane@up.ac.za

PERMISSION FOR RESEARCH

I, _____, a teacher at _____

School gives permission to the researcher GT Mkhondwane to interview me during her research at our school, provided that the research does not interfere with the school's academic programme.

Teacher

Date

APPENDIX: H



Lefapha la Thuto

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Dear School Governing Body (SGB) Member

REQUEST TO PARTICIPATE IN A RESEARCH PROJECT

I am Master's student in the Department of Education Management and Policy Studies, University of Pretoria and would like to request for permission to conduct research in your school as part of my study. The title of the study is: *Protecting the right to basic education for immigrant learners in public schools*. Since the study involves the participation of SGB members, your participation will provide me with valuable information necessary for understanding how schools deal with challenges relating to educating immigrant learners in our country. This information is gathered through a semi-structured interview of approximately 20 minutes, which will be conducted in such a way that the school's teaching and learning programme is not disrupted. Participation in this study is guided by the following ethical principles:

- Participation is voluntary and participants have the right to withdraw at any time they so wish.
- The results from the interview will be treated confidentially and the interview recordings will only be heard by the participant, the researcher (GT Mkhondwane) and her supervisor (Dr RN Marishane).
- To protect the institution and the participants in this study, names of participants and the school will not be disclosed when information and the results obtained from the study are discussed.
- You will not receive payment or offered incentives for your participation.

- Hard copies of the interview results will be stored by my supervisor for a period of five years in a locked cupboard at the University of Pretoria. Electronic versions of the study will be stored on password protected computers. Future use of data will be subject to the approval of the Ethics committee. After five years, hard copies will be shredded and electronic copies permanently deleted from the hard drives.

- The summary of the findings from this study will be made available should the school and participants wish to know what the researcher found during the study.

If you agree to grant me permission to conduct this study, please complete the attached form. Your cooperation in this regard is highly appreciated. For further information, please contact the following people:

GT Mkhondwane

gmtsweni93@gmail.com

Dr RN Marishane (Supervisor)

nylon.marishane@up.ac.za

PERMISSION FOR RESEARCH

I, _____ member of the SGB at _____ School gives permission to the researcher GT Mkhondwane to interview me during her research at our school, provided that the research does not interfere with the school's academic programme.

SGB member

Date

APPENDIX: I



Lefapha la Thuto

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Dear Principal/ Deputy Principal

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Master's student in the Department of Education Management and Policy Studies, University of Pretoria and would like to request for permission to conduct research in your school as part of my study. The title of the study is: *Protecting the right to basic education for immigrant learners in public schools*. Since the study involves the participation of school principals and deputy principals as members of the School Management Team, your participation will provide me with valuable information necessary for understanding how schools deal with challenges relating to educating immigrant learners in our country. This information is gathered through a semi-structured interview of approximately 20 minutes, which will be conducted in such a way that the school's teaching and learning programme is not disrupted. Participation in this study is guided by the following ethical principles:

- Participation is voluntary and participants have the right to withdraw at any time they so wish.
- The results from the interview will be treated confidentially and the interview recordings will only be heard by the participant, the researcher (GT Mkhondwane) and her supervisor (Dr RN Marishane).

- To protect the institution and the participants in this study, names of participants and the school will not be disclosed when information and the results obtained from the study are discussed.
- You will not receive payment or offered incentives for your participation.
- Hard copies of the interview results will be stored by my supervisor for a period of five years in a locked cupboard at the University of Pretoria. Electronic versions of the study will be stored on password protected computers. Future use of data will be subject to the approval of the Ethics committee. After five years, hard copies will be shredded and electronic copies permanently deleted from the hard drives.
- The summary of the findings from this study will be made available should the school and participants wish to know what the researcher found during the study.

If you agree to grant me permission to conduct this study, please complete the attached form. Your cooperation in this regard is highly appreciated. For further information, please contact the following people:

GT Mkhondwane (Student)
gmtsweni93@gmail.com

Dr RN Marishane (Supervisor)
 nylon.marishane@up.ac.za

PERMISSION FOR RESEARCH

I _____, principal of _____

School gives permission that the researcher, GT Mkhondwane will conduct research in the school, provided that the research does not interfere with the school's academic programme.

Principal / Deputy Principal

Date

APPENDIX: J



Lefapha la Thuto

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Dear Parent

REQUEST TO PARTICIPATE IN A RESEARCH PROJECT

I am Master's student in the Department of Education Management and Policy Studies, University of Pretoria and would like to request for permission to conduct research in your school as part of my study. The title of the study is: *Protecting the right to basic education for immigrant learners in public schools*. Since the study involves the participation of parents with children studying in public schools, your participation will provide me with valuable information necessary for understanding how schools deal with challenges relating to educating migrant learners in our country. This information is gathered through a semi-structured interview of approximately 20 minutes, which will be conducted in such a way that the school's teaching and learning programme is not disrupted. Participation in this study is guided by the following ethical principles:

- Participation is voluntary and participants have the right to withdraw at any time they so wish.
- The results from the interview will be treated confidentially and the interview recordings will only be heard by the participant, the researcher (GT Mkhondwane) and her supervisor (Dr RN Marishane).

