CHALLENGES OF MANAGING A SCHOOL WITH MIGRANT LEARNERS: A CASE OF TSHIPISE-SAGOLE RURAL DISTRICT

by

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SCHOOL OF EDUCATION

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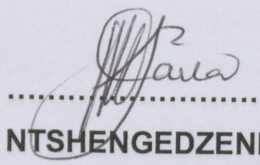
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DECLARATION

I, **NTSHENGEDZENI LEYNETH MAILA,** declare that:

Challenges of Managing a School with Migrant Learners: A Case of Tshipise-Sagole Rural District

submitted for the Doctor of Education in Educational Management degree at the University of Venda is my own work and that all the sources I used are acknowledged by means of complete references and that this work has not been previously submitted for a degree at this or any other university.



.....

NTSHENGEDZENI LEYNETH MAILA

09-09-2015

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DECLARATION

I, **NTSHENGEDZENI LEYNETH MAILA,** declare that:

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- I am indebted to the Lord God my Redeemer, the Almighty who walked this research journey with me, I say "Ebenezer! Thus far the Lord has helped me" (1 Samuel 7:12). I thank Him for His grace that is always sufficient in my life all the time.
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Today the Lord has rolled away
The
Reproach of Egypt from me!!

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DARE TO DREAM!

Aspiration

Determination

Patience

Dedication

Hard-work

Character

The end product is success and fulfillment!!

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DEDICATION

This project is dedicated to:

- My family, for encouraging and supporting me through many sleepless nights and tiresome moments. My husband who is also my pastor, for prayer and always trusting that with God things are possible.
- My late mother: "Gone, but not and never forgotten. In my heart you will live forever. You were my inspiration and pillar of strength, you were always interested in my studies. I know you are proud of my achievement thus far." Well, God always has his way. "May your soul rest in perfect peace".
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- Above all, God Almighty, who gave me the strength to travel this very long and tiresome journey. "With you, we were a force to be reckon with."

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ABSTRACT

The study sought to examine how school-based management address the educational needs and barriers of migrant learners. People migration is common across the globe and poses a number of challenges to other countries. Migrant learners and their parents leave their countries through political and socio-economic instability in search for greener pastures. South Africa has scores of migrant learners from various African countries. In recent years unaccompanied and undocumented minors cross the borders of South Africa in search for education. Migrant learners are subdued by challenges such as socio-economic factors, lack of documentation, language barrier and xenophobia. These factors pose some challenges in terms of managing schools. The study argued that effective school management is a necessary pre-condition for addressing the educational predicament of migrant learners. A qualitative research was conducted at Tshipise-Sagole district. Schools with 30-250 migrant learners were purposively sampled. Data were collected through individual interviews with 6 school principals and focus group interviews with 24 members of the School Governing Bodies and 18 members of the School Management Teams. Data were organised and categorised according to themes and then interpreted and analyzed inductively. The study revealed that school managers as custodians of migrant learners who play vital role in addressing the needs and barriers encounter difficulties to ensure effective and efficient management of their schools. The study recommended that schools should profile migrant learners' needs and barriers and address them. School managers, SMT and SGB members should have clear knowledge of various policies and legislation on the right to education and implement them. The study proposed the management in an inclusive school model that could be used in schools.

Keywords: Migration, migrant learner, school-based management, inclusive education, education for all, human rights-based education.

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CHAPTER ONE

ORIENTATION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The introductory chapter contextualises the problem under investigation by outlining the background to the study. The focus was on national, regional and international perspectives of migration, specifically in the area in where the study was carried out. The chapter discusses the importance of and justification for the study. It also highlights the theoretical framework that underpins the study, research design and methodology, limitations, and delimitations and defines key terms of the study.

1.2 BACKGROUND TO THE STUDY

Migration is a common international phenomenon. It is experienced by both the developing and developed countries. People move from their countries of origin to other countries for economic, political and other reasons. Literature reveal that young children of school-going age cross national, regional and international borders either accompanied by parents or as unaccompanied minors (Save the Children UK, 2007). South Africa became home to many people from different countries because of colonialism in the 1600s and the growth of mining in the late 1800s and 1900s. Most miners came from Mozambique, Malawi, Zambia, Lesotho and elsewhere (Motha, 2005:1). Recently South Africa has experienced a new wave of unauthorized migrants, refugees and asylum seekers fleeing social and political hardship from African countries such as Burundi, Angola, Sudan, Zimbabwe, Somalia and Ethiopia. Further, according to Palmary (2009:3), the most distinguished experiences among migrant children are of war and conflict followed by economic factors. The data on the administrative statistics 2008/9 from the South African Department of Home Affairs (DHA) and on Further Mathematics Support Programme (FMSP) estimated projections based on national census data Polzer (2010:1) argues that since 2004 till the end of 2009, 47 596 were recognised refugees:

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- In 2009, 223 324 applied for asylum status. However, only 4 567 were approved, 46 055 rejected and 172 702 were added to the backlog of unprocessed cases;
- 32 344 economic migrants were issued with work permits in 2007/8 and 312 733 people were deported in 2007/8.

However, this study focused on the educational experiences of migrant learners in schools than on their experiences of war, political instability and conflict. CoRMSA (2008:53) claim that in terms of migrant learners' access to education and experience in schools, there is less information available because official schools surveys only collect information on whether children were born in South Africa or not. Palmary (2009:34) cited that literature on migrant learners in South Africa is tiny and that the most quoted reasons for migration is war and conflict followed by economic factors than migrant learners' experience of education challenges. Data collected from statistics South Africa in 2008 indicates that 12% of migrant children of school-going age in South Africa were not in school and the Lawyers for Human Rights and CoRMSA 2010 report estimates that 24% of school-going age children of asylum seekers are not in school. The 2006 EFA global monitoring report shows that despite rising enrolments, about 100 million children of primary school going age were still not enrolled in primary schools in 2002 (UNESCO, 2006). And if the trend continues, it will leave as many as 72 million children out of school in 2015. Klotz (2000:831) argues that with the advent of democracy, border mobility spans from geographical to a symbolic sense of access to political power.

Since the first democratic elections in 1994 and mostly in the early 2000, South Africa experienced an influx of migrant learners from most African countries. South Africa has become the powerhouse of many black migrant learners and has an obligation to provide education and address their educational needs. The Constitution of the Republic of South Africa Act 108 of 1996 promotes the right to basic education for all learners, and this right is articulated in various international conventions which have adopted the 1948 Universal Declaration of Human Rights. The conventions include the 1966 International Convention on Economic, Social and cultural Rights, the 1989

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Convention on the Rights of the Child and the 2005 Jakarta Declaration adopted at the International Conference on the Right to Basic Education as a Fundamental Human Right and the Legal Framework for its Financing. However, Chisholm (2007:147) argues that despite the constitutional guarantees as well as policies and programs that have been put in place to ensure the right to education for all, it is acknowledged that the right to education has not been met in South Africa. Spreen and Vally (2012, 71) claim that barriers to ensuring education rights for migrant children in South Africa are poverty, school-related financial and cost issues, school management and government non-implementation of policies and legislation. These factors pose some challenges in terms of managing school. Hence, there is need to examine the extent to which school managers, SGB and SMT members address the educational needs and barriers of migrant learners.