- To protect the institution and the participants in this study, names of participants and the school will not be disclosed when information and the results obtained from the study are discussed.
 - You will not receive payment or offered incentives for your participation.
 - Hard copies of the interview results will be stored by my supervisor for a period of five years in a locked cupboard at the University of Pretoria. Electronic versions of the study will be stored on password protected computers. Future use of data will be subject to the approval of the Ethics Committee of the University of Pretoria. After five years, hard copies will be shredded and electronic copies permanently deleted from the hard drives.
 - The summary of the findings from this study will be made available should the school and participants wish to know what the researcher found during the study.
- If you agree to grant me permission to conduct this study, please complete the attached form. Your cooperation in this regard is highly appreciated.

For any further information, please contact the following people:

GT Mkhondwane (Student)
gmtsweni93@gmail.com

Dr RN Marishane (Supervisor)
nylon.marishane@up.ac.za

PERMISSION FOR RESEARCH

I, _____, parent of a learner at _____ School gives permission to the researcher GT Mkhondwane to interview me during her research at our school, provided that the research does not interfere with the school's academic programme.

_____	_____
Parent	Date

APPENDIX: K



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	14 March 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018 2017/392
Name of Researcher:	Mkhondwane G.T
Address of Researcher:	02 Doublom Street Birch Acres x6 Kempton Park 1619
Telephone Number:	011-969 3419 060 871 3062
Email address:	gmlsweni93@gmail.com
Research Topic:	Projecting the right to basic education for Immigrant learners in South African Public Schools
Type of Degree:	Master's in Education
Number and type of schools:	Three Secondary Schools
District/s/HO	Gauteng East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Franklin 14/03/2018

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simonsia Street, Johannesburg, 2001

t : (011) 355 0466

Email : Faith.Tshabalala@gauteng.gov.za

Website: www.education.pg.gov.za

Data transcribed from digital audio-tape recorders

Below is the raw data transcribed verbatim from all participants in each participating school. Questions asked from the interview schedules, together with answers from participants are listed.

PUBLIC SCHOOL A (PSA)

PRINCIPAL A (PA)

- 1. What problems have you experienced when admitting immigrant learners to the school?**

The first problem we experienced as a school is the valid identification, since some of these learners are not legal in the country, which makes it difficult for us to register them with the Department of Education.

- 2. How have you as the principal, prepared your staff to deal with the educational needs of immigrant learners?**

Firstly, by making sure that the staff is well knowledgeable with the education policies. For example, the language policy, which will make it easier to meet the needs of such learners. Also, through LO teachers, such learners are given orientation for them to acclimatise themselves with the new environment.

- 3. What protocol do you have in place for dealing with xenophobic outbreaks in the school?**

Again I will go back to my LO (Life orientation teachers, that they are very vital in this regard. For example, they form what we call "small groups", small workshops, small projects, make awareness campaigns within the school to make these children to socialise, even educators become part of these groups so that they can deal with matters of xenophobia. Also we have disciplinary procedures in case such behaviour prevails.

- 4. How do you build a communicative relationship between teachers and immigrant learners?**

From the learners side, like I said before that they have small groups that they form where they discuss issues of xenophobia, and they do this, especially after school,

where it is a relaxed environment, where these learners can be able to relax, and it becomes easier for them to open up in case such problems prevail in school.

5. How does the school deal with the linguistic challenges faced by some of the immigrant learners?

OK, number 1, we have intervention classes, where we intervene in terms of all the problems that they face, where we promote oral participation, where we have talks during our oral periods. This makes the learners to relax, and talk about the problems that they encounter at school.

6. How has the increasing number of immigrant learners in the school, affected its overall performance?

From my experience, we don't have as much. Such learners I find them to be very hungry for knowledge, and they are academically brilliant, which challenges the rest of the school. And therefore they also want to compete at that level. In so doing, the school's overall performance improves.

TEACHER A (TA)

1. How has the integration of immigrant learners in the classroom affected your teaching?

The integration of immigrant learners has affected teaching in the sense that the challenges we are faced with are most of the learners have got language barriers, so they tend to be left behind of the language. They tend not to understand as we know that learners learn culturally. Culture influences our learning. So I find that our way of teaching is not the same with where they come from, and they tend to get left behind. With the language barrier, and their confidence is somehow, they are disturbed, because they feel that they are inferior because they come from other different countries.

2. How do you assist immigrant learners that struggle with learning in your classroom?

Under general, most of the learners, whether South African or not, I have identified that some learners do have language barriers, so when I assist the learners from other

countries, I assist all of them so that it does not highlight the fact that they are from other countries, and treat them the same. So I deal with the language barrier as a class as is.

3. How do you manage conflict between learners in the classroom?

The school has a disciplinary procedure that we follow, but before we put anything in writing, we give them guidance and we support the learners and teach them tolerance. Most importantly, we are all humans. We've got human rights. As they also learn in LO, we try to promote tolerance in our children.

4. What method do you use to communicate with parents of immigrant learners?

We try to support the learners by inviting their parent. We write the parents letters and offer support. And if there is a problem that we have highlighted, we inform the parents in writing or invite them for a meeting to address the issue that arose.

(Do they maybe attend those meetings? Do they come to the school?)

The challenge that we face is that most of the parents, because of their immigration documents have been outdated, they tend not to come to the meetings, because they fear that maybe they may be exposed and be sent back to their countries. So, most of the time, they avoid coming to the meetings.

5. How do you support immigrant learners with language barriers?

Most of the time, we just offer extra classes to the learners, and give them extra activities, and follow up to see if there is any progress.

6. How involved are immigrant parents in assisting their children with school work?

The challenge we face in high school that I have noticed is that all the learners, South African or coming from other countries do face a challenge because, as children go into high school, parents tend to have the perception that their kids are independent. They don't support them like when they are in primary school. So that challenge we have it overall with the learners in high school.

7. What challenges have you faced with the existing curriculum expectations and the immigrant child's learning?

The curriculum challenge is that everything is done under a time line. We are given a time line, so it tends to give us a problem. We can't give the learners support, because we are working on a schedule, and the admin is too much, and keeping up with the

learning and teaching and the file. We tend not to be able to give learners the necessary support that is needed.

SCHOOL GOVERNING BODY A (SGBA)

1. How did the admission of immigrant learners affect the admission policy of the school?

We had to help the learners, or the parents rather, for those that don't have permits and IDs, because most of them have expired permits, so we had to give them temporal registration so that they can be admitted into the school.

2. How does the SGB support parents of immigrant learners with understanding the South African public school system?

The only way they can be able to be helped is if we induct them into the process of our school, how the school functions, but most importantly it is important for them to attend meetings so that they can be inducted successfully.

(According to your experience, do they attend the meetings if you call them?)

Some do, only 30% do attend, but for those that do not attend, there is nothing we can do.

3. How has the arrival of immigrants affected the language policy of the school?

We had to emphasise on the use of English as a medium of instruction, because most of them can speak English, but cannot speak any other language. Everybody else is encouraged to speak English as our medium of instruction.

4. What strategies does the SGB have in place to protect immigrant learners from xenophobic attacks and discrimination at school?

This one is very simple, because all the members of the school and the learners have to protect the rights of everyone. That is why the school has developed a policy which protect everyone. We inform them of their rights and the procedure to follow if they suspect any xenophobic attacks or discrimination at school. But what is important, we developed a policy which embraces all of these problems.

5. How does the SGB facilitate communication between the school and immigrant parents?

Everyone who feels like coming for anything at school, they can come, but through appointments. But we encourage them through the parents' evening that we occasionally have every fortnight or month or so. They have to come to school if there's anything that they need to ask. But most importantly, parents' evenings is the way to communicate.

IMMIGRANT PARENT A1 (IPA1)

1. What challenges have you experienced in registering your child in a public school?

Sometimes it's quite hectic to make headway especially when one is a foreigner. They tend to meet with not just discrimination, but just a dislike of people from other countries. And then having said that, perhaps the worst is the expiring of permits. Some of them expire during the year or during the month. And when that happens, the child is taken out of school. And when the permits are renewed, then the learner re-joins, but the learners has already lost much in terms of academic work.

2. How involved are you as a parent in your child's education?

I'm really interested in what happens. I do support them with their homework, and help them, encourage them to read widely. And when I can, I go to the school and just discuss the academic performance with the teacher. That is only when I can. But you know the difficulties of living in a foreign country, you need to be "jobbing" around. So that's one handicap. Sometimes a term may pass by and I haven't gone to school to check on my daughter's progress.

3. What challenges has your child reported to you that are related to teaching?

Although she's generally happy, she says she doesn't understand Zulu. But Zulu is one of the languages that is used at the school. And when she raises this, the authorities are not interested in accommodating her. So, in other words, she becomes..., she is unable to follow what is happening, especially when Zulu is being used. She is happier when they use English, but when Zulu is introduced, then she is lost. And sometimes fails to follow. Sometimes fails to even do the work that is given to her.