According to Serrao (*Pretoria News,* 2008:16), a new Wits University study has found that South African children are intolerant of social groups they do not belong to. In the same article, Professor Philip Frankel is credited as having conducted research at 20 schools in Gauteng, including schools directly affected by xenophobic violence, schools that service areas affected by the attacks and schools that were not affected in any way. According to Crush (2001:6), the majority of South Africans are hostile and intolerant towards foreigners. He maintains that a high level of intolerance exists towards immigrants. This is displayed through negative attitudes and sometimes violent, aggressive actions. Hostility is not confined to one social, racial or economic group. These attitudes are widespread and pervasive. Crush (2001:101) further indicates that Xenophobia and anti-immigrant sentiment is extremely high in South Africa. According to Crush Xenophobia became a serious problem in the 1990s when African immigrants and migrants started flocking into South Africa. Migrants are called 'makwerekwere' in South Africa and in a Musina, a township North of Limpopo province, which borders Zimbabwe, they are called 'magumaguma'. As such, children of migrants feel inferior and undermined by such comments and labeling and it may disturb their education and relationship with other children. Against this background, it is clear that migrant learners have needs and barriers to ensuring their right to education. Again, little attention has

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been given to how school-based managers address the educational challenges of migrant learners and this study aims to address such gap.

The Office of National Statistics (ONS) in United Kingdom states that 32 000 children, excluding most asylum-seeking children, arrived from overseas to live in that country (Reynolds, 2008:1). Adams and Kirova (2006:14), despite some positive trends in the overall societal acceptance of migrants in UK, educating children from diverse cultural, linguistic, ethnic, religious and racial background is perceived as problematic. Flom (2005:4) argue that migrant learners in the US are also faced with various educational challenges exclusive to their situation, such as disruption of education, poor record keeping between schools, cultural and language barriers, and social isolation. This is even more for schools and districts with large numbers of migrant learners. Although conditions for children of migrant workers have improved since the mid 1980's, the harvesting of most crops remains difficult and this has a negative impact on migrant learners in the USA (Flom, 2011:5). It is indicated that some 800 000 under-aged children worked with their families harvesting crops across America. Garrett and Holcomb (2005:49) highlight that many migrant students become frustrated because their learning needs are not being met and they are faced with a lack of appreciation for the differences that diverse cultures bring to American society.

Tanzania has been prone to refugee influx of refugees for many years, between 1994 and 1996 it experienced an influx of refugees from Rwanda and the local population had to accommodate them in schools. There were 500 000 refugees in Tanzania and the majority were women and children (Bird, 2003:47). Many agencies and individuals provided assistance to those in need. The NGOs in Tanzania started education programs to assist refugees. The camps were well-serviced, well-structured with functional medical, social and education services. However, the absence of the formal national policy guaranteeing access to education at all levels led to confusion over the level of provision of secondary and tertiary education in camps. Most of the challenges that are faced by refugees in Tanzania were unique because they were refugees displaced and they came in large numbers and staying in overcrowded camps. Bird

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(2003:48) indicates that few donors and concerned agencies consider education as necessity at the onset of emergencies. This shows that such inconsideration causes delay in the provision of assistance to refugee children in Tanzania. Their right to receive education in time not seriously upheld.

In view of the above, it is clear that migration is global and creates many educational challenges to migrant learners and the receiving school. Hence, the school-based managers have the role to play in addressing the educational needs and barriers of migrant learners.

1.3 STATEMENT OF THE PROBLEM

The study sought to examine how school-based managers address the educational needs and barriers of migrant learns. Migrant learners experience a variety of socie-challenges such as socio-economic factors, lack of documentation, language barrier and xenophobia. These factors pose challenges for the effective and efficient management of schools. Lack of information on the experiences of migrant learners at schools and how they are addressed is a challenge. Although South Africa has a human-rights based constitution and various pieces of legislations and policies, migrant learners still experience barriers to ensuring their right to education that lead to high drop-out rates. The main research question remains: *To what extent does school-based management address the educational needs and barriers for migrant learners?*

1.4 AIM OF THE STUDY

The aim of this study was to examine the extent to which school-based management addresses the educational needs and barriers of migrant learners in South Africa. The researcher wanted to gain a better understanding of what the educational needs and barriers for migrant learners are, and also to understand how school-based managers address these educational needs and barriers from the purposefully sampled participants and also to propose strategies that will enable the researcher to build up a

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model for the management of migrant learners. This was done in order to ensure a comprehensive understanding of the management of schools with migrant learners. The following objectives arise from this aim:

- To investigate the educational needs and barriers of migrant learners in Tshipise-Sagole District.
- To examine how school-based management addresses the educational needs and barriers for migrant learners.
- To design a context-specific model for managing a school with migrant learners.

1.5 RESEARCH QUESTIONS

According to Creswell (2005:117), research questions are specific questions that researchers seek to answer. They are the essence of most research conducted and act as the guiding plan of the investigation. As such, the research questions also guided the researcher to understand the topic under discussion, that is, in selecting appropriate research methodology, data collection strategies, sampling procedure and how data was analysed and interpreted. The primary research question developed from the aim of the study is: *To what extent does school-based management address educational needs and barriers of migrant learners in South African schools?*

Sub-questions that emerged from the main question are the following:

- What are the educational needs of and barriers against migrant learners in Tshipise-Sagole District?
- How does school-based management address the educational needs and barriers against of migrant learners?
- Which context-specific model can be designed to assist school-based managers manage schools with migrant learners effectively and efficiently?

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1.6 PRELIMINARY LITERATURE REVIEW

This study began with the statement of argument that there were challenges regarding the management of schools with migrant learners, with special focus placed on the human rights-based approach to education, policies on inclusive education and education for all. Both primary and secondary sources of data were consulted in this regard. These include policy documents, reports, books, legislation and journals. The literature study provided a theoretical framework for the subsequent empirical study. Key issues discussed in this section included migration as an international phenomenon, policies of inclusion and education for all, the Human Rights-Based Approach to the education of migrant learners, and various conventions and declarations on the right of education for all learners.

1.6.1 Migration as an International Phenomenon

Migration is not confined to one country. For this reason, the education of migrant learners should be studied within the framework of international migration. There are two aspects to be considered in this regard. First, the recent International Organization of Migration's World Report (IOM, 2011:10) estimates the number of international migrants stands at 214 million, with the number expected to reach 405 million by 2050. Second, the same report emphasizes the need to accommodate migrant children in schools. Given the two aspects, this study proceeded through a comparative study of the education of migrant learners in the United Kingdom (UK), the United States of America (USA), United Republic Tanzania and the Republic of South Africa.

1.6.1.1 The education of migrant learners in United Kingdom

Developed countries like the UK have experienced migration for quite a number of years and it has grown in volume. From 1999 to 2009 the net migration added two million people to the total population (Saggar & Somerville, 2012:3). Education in the UK is one of the most important public services provided by the government, representing a major spending in the national budget. Full-time education in England is

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compulsory for all children between the ages of 5 and 16 years (Dobson, 2009:1). The role the school plays in relation to the life of migrant children newly-arrived in that country is important because it provides an opportunity to learn English, to acquire skills and qualifications essential for their future life of work.

Within the education system, schools and central government's effort is expended on policies designed to meet the needs of children 'on the move' and those moving within the UK. The 'New Arrivals Excellence Programme' (NAEP) has set out approaches to integrating and supporting migrant children in schools, with statutory obligations in respect of race equality, fair school admission and the 'Every Child Matters' policy (Dobson, 2009:1). Some migrant learners in the UK are learners who are coming to study in private boarding schools, whereas others are asylum seekers, including those who come unaccompanied by their parents.