4. What challenges has your child experienced while learning in the classroom?

1. They still evolve around the issue of language. Because of the Zulu language, she finds

it difficult to learn, and that slows her pace. And when she raises it with the teacher, she is not accommodated. The teacher seems to indicate “indoda izozibonela”: “you will have to learn, I cannot accommodate you because I must move, perhaps with the work schedules and all and all”. So that means the teacher cannot personally help the learner as and when she needs that help. So while I understand that it is perhaps not possible, but it has become a handicap for the learner to understand and to perform in class.

5. How does your child experience the teachers that teach him in the school?

Some she likes, some she doesn't. But generally, when she is denied help, like I've just said to you, the use of Zulu, and the teacher not sitting down to teach her Zulu ..., while I understand that but generally she feels like some of them don't care at all. Perhaps this is because she is a foreigner, and sometimes South Africans do that, and they have this negative attitude towards foreigners. So it could be, I'm not saying that it is, but it could be why she concludes that the teacher doesn't care.

6. How has the relationship of your child been like with his peers?

I think it stems from the use of the Zulu language. Sometimes language tends to unite people, but a different language tends to separate people. So I think my daughter, sometimes she tells me that she is being bullied because she doesn't use Zulu. So they team up against her and her other friends that are Shona speaking. And when they speak their Shona, they are laughed at. When they don't join the group that speaks Zulu, they are also laughed at. When they join, they are not welcome. So it's a bit difficult for her to make friends and to be accommodated. Even if you are not Zulu, you are still an individual.

7. How do you assist the school towards them understanding your culture and tradition?

Because these people are foreigners, nobody is interested in promoting something that is foreign. So most of the culture are never practiced. It looks like it is the foreigners themselves that are initiated into new cultures that are South African, but their own are not practiced at all.

3. How would you describe the safety and security measures applied by the school?

Apart from the bullying, because one speaks Shona, generally there has not been an attack on the learner herself. Apart from the bullying, but no xenophobic attacks that

have been shown against her. And I'm so happy that they have disciplinary processes in the school, for misconduct. So I'm sure that should something like that happen, then the school will be always use what it has to discipline the offenders.

IMMIGRANT PARENT A2 (IPA2)

1. What challenges have you experienced in registering your child in a public school?

It's a bit of a challenge. Not a bit, but it's quite a challenge, because most of our children do not have passports with permits, with study permits. So we go get the Asylum at Pretoria. But then the problem with the Asylum is that the Asylum expires. It only works for 6 months. So when the Asylum expires, the child is taken out of school, and we must go back to renew the passport. So during that time, the child is out of school, and then they lose a lot on learning, and as a result, they fail.

1. How involved are you as a parent in your child's education?

We are not involved because we are scared to go to the school when they call us for consultation, because mostly we do not have the right papers, and we are afraid that they will ask us to take our children out of the school. We don't go there.

(So you stay as far away from the school as possible?)

Yes...Yes!!

3. What challenges has your child reported to you that are related to teaching?

The challenges that my child meets at school is mostly languages. Mostly the teachers and the children they use their vernacular language which is Zulu and sometimes Sotho. So even during class, they use their vernacular language, which makes it difficult for my child to learn.

4. What challenges has your child experienced while learning in the classroom?

It's still the same problem. The problem of language. Even the other subjects the teachers are teaching, which should be taught in English, they still use Zulu and Sotho. And there are also no extra classes.

5. How does your child experience the teachers that teach him in the school?

Some of the teachers are welcoming. She likes some of the teachers. But some of them,

their attitudes towards foreigners... and they are not willing to help at all.

6. How has the relationship of your child been like with his peers?

Since my child speaks Shona, when she wants to mingle with other children, when she tries to speak their language, they laugh at her. Even if she speaks in Shona, they also laugh. So there are so many cultural differences which makes my child feel alone. She's not part of the group. She feels like she's an outcast. She's alone. She's uncomfortable.

7. How do you assist the school towards them understanding your culture and tradition?

We say nothing at all, because it is mostly the South African cultures that are promoted. As for us, they only promote the holidays because I'm Muslim. So they ..., since there are also Muslims in South Africa, so they only celebrate the holidays, but as far as our Shona culture, nothing is being done. So we just say nothing. We are afraid... yes.

8. How would you describe the safety and security measures applied by the school?

Ja, the children are safe. We have had no attacks reported, or that has happened on our children. We are just ignored. Nobody looks at us.

4.3.2. PUBLIC SCHOOL B (PSB)

PRINCIPAL B (PB)

1. What problems have you experienced when admitting immigrant learners to the school?

First of all, we have experienced problems with the validation of the IDs because different countries have different ways of setting out the IDs. So we need to make sure that the date of birth is according to our system that we are using, and there is no IDs that we can put into our SA SAMS systems. Second of all is, we need to make sure that the registration of the student with GDE is valid because they need to have a student permit. and should they have a student permit, we also need to validate if the parents have got either a work permit or a residential permit.

2. How have you as the principal, prepared your staff to deal with the educational

needs of immigrant learners?

Well, because our LOLT (Language of teaching and learning) is English, we need to make sure that their language proficiency is in line with our LOLT. If not, then we have to have extra classes for our learners to catch up on English and so on.

(So English is the main language that your school is using?)

Yes.

3. What protocol do you have in place for dealing with xenophobic outbreaks in the school?

Well, in our school, we don't actually have that. Because in case that should happen, we must calm the learners and the teachers, because they all get hyped-up. And the teachers have to separate the learners that are in this xenophobic outbreak. And it is a question of, there should not be politics in the school. And disciplinary procedures will follow obviously after an incident.

4. How do you build a communicative relationship between teachers and immigrant learners?

First we have bridge courses that we can apply to the children, where we actually ask the teachers to help out with extra classes for those learners. And they need to have a good base of the English language. First of all, the vocabulary must be learnt. And we start with the lowest grade that we can for the learner to start understanding what they are reading because that's the most important thing.

5. How does the school deal with the linguistic challenges faced by some of the immigrant learners?

As previously said, we have bridge classes, that we want to implement at the school, and it is a question of diligence of the learners, diligence of the teachers. Practice, practice, practice... will make it perfect.

(Do you actually have time in your school for those extra classes?)

It will be afternoons only, because during contact time, we cannot help the learners. But all the teachers are supposed to ask if they understood what was being said. If not, then they need the support for that.

6. How has the increasing number of immigrant learners in the school, affected its overall performance?

Not as much as one would expect, because of the fact that we are following the protocol. Teachers can assist, there's extra classes, there's catch-up work. It does not affect the performance of the learners as such. There was a drop in it, but not as one would expect for it to happen.

TEACHER B (TB)

1. How has the integration of immigrant learners in the classroom affected your teaching?

Mam, as teachers, we need to start by teaching these learners the language (English), in order for them not to be hesitant in whatever they are learning.

2. How do you assist immigrant learners that struggle with learning in your classroom?

We usually call them privately, and teach them, or book them for extra classes.

3. How do you manage conflict between learners in the classroom?

As a teacher, I need to involve parents, but when it's not solved, I involve the SMT.

(Do the results help immigrant learners? Do they get any benefits from those interventions?)

Yes...Yes

4. What method do you use to communicate with parents of immigrant learners?

I organise parent's meetings, but when it's urgent, I use the SMS method.

(And do they visit the school if you call them?)

Yes...Yes

5. How do you support immigrant learners with language barriers?

The teacher must instruct the learners to only speak that specific language (English) every time they come to class. And also help one another by improving their language in group work or activities that they are given in class.

6. How involved are immigrant parents in assisting their children with school work?

Parents must check work to be done daily. Parents must also come to check their

children at school.

(But do they do it?)

They sometimes come, but not every time, not always... But they do come, not always.

7. What challenges have you faced with the existing curriculum expectations and the immigrant child's learning?

Learners are unable to cope, to understand the existing curriculum, e.g. Technology, learners have to create electrical appliances, and for them it is too difficult to create. They have to go and buy, and most of their parents are not working.

(What do you do then, to cope with these curriculum expectations?)

Sometimes we do fundraising to help those who cannot afford.

SCHOOL GOVERNING BODY B (SGBB)

1. How did the admission of immigrant learners affect the admission policy of the school?

From the Department of Basic Education, we were instructed as schools to admit only the learners with study permits. From Zimbabwe, we struggle to obtain study permits. These learners and their parents produce Asylum documents, but these expire after 6 months. It is difficult to draft school policies that are different from those of the DBE since it is an instruction from above.

2. How does the SGB support parents of immigrant learners with understanding the South African public school system?

When invited to attend parents' meetings, immigrant parents fail to come. At the beginning of every year and every term, we as the SGB organise these meetings to discuss these problems that include study permits, expiry problems and other issues that include immigrant learner admission and retention in the school. But since they do not attend meetings, we find ourselves with no choice, but to remove learners once their study permits expire.

3. How has the arrival of immigrants affected the language policy of the school?

The language policy of the school has not changed. All learners are expected to do the schools' languages, for example, Zulu and Sotho as home languages, and English as a second additional language. This is because there are not enough immigrant learners to justify changing the whole language policy.

2. What strategies does the SGB have in place to protect immigrant learners from xenophobic attacks and discrimination at school?

We, as the SGB, have the duty to keep all learners and staff members safe and protected. Our safety and security policies include a code of conduct for all learners. That is, no weapons are to be carried at school, no smoking of dagga, cigarettes or other narcotics; no drinking of any alcoholic products. Any learner that verbally or physically assaults another will be handed over to the police, and then later suspended or expelled from the school.