Most migrant students arrive in the UK with widely varying knowledge of English language. According to Dobson (2009:4), the most recent statistics, show that 856 670 pupils in England are recorded as having a first language other than English. The challenge for many schools in the UK is to support the learning of children from diverse linguistic backgrounds who have different competence in English. The general approach is for children who know little English to learn in the mainstream classes alongside other children, with additional support and sometimes being withdrawn for intensive small group teaching. However, different schools have different ways of organizing language support depending on their staffing, the number of children learning English and diversity of languages spoken. All children in the UK are taught through the medium of English within the state education system, but some of them are also given the opportunity to study their first language and obtain a qualification in it.

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1.6.1.2 The education of migrant learners in United States

Kindler (1995:1) states that children of migrant farm workers and fishers are amongst the most educationally disadvantaged children in the USA. Their parents' continued movement affects migrant learners' educational achievement because they have to

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discontinue studying and leave with their parents who are struggling financially. Flom (2011:1) affirmed that children of migrant workers in the United State of America face additional educational challenges unique to their situations, such as disruption of education due to family mobility, poor record keeping between schools, cultural and language barriers, and social isolation.

In 1966 Migrant Education Program (MEP) was established to support state programme designed to meet the educational needs of USA migrant learners and to facilitate interstate coordination of service. Flom (2011:15) says that Presently Congress provides additional funding for migrant children under the Migrant Education Program (MEP). The programme plays an important role in improving educational opportunities for migrant students (ages 3-21) by supporting regular school and summer term programme. However migrant learners continue to experience dropout rates, low achievement levels and slow progress in schools. It also attempts to ensure that migrant students do not face additional educational challenges because of their differences in academic standards throughout the country. The program also supports comprehensive educational programs specifically designed to reduce educational disruptions and other educational related problems that result from frequent moves.

According to Flom (2011:3), the professional staffing levels and special schooling are higher at schools in the state with high numbers of migrant children. It is also stated that despite additional resources being provided to migrant children, they still underachieve academically compared to their peers. Flom (2011:4) further highlights that the 2007 report and 2010 follow-up briefing by the Florida Advisory Committee indicated that both the state and school districts have implemented new initiatives to improve educational opportunities for migrant children and it seems to be showing progress in closing the educational gap between migrant children and non-migrant children as well as raising the general academic achievement of migrant children.

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1.6.1.3 The education of migrant learners in Tanzania

Between 1994 and 1996 Tanzania experienced an influx of refugees from Rwanda and the local population had to accommodate them in schools. According to Bird (2003:45), there were 500 000 refugees in Tanzania and the majority were women and children. Many agencies and individuals provided assistance to those in need. The NGOs in Tanzania started education programs to assist refugees. The camps were well-serviced, well-structured with functional medical, social and education services. However, the Tanzania education department also has no a clear policy of education for repatriation that follows the curriculum of the country of origin and prepares children for return to their own country (UNHRC, 1994:2). However, there was no formal written education policy established by the government of Tanzania to cater for the huge influx of refugees. Tanzania lacks sufficient resources to provide humanitarian assistance and sustainable solutions for the refugees it hosted for almost 40 years (United Nations, 2012:4).

Education is a right for children as defined in article 28 of the Convention of the Rights of the Child and in the Universal Declaration of Human Rights, Article 26. In Tanzania the right to education which was legally binding on paper was not enforceable in practice because the security ministry had no expertise in education in emergencies. Therefore, the suggestion by UNESCO (1994:4) that basic education should be an essential part of every emergency program was not applied in Tanzania. The United Nations agencies assumed that the Teacher Emergency Packages (TEPs) responded to the needs of refugees in Tanzania and the United Nations conducted little assessment of education potentials among migrant learners. As a result, the level of need to ensure education for children and teacher capacity to deliver was not effective.

The policy of integration which allowed migrant learners to enter the Tanzania education system and attend local Tanzanian schools was not considered for the camp refugees as was the case for refugees who came before 1994 and were offered citizenship. Other challenges that were experienced in Tanzania were that getting as many children

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to school as possible led to overcrowding and NGOs had insufficient funds to increase classrooms and teachers (Bird, 2003:49).

However, there was clear policy of education for repatriation that follows the curriculum of the country of origin and prepares children for return to their own country (UNHRC, 1994:2). Furthermore, the education for repatriation in Tanzania was the most appropriate option. Learners in Tanzania were taught by teachers from their home country. Williams (2001:94) argues that certain general policy questions must be addressed in a refugee context. This concurred with the education which was provided to migrant learners in Tanzania because they were taught in their own language and with teachers who can communicate with them in their own language. This also suggests that migrant learners did not encounter much language barrier at school.

1.6.1.4 The education of migrant learners in South Africa

South Africa's legal framework is critical in promoting migrants' rights and welfare and their integration into South African society. Children's rights to basic education are enshrined in international and domestic laws. Section 29 of the Bill of Rights, in the South African Constitution 108 of 1996, sets out that everyone has a right to basic education. SASA 84 of 1996 states that 'no child may be prevented from going to school. Therefore no child may be refused access to schooling on the basis of documentation, language, nationality or inability to pay school fees, SASA section 5(3). Even though migrant learners have access to education in South Africa, the financial burden of transport and uniforms remains a barrier to their education.

According to CoRMSA (2008:44), most migrant learners in South Africa are unable to speak the Language of Learning and Teaching (LoLT), which reduces their ability to benefit from the content of education. It is also expressed that teachers and resources to assist migrant learners with non-South African language needs are scarce and the role for integrating the school with migrant community is played by non-governmental organisations (NGOs) rather than the Department of Education's (DoE) overall minimum standards. The Consortium of Refugees and Migrants in South Africa further highlights

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NGOs' and researchers' reports indicating that migrant learners are sometimes subjected to xenophobic comments by teachers and other learners. Access to education for migrant learners, therefore, remains haphazard in areas where there are few NGOs to facilitate access. Some of the educational challenges faced by migrant learners in South Africa are as follows:

- The eligibility of Grade 12 migrant learners for the national senior certificate at the end of high school because of their lack of birth certificates.
- Foreign parents are not educated about the need for their children to apply for birth certificate from the Department of Home Affairs. It is suggested by CorMSA that schools should educate foreign parents about the need for their children to apply for birth certificate.
- Public debates on migrants' access to services, including education, often claim that existing infrastructure cannot incorporate the 'flood' of foreigners.

Different human rights organizations, such as, IOM, UNICEF, UNHRC, Save the Children and Lawyers for Human Rights in South Africa assist migrant learners with funding, placing them in safety shelters and tracing their parents for reunification, because most of these learners are unaccompanied and separated minors who were displaced by some political instability in their home countries.

Expressing the plight of young migrant detainees in South Africa during an SABC 2 interview session on Morning Live, (13 September 2012), the Lawyers for Human Rights mentioned that migrant children of school-going age are detained and placed in a place of safety for security and counseling purposes. This shows that migrant learners in South Africa are vulnerable and need major intervention and attention.

1.7 POLICIES OF INCLUSION AND EDUCATION FOR ALL

Inclusive education has emerged as an important phenomenon that seeks to challenge exclusionary practices. It embodies the belief that all learners, including migrant

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learners have the fundamental right to learn. The Inclusive Education Policy, expressed through the Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System (Department of Education, 2001:12), lays a strong foundation for the development, promotion and support for the inclusion and participation of all learners in education. The White Paper focuses on the inclusion of vulnerable and marginalised learners at all educational levels by 2020, with the aim of reducing barriers to learning through various targeted support structures and mechanisms. This suggests that the process of full inclusion of migrant learners in education in South Africa is not regarded as a priority.