4. How does the SGB facilitate communication between the school and immigrant parents?

As mentioned above, parents' meetings are called, but immigrant parents do not attend. This makes direct communication impossible. But we still send letters with information through their children, or call them on their cell phones.

IMMIGRANT PARENT B1 (IPB1)

1. What challenges have you experienced in registering your child in a public school?

The challenges that I have experienced in registering a child in a public school; first of all, it is the necessary paperwork that is required. and also other documentation, immigrant documentations, would be either from the Department of home affairs, and, or other departments that needs those documents.

2. How involved are you as a parent in your child's education?

Very much involved. I have even once considered home schooling for my child because of other challenges. Those challenges that I have experienced in the public schools.

(If I may ask, do the challenges, maybe include the relationship that the child has

got with the teachers?)

Partly so, but it's not much of a thorny issue, but partly so. They are related.

(But if I may ask, what exactly is your child experiencing in learning in the classroom?)

Mostly its discrimination from peers. And sometimes teachers not understanding the child, where the child...my child comes from. It's a few issues, but I will only mention those ones of a child not being accepted.

(And how has the relationship of your child been like with her peers; like you said, are they physically fighting, or just verbally abusing them?)

It is mostly mocking. It would be verbal. You know they always mock them. Just by the way, I've got 2 children in the school. It will be mocking. The brother would be mocked by peers in his class, and even the sister would come and complain about the same thing.

(And if you don't mind my asking, what is your country of origin?)

My country of origin is Malawi.

3. How do you assist the school towards them understanding your culture and tradition?

It would be, you know, trying by all means to get the interaction between the peers, the teachers and my children. In arts and culture, are the most important vehicle to assist people in understanding each other culturally.

4.How would you describe the safety and security measures applied by the school?

So far I have no problems. It is, on a scale of 1 to 10, I would give it an 8.

(So you feel your children are safe?)

My children are very safe at school.

IMMIGRANT PARENT B2 (IPB2)

Provided answers that are mostly irrelevant to the questions asked.

1.What challenges have you experienced in registering your child in a public school?

Coming to that question, specifically, it starts from the background, from Home Affairs, the Police Department. They don't assist immigrants. The can't state their side of the story that

the main reason they are there is because of their children. And they are suffering around, because they can't get papers for their children. They are rejected by Home Affairs; they are rejected by the police. They call them names. That is the case that is happening, each and every school, every day.

2. How involved are you as a parent in your child's education?

Very much involved, because I have contacts with the principal, with the teachers. Whenever they experience something, they let me know. If they feel uncomfortable about their attitude, they phone me. There is a communication between me, the principal and the teachers.

3. What challenges has your child reported to you that are related to teaching?

My mother is a teacher at the school, so she started communicating with the teachers, she is open to the teachers.

4. How does your child experience the teachers that teach him in the school? / 6. How has the relationship of your child been like with his peers?

I have a daughter in high school, she is in Grade 12 this year. She failed Grade 11 because of how they treated her because her hair is different. There was a time where she broke down and said she is not going back to school because she was called "this" and "this. Even teachers themselves, they call our children a" Pakistan" or "my friend." I attended a disciplinary hearing after my daughter defended another immigrant learner, but luckily the principal and teachers understood, and the case is over.

4.3.3. PUBLIC SCHOOL C (PSC)

PRINCIPAL C (PC)

1. What problems have you experienced when admitting immigrant learners to the school?

Problem1, challenge number 1, we have the problem of local language, when our

teachers are code switching. Learners from our neighbouring countries find it difficult to comprehend; and number 2, those learners, most of them come to our school with single parents, so they miss home. The environment is different. So their background is different. So we have to assimilate them to our local mainstream.

(And what challenge have you found with their documentation?)

Most of them leave their countries as refugees, meaning that they were under a political threat and they ran away from home. So they don't have their complete documents. As a result, we have to admit them and the documents will come after. And also it is difficult to ascertain whether the documents they have are authentic or documents built up or made.

2. How have you as the principal, prepared your staff to deal with the educational needs of immigrant learners?

We encourage our educators to use the mainstream language, which is English. However, we have our local language, which is Afrikaans, and other indigenous languages. So we discourage our teachers from using the local language when they are explaining learning areas.

3. What protocol do you have in place for dealing with xenophobic outbreaks in the school?

Starting from teachers. Our teachers attended a workshop or training in order for them to be sensitive toward people from neighbouring countries, especially learners. Not to use a language that will indicate elements of xenophobic attack on our neighbours. As it has been the case that many people believe that people from our neighbouring countries take or job opportunities. So we also indicate to our teachers the role which was played by our neighbouring countries during our own struggle against apartheid. So we encourage them, that they are part of us, regardless of where they come from. And the main aim of our school is to educate learners, rather than focusing more on political aspects of where they come from.