Education for All (EFA) comprises six inter-related goals that together reflect a holistic conception of education development. These goals were adopted by the international community in Dakar, Senegal in 2000 (UNESCO, 2005:19). UNESCO encourages its member states to comply with the EFA goals. South Africa as a member state is expected to comply with EFA goals and progress towards the achievement of the goals, and ensure that quality education is made accessible to all children. To ensure access to education for all, SASA 84 of 1996 prohibits schools from practising unfair discrimination when admitting learners, that is, in terms of the learners' background, language and place of birth. Education *for* All therefore, promotes migrant learners' right to access education. However, the EFA 2010 global report claim that the economic down turn in many poor countries increased vulnerability households and that impede efforts to achieve universal primary goals and the international development targets set for 2015 (UNESCO, 2010:3). It shows that the right to education for migrant learners may not be realised as expected considering economic challenges that can affect their education.

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1.8 THE HUMAN RIGHTS-BASED APPROACH TO THE EDUCATION OF MIGRANT LEARNERS

The Constitution of South Africa 108 of 1996 promotes the right to education for all and gives protection to children's rights. Migrant learners should also be given a chance to

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be educated and protected from all forms of harm, degradation and exploitation. Section 29 *(1) (a)* under the *Bill of Rights* expresses the right to basic education; Section 28 expresses that children should be protected from all forms of negligence and be well cared for. The Children's Act No 38 of 2005 emphasizes the constitutional rights of children and sets out principles regarding how children should be cared for. As a result, migrant learners have to be cared for as per the Children's Act. Therefore, school principals, SGBs and SMTs should facilitate the process by adhering to the stipulated legislations and policies. Section 27(g) of the Refugee Act of 1998 (CoRMSA, 2008:39) also indicates that in relation to basic education and health care, children of refugees and asylum seekers have the same rights as South African children. Migrant learners should therefore not be discriminated against on the basis of country of origin, race, background and language.

The International Convention on Economic, Social and Cultural Rights, Article 28 of the Convention on the Rights of the Child, ensures that state parties recognize the right of the child to education. South Africa as a signatory to the Convention on the Rights of the Child is obliged to respect, protect and promote the right to education for all migrant children. These conventions legally bind state governments that ratified them and this includes South Africa as a signatory. It is for this reason that, in addition to its human rights-based Constitution, South Africa has various pieces of legislations and policies, such as the South African Schools Act, policy on Education for All as well as Inclusive Education that promote the Right to Basic Education for All.

Different treaties further affirmed that the aim of education is to promote personal development, strengthen respect for human rights and freedoms, enable individuals to participate effectively in a free society, and to promote understanding, friendship and tolerance (UNESCO, 2005:6). Recently, the 'International conference on the Right to Basic Education as a Fundamental Human Right and Legal Framework or its Financing, adopted the Jakarta Declaration, and this emphasises that the right to education is an internationally recognized right in its interrelationship with the right to develop, and that the legal and constitutional protection of this right is indispensable to its full realization

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(UNESCO, 2005:5). Since the education legislation and policy guidelines constitute an enabling legal framework developed at the national level for implementation at the school level, the school management and leadership has the responsibility of promoting the right to basic education.

1.9 THEORETICAL FRAMEWORK

Theoretical framework is a practical theory of social or psychological process which exists at diverse levels and relates to the intellectual capacity of events (Anfara and Mertz, 2006:27). Theoretical framework connects the researcher to existing knowledge. Tavallaei and Abutalib (2010:573) argue that in research, a theoretical framework gives the researcher a chance to examine and distinguish relevant portions of the events being investigated, despite certain aspects of the events being hidden. Sinclaire (2007:39) states that it is vital to consider relevant theory that underpins the knowledge base of the phenomenon to be researched. Considering the current study which examines the extent to which school-based managers address the educational challenges of migrant learners it is important to identify theories around which migration revolves. Theoretical framework provides support for the proposed study by presenting known relationships among variables and setting limits or boundaries for the proposed study.

The study is informed by Lee's push-pull theory of migration and the neo-classical economic migration theory, as these two theories attempt to describe, model and explain the reasons why people migrate from their countries of origin to a new destination, and how migration affects education.

1.9.1 Lee's Push and Pull Theory

Lee's theory argues that migration is determined by the presence of attracting (pull) factors at the point of destination and the repelling (push) factors at the place of origin (Lee, 1966:47). This theory has a bearing on the study as it assists in understanding the

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reasons why people move from their countries of origin to other countries and the barriers they come across as they move to other countries. According to Lee, the decision to migrate is determined by factors associated with the area of origin, area of destination, intervening obstacles and personal factors. Pull factors are positive attributes in the new country such as better employment and social conditions, which attract migrants (Haour-Knipe, 2001:143).

1.9.2 The Neo-classical Economic Theory

The neo-classical Economic Theory of migration was an economic model used in development economics and welfare economics to explain the issues concerning rural-urban migration. The theory contributed to the theoretical basis of the study as it helped to understand migrant learners' need to move in order to better their educational and living conditions. The neo-classical migration theory sees rural-urban migration as part of the development process, by which surplus labour in the rural sector supplies the workforce for the urban industrial economy. The economic theories of labour migration follow either the macro-level or micro-level perspective and reflect a diversity of paradigms of theoretical economics that either dominate or co-exist in various periods (Bijak, 2006:4). The neo-classical theory comprises the macro and micro level.

1.9.2.1 Macro level

At this level, the neo-classical economic theory explains migration by geographical differences in the supply and demand for labour (De Haas, 2008:9). According to this theory, wage differences between regions are the main reason for labour migration.

1.9.2.2 Micro level

Migration at micro level is based on individual choice. De Haas (2008:9) argues that, at this level, migrants decide to move on the basis of cost–benefit calculation. Individuals at this level are motivated by economic and financial factors to move from one place to another. Massey *et al.* (1993:341) say that people choose to move to places where they can be more productive and earn high wages.

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1.10 EFFECTIVE SCHOOL MANAGEMENT AS AN ELEMENT FOR SUCCESSFUL ACADEMIC ACHIEVEMENT OF MIGRANT LEARNERS

School-based management is one way of restructuring schools. Principals are not the sole decision makers at their schools; presently they run the school together with the SMTs and SGBs. The governance of every public school is vested in its governing body, as prescribed by South African Schools Act; whereas the professional management is the responsibility of the SMT. The elections of April 1994 marked a shift from authoritarian to a democratic South Africa. With the end of Apartheid rule, the country has had a government elected by all South Africans regardless of race (Naidoo, 2005:14). South Africa has introduced new policies for school governance, and as such, the existence of the SGB structures has opened up some space for democratic participation.

The South African Schools Act have adopted a model of school governance that devolved significant powers to School Governing Bodies (SGBs). These are juristic persons and representative bodies, with parent representatives in the majority. It further prescribes a basic set of functions for SGBs, section 20 of SASA. The SGBs are expected to define the school's mission, formulate school policies and oversee its performance on behalf of parents and school communities. Although there are policies in place on the right to education and inclusive education, currently in South Africa there is no policy that deals specifically with the inclusion of migrant learners in schools and this could suggest that principals, SMTs and SGBs have a challenge on how to effectively manage migrant learners and integrate them in schools' ethos.

This study will examine how principals, SMTs and SGBs manage schools with migrant learners. The findings of this research could be useful for education institutions, particularly principals, SMTs, SGBs and educators respectively. The recommendations emanating from this study could be used to compile current and relevant information on designing a context-specific model to manage schools with migrant learners, to inform the development of activities and programme which could form part of the need analysis

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for managing schools with migrant learners, and also provide inputs for such activities and programme.

1.11 DEFINITION OF CONCEPTS

This section highlights a number of key terms.

1.11.1 School-Based Management

School-Based Management is the systematic decentralisation to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountability (Caldwell, 2005:9).

1.11.2 Migration

According to Lee (1966:49), migration is defined as a permanent or semi-permanent change of residence.

1.11.3 Migrant

According to UNESCO (2008:12), a migrant is a person undergoing a temporary or permanent change of residence, which involves a change of his or her social, economic or cultural environment.

1.11.4 Inclusive Education

Inclusive Education is the process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key to achieve Education for All (UNESCO, 2009:8). According to UNESCO (2001:38), inclusive education refers to schools, centres of learning systems that are and educational open to all children.

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1.11.5 Education for All

Education for All is a global movement which is committed to provide basic quality education for all children, youth and adults (UNESCO, 2007:13).

1.11.6 Human Rights

Human rights are universal legal guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms, entitlements and human dignity (United Nations, 2006:1).

1.11.7 Human Right-based Approach

Human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights (United Nations, 2006:16).

1.12 RESEARCH DESIGN AND METHODOLOGY

This section addresses research design and subsequent methods of data collection.

1.12.1 Research Approach

Denzin and Lincoln (2003:3) outline that qualitative approach necessitates the studied use and collection of a variety of empirical materials, including reports of personal experiences. Qualitative approach also has the advantage of producing adequate and comprehensive accounts of a phenomenon, in order to obtain a close perspective of meaning ascribed to people's experiences and will also serve the aim of this study. The choice of qualitative approach was also suitable as it is interpretive in nature and it allows for the representation of responses and views of participants. In this study,

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qualitative approach was used to get participants' experiences and views about migrant learners' needs and barriers and how school managers, SMT and SGB members address such needs and barriers.

1.12.2 Research Design

The study adopted qualitative narrative inquiry. According to McMillan and Schumacher (2010:102), qualitative design refers to a plan for selecting subjects, research sites and data collection procedures to answer the research question. Narrative inquiry explores how various elements are sequenced and explained (Gray 2009: 171). It is the study of experiences understood narratively from the lived stories to data. The rationale behind adopting the qualitative narrative inquiry in this study was that it allowed the researcher to explore and get more insight into the way in which school-based management addresses the needs and barriers of migrant learners from the participants' experiences.

1.12.3 Data Collection

This section presents methods that were employed in the collection of the research data. The current study employed individual and focus group interviews to collect data from participants. McMillan and Schumacher (2010:323) also highlight that in-depth interviews use open-response questions to obtain data from participants' meaning, how participants conceive their world and how they explain or make sense of the important events in their lives. The interviewer explored or probed participants' responses to gather in-depth data about their experiences and feelings. The researcher examined attitudes, interest, feelings, concerns and values of participants more easily while interviewing participants. Interviews with participants allowed for the clarification of questions, and use of non-verbal cues for data generation.

The study used individual interviews with school principals and focus group interviews with SMTs and SGBs. The interviews took the form of a conversation with the

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participants while an audio tape was used to record the conversation. The participants had relevant information and experience of managing schools with migrant learners and therefore, they would elicit meaningful data required for this study.

1.12.4 Population

Population according to De Vos *et al.* (2002:198), is a set of entities in which all the measurements of interest to the practitioner or researcher are presented. The population of this study comprised of all school principals, School Management Teams and School Governing Bodies of primary and secondary schools with migrant learners. These groups of people have the experience of interacting and dealing migrant learners on a daily basis and the role to address the educational needs and barriers of migrant learners.

1.12.5 Sampling

The selection of participants was done by means of purposive sampling in order to get rich information from key participants. According to Cresswell (2005:296), purposive sampling is a qualitative sampling procedure in which the researcher intentionally selects individuals and site to learn or understands the central phenomenon. For the purpose of this study, schools with migrant learners ranging from 30 to 250 where selected. Only school principals, members of the School Management Team and School Governing Body of schools with migrant learners were selected. The researcher intentionally chooses these participants because they can shed more light on the topic under investigation and their suitability in advancing the purpose of the research. Therefore, school principals, 3 SMTs and 4 SGBs from 6 schools were purposively selected.

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1.12.6 Sample

According to Gray (2003:101), a sample comprises of the individuals selected from the larger group referred to as population. A sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalisation about the target population. Leedy and Ormrod (2001:211), point out that the sample should be carefully chosen that through it the researcher is able to see all the characteristics of the total population. It is the element of the population considered for actual inclusion in the study. The sample for this study comprised 48 participants from primary and secondary schools. School principals, School Management Teams and School Governing Bodies were the participants in the study. 6 school principals took part in the individual interviews while 18 members of the SMTs and 24 members of the SGBs took part in the focus group interviews. The participants were expected to mention the educational needs and barriers for migrant learners, their perception of dealing with migrant learners and their role in addressing such educational challenges as well as the challenges they face in managing schools with migrant learners. Through interviews, the researcher was able to gain more information into the experiences of the participants being interviewed.

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1.13 ANALYSIS OF DATA

The study followed a qualitative data analysis. Qualitative analysis is a relatively systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest (McMillan & Schumacher, 2010:367). It is segmenting of data into relevant categories and naming of these categories with codes while simultaneously generating categories from the data. Qualitative researchers make considerable use of inductive reasoning when analysing data. Inductive reasoning has to do with synthesis of data (McMillan & Schumacher, 2010:323). Inductive reasoning begins with an observation and then draws inferences about larger and more general categories of patterns. In this study, thematic analysis was used. The data were synthesized inductively to generate generalization. The data were organised and then broken down into different themes. The researcher jotted

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down notes that suggested possible categories and generate insight about the responses on managing schools with migrant learners. The themes were then classified and in this study four themes have emerged.

The researcher referred back to the reviewed literature for the production of the detailed report. The data from reviewed literature and empirical study was then integrated, summarised, analysed and interpreted.

1.14 SIGNIFICANCE OF THE STUDY

The findings of this study make a contribution to various stakeholders:

Adequate knowledge of migrant learners' needs and barriers in Tshipise-Sagole rural district may provide prospective benefits that may afford solutions to the current situation. School managers, SMT and SGB members shall gain insight into addressing the educational needs and barriers for migrant learners with full recognition of children's rights.

1.15 DELIMITATION OF THE STUDY

The study was conducted in Tshipise-Sagole District of the Limpopo Province. This is the port of entry for many migrant learners from Southern African Developing Countries (SADC).

1.16 ETHICAL CONSIDERATIONS AND INFORMED CONSENT

The ethical consideration which is most relevant to the study is protection from harm and violation of privacy. Leedy and Ormrod (2002:107) state that participants should not be subjected to unusual stress, embarrassment and loss of self-esteem. Leedy and Ormrod (2002:108) further stipulate that, under no circumstance should the researcher's report be presented in such a way that others become aware of how a particular

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participant has responded or behaved. The participants in this research were informed of the nature of the research prior to the interview and their permission was sought to use the information provided for the purpose of the study. Informed consent forms were issued to participants prior to interviews. No participant was intimidated and subjected to harm. All precautionary measures were considered when data was collected.

1.17 THE RESEARCH PROGRAMME

The proposed outline of the study is indicated below:

Chapter 1: The background to the study: Chapter 1 provides the statement of the problem, aims and objectives of the study, theoretical framework, the research questions, methodology, and significance of the study, delimitation and definition of terms.