4. How do you build a communicative relationship between teachers and immigrant learners?

We encourage learners to expedite their own selves, and their culture, and also we encourage their assimilation into our mainstream. However, we are not intending to change them to be South Africans as such. They are learning in South Africa; they

remain who they are. So our teachers are resembling or are encouraging all different groups to live together harmoniously. More so, that in South Africa, we have 11 official languages. Obviously which incorporates everyone. So we are more familiar with this assimilation and incorporation. So we find it very easy to put them in our mainstream.

5. How does the school deal with the linguistic challenges faced by some of the immigrant learners?

Most of the learners can speak English, so we make sure that our teachers stick to English whenever they are explaining anything and whenever they are teaching. However, we also encourage them to use their language, so that we can also know part of their language.

(Do you maybe have teacher in the school that can teach those foreign languages?)

We do have teachers from outside, especially from Zimbabwe and Nigeria. So if there are Nigerian children, we encourage those teachers to also teach our local children some of the basics of their language, so that their language is not foreign at all. And also they feel welcome and at home.

6. How has the increasing number of immigrant learners in the school, affected its overall performance?

It does, however learners from neighbouring countries seem to be excelling in our curriculum. They find our curriculum very easy to deal with, and more so I think it is because of their political background. They know the reason why they are here. That this is the second and last chance in life. They seem to work harder than our local children. Most of them in our schools they excel. We have distinctions, better than our children in our local schools. And also, I think it is the social issue, because they are less familiar with our local culture. And they are less exposed to drugs and alcohol. Because of that which is limited by their language. That they cannot easily interact with our local children. They tend to focus more on their education.

TEACHER C (TC)

1. How has the integration of immigrant learners in the classroom affected your

teaching?

Immigrant learners arrive with language problems. I have lots of immigrant learners from Maputo, and they are struggling with English. This slows down my pace of teaching since I have to explain basic concepts to them.

2. How do you assist immigrant learners that struggle with learning in your classroom?

I offer them extra classes, and use primary school textbooks to help them with basics.

3. How do you manage conflict between learners in the classroom?

I talk to them, especially boys, not to discriminate against foreign learners.

4. What method do you use to communicate with parents of immigrant learners?

I use the school telephone line, to call them, or send them SMS

(Do the parents respond when you communicate with them?)

Some, some don't because not all of them have access to this new technology that we have nowadays.

5. How do you support immigrant learners with language barriers?

Like I said, I offer them extra classes.

6. How involved are immigrant parents in assisting their children with school work?

I feel as if they are not involved because they come back without homework done sometimes, maybe as they may not understand what was asked. They just leave out the work for the teacher to rectify or to add or to clarify. If only they could do their homework as expected.

7. What challenges have you faced with the existing curriculum expectations and the immigrant child's learning?

The work schedules that we normally follow have got too much work for us to cover as teachers. And that leaves us with less time for re-teaching and support.

SCHOOL GOVERNING BODY C (SGBC)

1. How did the admission of immigrant learners affect the admission policy of the

school?

The requirements for all learners' admission are for all parents to have IDs and proof of residence, or a visa or a passport for the learners to be admitted at school. So some of the parents, they don't have those documents, and it is difficult for us because they refuse to go to Home Affairs to require those documents. It is not the duty of the school to apply for the right documents, like the visa and permits and all that. So the parents must go for themselves to Home Affairs, but they refuse. So that's what gives us a problem.

2. How does the SGB support parents of immigrant learners with understanding the South African public school system?

We do give them the circulars with requirements of the Department of Basic Education of what is needed to register children at school, but the parents still send their children and come without any documents, and that gives us a difficulty, because we are not allowed to accept those learners to our schools in this country.

3. How has the arrival of immigrants affected the language policy of the school?

It does not affect, because the English... the Zulu is first language, and the English is second language. Yes, we do have some difficulties when it comes to Zulu. But we arrange extra classes for all learners that are struggling with the languages. Like, we invite the parents to participate, and we inform them about the extra classes that the children will be attending.

4. What strategies does the SGB have in place to protect immigrant learners from xenophobic attacks and discrimination at school?

Yes, here in our school, we have a policy of discipline for all learners, including immigrants or local ones. We don't tolerate any form of ill-discipline, because we discipline and teach our learners that they should not discriminate against each other. Those that do not want to listen, we suspend or expel them, if they abuse the system. And we try by all means to make our children understand each other through the language that they want to know, and we try the best to make our learners happy.

5. How does the SGB facilitate communication between the school and immigrant parents?

We always invite parents to come to school to have meeting at school, but they refuse to come. Because some of them they don't have the correct documents. So they are scared

that they might be deported. But our door...we have an open door policy if they want to come. We continue sending SMS to invite them to come, but they are still not coming because they are scared they don't have the right documents to be in the country.