Chapter 2: Part A of the Literature Review. This chapter reviews literature related to the study on migration as an international phenomenon, theories of migration, reasons why people migrate and how it affects education. Various conventions and declarations on the right to education were also highlighted.

Chapter 3: Part B of the Literature Review: This chapter highlights the role of school in the education of migrant learners.

Chapter 4: Research Design and Methodology: This chapter highlights how the study will be conducted empirically, focusing on the research design, sampling technique, data collection instruments, validity, reliability and ethical issues.

Chapter 5: Data analysis and interpretation: In this chapter the findings of the study are presented thematically and discussed.

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Chapter 6: Summary, conclusions, limitations and recommendations: This chapter summarizes issues discussed in the study with the conclusion provided. Recommendations for further study based on the findings are also be provided.

1.18 CONCLUSION

An orientation and overview of the study outlined the background to the study, locally and internationally specifically to areas in which the study was carried out. An overview of a comparative study of the countries that experience an influx of migrant learners was also given. The researcher also highlighted the importance of and gave the justification for the study, highlighted limitations and defined key terms. The next chapter reviews literature on the educational needs and barriers of migrant learners and how the school management and leadership address these challenges.

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CHAPTER 2

THEORIES THAT UNDERPIN EDUCATIONAL NEEDS AND BARRIERS OF MIGRANT LEARNERS

2.1 INTRODUCTION

This chapter gives a theoretical background that underpins this study on the management of a school with migrant learners. The discussion focuses on various theories of migration and how they relate to education. The first part of the chapter covers the present position of migration and education, that is, how migration affects education. The second part of the chapter focuses on the relevant policies and legislation that address the right to education for migrant learners.

Migration has occupied a centre stage and has moved high on the international agenda. It is now the focus of sensitive debates and growing media attention in a variety of contexts (UNESCO, 2008:16). People are always on the move for various reasons. These could be either political, economic, educational or social reasons. The movement of people in recent years has led to different migration patterns within countries and beyond their borders. Adults and young children of school-going age alike are moving from their countries of origin to new countries. Children either migrate with their parents or as unaccompanied minors. Migration can either be voluntary or of a forced nature (Van Coller, 2002:1). Most forced migrants usually become refugees and asylum seekers in the host countries.

Migration is a complex phenomenon that incorporates many disciplines and approaches. It can be national, regional or international, permanent or temporary, and involves gender and different age groups. The motivation to migrate varies from one individual to another. According to Korys' and Okolski (2004:4), the migratory processes are becoming more and more dynamic and complex. This is because migration encompasses economic, political, social and cultural issues. It also involves

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different fields, such as international relations, sociology, medicine, education, social welfare and economics.

2.2 THEORIES OF MIGRATION

Below are theories on migration that underpin the current study. According to King (2012:11), migration is too diverse and multifaceted to be explained in a single theory. There are many theories that deal with migration, but for the purpose of this study, the focus was limited to Lee's push-pull theory of migration and the neo-classical economic migration theory, as these attempts to describe, model and explain the reasons why people migrate from their countries of origin to a new destination, and how these continued movement affects education. An examination of theories of migration is necessary to a discussion of forms of migrations and the effect of migration on education. These theories shed light and draw attention to reasons why migrant learners are always on the move and the challenges such movements bring to receiving institutions and the school management and leadership. The highlighted theories on migration also assist in understanding the phenomenon under discussion.

2.2.1 Lee's Push-pull Theory of Migration

Lee's push-pull theory of migration argues that migration is determined by the presence of attracting factors (pull) at the point of destination and the repelling (push) factors at the place of origin. According to Lee the decision to migrate is determined by factors associated with the area of origin, area of destination, intervening obstacles and personal factors. Pull factors are positive attributes in the new country such as better employment and social conditions, which attract migrants (Haour-Knipe, 2001:143).

Push factors represent the negatives in the country of origin which motivate migrants to leave. The push-pull theory is represented by Figure 2.1 below which divides factors causing migration into two groups, namely the origin and destination factors. The two factors are seen as possessing a wide range of attributes, and each prospective migrant

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perceives these attributes differently, depending on personal circumstances. Lee (1966:54) argues that migration tends to take place within well-defined streams, from specific places at the point of origin to specific places at the point of destination.

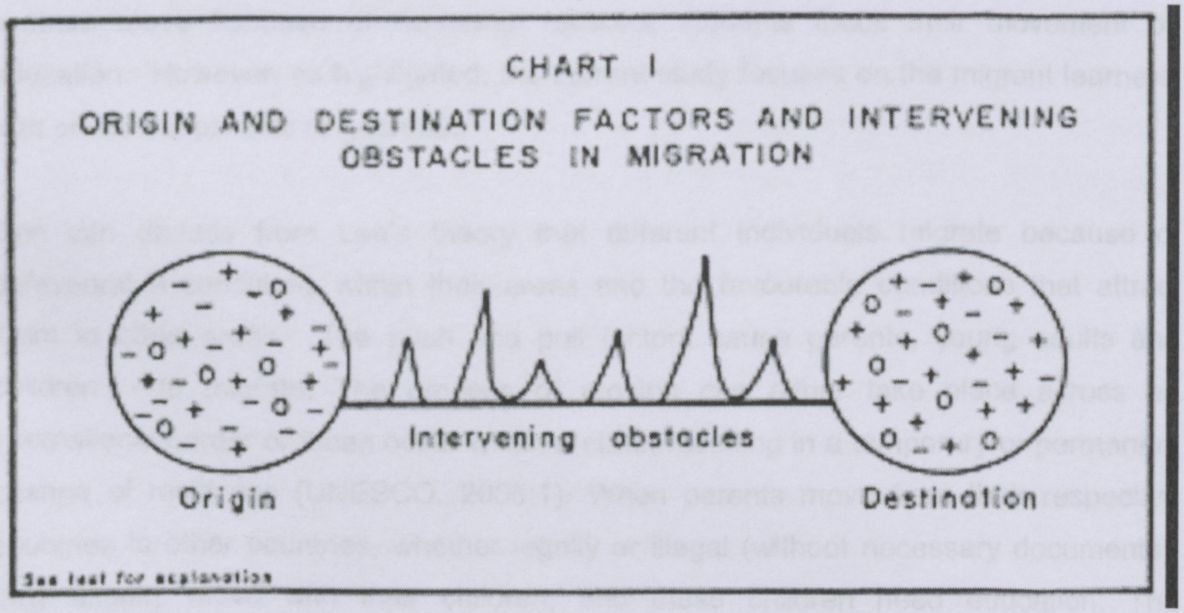


Figure 2.1: Push-pull Model of Migration (Adapted from Lee, 1966:50)

The push and pull factors that motivate people to migrate to different countries may vary widely, depending on their reasons to migrate. Examples of push and pull factors include few job opportunities, political instability, poor medical care, natural disasters, lack of political and religious freedom, decline in economic growth, discrimination and famine. Included in the category of pull factors are job opportunities, political and religious freedom, better living conditions, thriving economy, good education system, better medical care, attractive climate and security.

Different people react differently to various combinations of push-pull factors, depending on their economic status, age and personality. While a single, unemployed young adult, for example, respond directly to job and income factors and become less concerned about the education system of the host country, a family with children may find education in the receiving country as being critical in its decision to move (King,

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2012:13). Adult migrant learners also move to countries with better education systems or which afford them better schooling opportunities than those available in their own countries. In many developing countries, children move from rural to urban areas with the specific objective to attend better or more advanced schools. This shows that while workers move because of economic reasons, students focus their movement on education. However, as highlighted, the current study focuses on the migrant learners, with or without parents or guardian.