IMMIGRANT PARENT C1 (IPC1)

1.What challenges have you experienced in registering your child in a public school?

The first thing that I experienced was actually the paper work. Like your study permit, your visa, your general paper work actually.

(What is happening with the paper work? Are you may be struggling to get it?)

I'm struggling with home affairs. It takes time to come out. It takes time to get all the documents from the Department of Home Affairs, especially in South Africa.

(If I may ask, where do you guys come from?)

We come from Congo.

(And what is the main language that you speak in Congo?)

We are speaking French. The first language in Congo is French.

2.How involved are you as a parent in your child's education?

I'm so much involved, and I attend parents' meetings. I do attend extra mural activities for the kids. If they have sports, I do attend.

3. What challenges has your child reported to you that are related to teaching? / 4. What challenges has your child experienced while learning in the classroom?

Teaching in school is good. But sometimes they call her "different "words", different names, and because the accent of the English at school is different from what South Africans are talking about. He doesn't know English properly. Those are the challenges that I'm experiencing.

4. How does your child experience the teachers that teach him in the school?

The teacher is trying her best to assist wherever she can, but yes.

5. How has the relationship of your child been like with his peers?

The relationship of my child with her peers is very difficult because they call her

“kwerekwere”. They call her so many things, and at times, she refuses to go to school, because of where she’s coming from.

6. How do you assist the school towards them understanding your culture and tradition?

The only thing that I always do is that I go to school, especially on culture day, which is in September. They always have culture day or human rights, I can’t remember, but it’s a South African thing.... Culture in September though. The way they wear their traditional outfit and stuff. I go and attend those things, and I support, and...that’s it. We as Congo people, we don’t know about this culture that happens I South Africa, and we don’t know how to dress her when she goes to school in that month.

(So, in other words, you are trying to dress your child in the South African culture. What about your culture?)

In Congo, we don’t have such.

7.How would you describe the safety and security measures applied by the school?

The safety and security at school is very good, because it covers for all the kids. It doesn’t discriminate between South African or Congo. It covers all the kids, because we pay the school fees.

(So you are comfortable with your child’s safety?)

Yes, I’m comfortable with the safety and security of the kids.

IMMIGRANT PARENT C2 (IPC2)

1.What challenges have you experienced in registering your child in a public school?

The only challenge that I’m experiencing in a public school in South Africa is that the paper work is difficult to get, especially with the Department of the Home affairs. It’s been 6 months since I’ve been waiting for the papers to come for the kid to have a study permit in South Africa.

(And if I may ask, which country do you come from mam?)

I come from Somalia.

(Since this school is a high school, when did you register your child in the school?)

I registered the child in 2013.

<p>(And have you been able to renew your paperwork since?)</p> <p><i>Yes, I have...Yes.</i></p> <p>(But now you can't do it anymore?)</p> <p><i>Yes, I can't do it anymore. It's difficult to go there, and there's cues and cues, and you pay so much money for that.</i></p>
<p>2.How involved are you as a parent in your child's education?</p> <p><i>I'm involved in my child's education, so much in a way that I go to attend meetings. I do everything. I pay my school fees, do all things for the school. I go to sports and support my child from the sport.</i></p>
<p>3.What challenges has your child reported to you that are related to teaching?</p> <p><i>Because my child is different from the South African kids, like my child, her hair is long; they call her black, or call her white or coloured. They are teasing her all the time because of where she is coming from.</i></p>
<p>4.What challenges has your child experienced while learning in the classroom?</p> <p><i>While learning in the classroom my child is taking time to understand what the teacher is saying, because her accent is different, because we're speaking French.</i></p> <p>(You are speaking French at home?)</p> <p>Yes.</p> <p>(And what languages are they teaching her at school?)</p> <p><i>Zulu, Sotho, Tswana, Shangaan or something like that. And English as well. But the English is difficult for her because she doesn't understand sometimes, some of the words.</i></p>
<p>5. How does your child experience the teachers that teach him in the school?</p> <p><i>The teacher is good. And is trying her best to educate my child. That I can say.</i></p>
<p>6. How has the relationship of your child been like with his peers?</p> <p><i>As I said earlier on, the peers, they are always teasing her because of her skin. She is black, and she will come crying and say because she is not coming from South Africa. Yes, that is a problem.</i></p>
<p>7. How do you assist the school towards them understanding your culture and tradition?</p> <p><i>I actually go and tell them, because now what happens is, every year I this country, in South</i></p>

Africa, all the kids in September, I think, they wear different clothes because they are having their culture. In Somalia we don't have that because we are Muslims. So we don't celebrate that.

8.How would you describe the safety and security measures applied by the school?

The safety and security of the kid is safe, because I always go drop my kid there and go; come pick her up, and everything is safe. Nothing is wrong with the security.