One can deduce from Lee's theory that different individuals migrate because of unfavourable conditions within their areas and the favourable conditions that attract them to other areas. The push and pull factors cause parents, young adults and children to migrate. The process of moving can either take place across an international border or it can occur within a state, resulting in a temporary or permanent change of residence (UNESCO, 2008:1). When parents move from their respective countries to other countries, whether legally or illegal (without necessary documents), they usually move with their children, and these children need education. The movement of migrant learners from one place or school to another creates a lot of challenges to schools. It affects the norms for funding and school staffing in a negative way.

As Lee's model shows, when parents and children migrate to new destinations, they are challenged by intervening obstacles which should be overcome. Migrants have to overcome the travelling distance to be covered, the cost incurred in the process, the cultural and language barriers, as well as adapting to new and different life-style (Lee, 1966:54). They also have to overcome political obstacles such as international borders and immigration restrictions. Furthermore, when students reach the host countries they face enormous challenges relating to accommodation, admission to school, proper documentation, discrimination, integration and access to education. According to OECD (2010:1), migrant learners often have diverse needs and often face tougher challenges than others. The setting of educational institutions and support structures of the host countries' education also play a role in making it difficult for migrant learners to

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easily adapt to their new environments. However, those whose migration status is guaranteed stand a better chance of receiving assistance quicker than those whose status is unclear.

According to Ramphele (1999:1), about a million and a half students travel overseas for their education every year, with students from the Southern African Development Countries (SADC) region accounting for 50% of all international students. As stated by the Global Commission on International Migration (Bouwen *et al.*, 2007:3), there is a particular need to ensure that people who are moving from one country to another are able to exercise the rights which they are entitled to under international law, including the right of migrant children to access education. However, there is a possibility that migrants' expectations may not be met as anticipated. They may not get employment quickly or they may be employed in low-paying jobs. Learners may not be enrolled at schools of choice or their registration and admission may be delayed for various reasons. As a result, they may decide to return to their home country or wander around and resort to criminal and other illegal acts. Against this background, the movement of migrants, even due to pull and push factors, is full of challenges that affect school-based managers in managing their schools effectively and efficiently. Understanding the forces that necessitate migration is also necessary if the pros and cons to migrants, their families as well as sending and receiving countries are to be maximised and minimised respectively. Push and pull theory of migration is related with the current study in that the educational challenges of migrant learners act as barriers to their learning. When migrant learners' needs are not met they move to other places and this has a bearing school. Sookrajh *et al* (2005:6) postulate given the constant mobility of migrant learners, it is believed that this would upset the provisioning of norms set by the school and has staffing implications for the whole school.

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2.2.2 The Neo-classical Economic Theory (1970)

The neo-classical Economic Theory of migration was named after John R Harris and Michael Todaro. It was an economic model used in development economics and welfare economics to explain the issues concerning rural-urban migration (Harris and Torado, 1970:129). The neo-classical migration theory sees rural-urban migration as part of the development process, by which surplus labour in the rural sector supplies the workforce for the urban industrial economy. Considering the present study, this theory affects migrant learners because mostly it is their parents who move from rural to urban areas searching for better working opportunities. As parents move, they bring their children along who need education. The economic theories of labour migration follow either the macro-level or micro-level perspective and reflect a diversity of paradigms of theoretical economics that either dominate or co-exist in various periods (Bijak, 2006:4). In relation to the study, migrant learners may move from a rural area to a township where they know that after school they will be doing odd jobs that will assist them get money to buy their personal stuff.

2.2.2.1 Macro-level perspective on labour migration

At the macro-level, the neo-classical economic theory explains migration by geographical differences in the supply and demand for labour (De Haas, 2008:9). According to this theory, wage differences between regions are the main reason for labour migration. Basing their argument on the neoclassical economic theory, Massey, Arago, Hugo, Kouaouci, Pellegrino and Taylor (1993:341) state that migration is a disequilibrium phenomenon, which ceases as soon as the equilibrium is reached. In some countries and regions, labour is plenty and capital is scarce, so wage levels are correspondingly low. Migration will cause labour to become less scarce at the destination and scarcer at the sending country (De Haas, 2008:9). However, in other countries there is abundant capital, labour shortages and high wages. Countries and cities with a shortage of labour relative to capital have a high equilibrium wage, whereas countries with a relatively high labour supply have a low equilibrium wage. Due to these wage differences, parents then flow from low-wage to high-wage countries.

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Parents also take their children to other countries because of better educational opportunities there. According to Baker (2011:5), migration to a higher wage region increases the returns to education and, as a result, encourages human capital. With occupations in North America requiring different skills from farming, migration has had an impact on the educational decision of young Southern-born black Americans. During the Great Migration, African-Americans from South America increased their educational attainment in the expectation that they might migrate to the North in search of better opportunities. However, such movements may create problems relating to overcrowding and the sharing of scarce resources in the receiving schools, while leaving behind empty schools in the sending countries.

2.2.2.2 Micro-level perspectives on labour migration

At micro level, migration is based on individual choice. De Haas (2008:7) argues that at this level migrants decide to move on the basis of cost–benefit calculation. Individuals at this level are motivated by economic and financial factors to move from one place to another. Massey *et al.* (1993:341) say that people choose to move to places where they can be more productive and earn high wages.

However, before migrants can get such high paying jobs, they will have to consider travelling challenges, looking for work, learning new languages and culture and the difficulty of adapting to a new labour market in the destination areas. According to Dustmann and Glitz (2011:350), education is the main determinant of wages. The economic success of the migrant in the destination country is, to a large extent, determined by educational background, how transferrable their skills are to the host country's labour market, and how much one invests into further skills after arrival. For this reason, the level of migrants' education also plays a role in determining their success in the host country.

The neo-classical economic theory specifically stresses that people move because of economic reasons. Considering this economic movement, one can deduce that most of the migrants migrate either for better employment or to seek employment. Thus, when

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these migrants move to the new destination, they bring along their children. These children increase enrolments in schools and their admission will depend on whether host countries have enough human, physical and financial resources to cater for their diverse needs. Reynolds (2008:4) empasises that in the UK migrant learners are said to be overwhelming schools and schools are stretching to the breaking point. Minors who arrive together with their parents, and young adults who migrate to attend universities in the host country, are required to possess study permits, visas, transfer cards and other documents necessary for their admission at educational institutions of a host country.

2.3 TYPES OF MIGRATION

People on the move have specific and unique reasons why they migrate from their own countries to new destinations. Although migration seems to be mostly caused by economic factors and political instability, Lehohla (2006:10) states that the causes for migration are theoretically complex, multilevel in nature, difficult to determine and not easily generalised. As such, migration cannot be confined to one specific type of movement as there are various forms of migration that people follow in different parts of the world. According to Bijak (2006:3), migration is not limited to demography as it affects other areas of social life, including the economy, labour relations, politics and culture. Migration affects peoples' lives and experiences. It is not just about the structure of human population and statistical data relating to population and particular groups, such as age and sex of migrants. Migration is interdisciplinary. It involves social and political sciences, law, economics, geography, psychology and cultural studies (Brettel & Hollifield, 2000:2). Therefore, migrant children who cross borders with their parents and unaccompanied minors move from their countries of origin driven by some particular forms of movement pertaining to their different expectations and needs.

According to UNESCO (2010:5), the sub-regions of Africa are broadly characterised by distinctive forms of migration. Among these are skilled labour migration from Western and Central African countries, labour migration from Southern and some East African

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countries to South Africa, irregular migration, especially of ethnic groups, as well as flows of refugees and displaced persons resulting from political, economic and environmental conditions within the Great Lakes region and Eastern Africa. As indicated above, migration can either be voluntary or forced. In the next section, the researcher discusses these two types of migration.

2.3.1 Voluntary Migration

Voluntary migrants are more motivated by pull factors than push factors (Van Coller, 2002:1). Voluntary migrants are sometimes referred to as economic migrants, and these include all other international migrants who move as a result of their own desire and motivations, seeking better economic and social conditions than those available in their home country (Hansen, 2003:1). As such, voluntary migrants leave their countries because they are attracted by favourable circumstances in the areas of destination. They expect good employment, better salaries and favourable living conditions. Migrant parents and students sometimes move to countries with high quality education, which produces quality results in their schooling system. In Moldova, for 83% of female migrants and 91% of males, work is the main reason for migration (UNICEF, 2008:2). These migrants are not in financial difficulties. They leave because they want to improve their standard of living. Such movements affect both the sending and receiving schools.

2.3.2 Forced Migration

Forced migrants are motivated more by the push factors than pull factors (Van Coller, 2002:1). Forced migration is caused by social and political problems such as armed conflicts, human rights violation and natural disasters (Betts, 2009:4). Forced migrants flee from their place of residence for their physical security, in order to protect themselves from threats and to seek refuge and asylum in other countries. Most refugees, parents and children, are displaced across international borders. They flee political persecution by travelling into neighbouring countries or moving long distances

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across continents in search of international protection. Article 1(a) of the 1951 Convention on the Status of Refugees (UNHCR, 1951:3) defines refugees as people who, owing to the well-founded fear of persecution, on the ground of race, religion, nationality or membership of a social group, find themselves outside their country of origin, and are unable or unwilling to avail themselves of protection of that country. The 1969 Refugee Convention of the Organisation of African Unity (OAU) broadened the refugee definition to include people fleeing from war.

According to Adepoju (2006:3), stressful economic conditions, especially the absence of sustainable livelihood opportunities, poverty and unemployment, continued conflicts coupled with widening disparities in income and living standards between the North and the south of America, are fuelling the migration of young educated persons and those seeking educational opportunities in a desperate venture move. Poverty, injustice and armed conflicts displace millions of migrants across the globe. Migration in some parts of the world, such as the former Soviet Union, is characterised by internal circulation, with some international spill-over. The reasons for this movement are, among others, falling living standards, socio-political instability and a series of armed conflicts (Salt, 2006:22).

In Africa, political instability resulting from political, religious and ethnic conflicts is an unusually strong determinant of migration. Ethiopia, Djibouti, Sudan and Somalia generate millions of refugees (Adepoju, 2006:1). In West Africa, conflicts in Liberia and Sierra Leone produced millions of refugees to the Ivory Coast and Guinea, as well as thousands of internally displaced people. Countries that experience large scale conflict and war contribute to the periodic instability in the net movement of people from Africa (Shimeles, 2010:26). In 2007, there were 11.4 million refugees who were constantly hosted in camps or settlements in countries that neighbour their countries of origin (UNHCR, 2008:7). The most prominent refugee situations include Somalis in Kenya, Burundians in Tanzania, Afghans in Iran and Pakistan, Sudanese in Chad and Uganda, Zimbabweans in South Africa and Palestinians in the Middle East.

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Asylum seekers are people who have crossed international borders in search of protection, but whose claim for refugee status have not yet been decided (UNHCR, 2008:8). It is further indicated that many governments, particularly in Asia and Africa, are reluctant to recognise the existence of asylum seekers. Children who are asylum seekers are mostly left to fend for themselves; they have a very insecure legal status and may end up being deported to their countries. They may find themselves at a disadvantage if their status is not decided quickly. Without asylum permits, migrant learners may be denied access to various educational institutions and this may deprive them of their right to basic education.

2.4 HOW DOES MIGRATION AFFECT EDUCATION?

Migrating is a major decision which affects many systems, including education. Besides, it affects both the sending and receiving countries around the world in a positive or negative manner. According to UNESCO (2008:1), the number of international migrants in industrialised countries has more than doubled from 1985 to 2005 affecting both the sending and receiving countries respectively, and new arrivals may place unprecedented demands on health care, social services and the education system. The United Nations High Commissioner for Refugees (UNHCR) estimates that, whether with their families or unaccompanied, children under the age of 5 make up approximately 11% and children aged 6-17 make up to 32% of those in forced migration and asylum seekers (UNESCO, 2008:1). This is a large number of children who find themselves in a new environment. Migration can also provide opportunity for individuals to earn significantly higher incomes to the benefit of all family members, but it may have complicated direct or indirect effects on the lives of children. Park, Lee and de Brauw (2010:2) argue that the absence of parents causes children struggle to adjust to a new environment, language, culture and school setting. Heckmann (2008:2) argues that the extended absence of parents from the lives of their children carries negative consequences for child well-being and this include education.

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2.4.1 Effects of Migration on Sending Countries

Migration is increasingly viewed as having significant development potential for sending countries. Migrant remittances were estimated by the Wold Bank to be US$283 billion worldwide in 2008 (Adams, 2006:6). These remittances have led to substantial investment in human and physical capital back home and have yielded increased investment in the education of migrants' children. However, according to a study on Mexican household, McKenzie and Rapoport (2007:1) express that international migration has a negative impact on the level of education of Mexican children. The survey reveals that Mexican migrants' educational qualifications have little impact on the types of jobs most migrants can acquire in the US, and this may influence their ideas on whether educational investment is worthwhile. As such, migrants' investment in their children's education may be neglected, and it will vary according to different social and economic contexts.

In Moldova, education is considered by the state and communities as very important, and it has been given high priority (UNICEF, 2008:15). However, with 25% of both males and females living abroad and leaving behind their spouses in their countries of origin, it is indicated that the performance of children of migrants is significantly lower than that of children living with their parents. Furthermore, Lundy-Ponce (2010:3) argues that, sometimes, parents are compelled to be separated from their children if they want their children to finish the school year in the same year while they move to the next site.

According to UNICEF (2008:16), 57.2% of care-givers in Moldova who stay with children whose parents are abroad, mentioned having problems explaining study material. It is highlighted that many grandparents in Moldova cannot read the Latin script and are unable to help their grandchildren with homework, even in the primary grades. On the other hand, the majority of teachers think that children left behind, who receive money from abroad, show less interest in their studies and are not prepared for classes. According to Dustmann and Glitz (2011:1), the absence of parents is likely to

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affect overall parental input into the children's development. It may force children to undertake additional household chores or other work to help maintain the household. For this reason, these children may lag behind with regard to their school work and, as such, their performance is negatively affected.

2.4.2 Effects of Migration on Receiving Countries

In 2000, China sent 458 000 workers abroad, with 120 million migrating internally, a number which increased to 150 million by 2006 (Park *et al.*, 2010:2).

2.4.2.1 Language problems

Language is a powerful and crucial human capital factor for the productivity of migrants in the host country (Dustmann & Glitz, 2011:370). Migrant learners with diverse language background struggle to master the language in the host countries. This is problematic to both the learners and the educators. Sometimes educators struggle to integrate the different ethnic, religious and cultural groups in teaching and learning. It is argued that, while language skills are likely to be of little use in the home country, they are important as a complement to existing and future skills (Dustmann & Glitz, 2011:370).

In 2006, there were approximately 5 million K-12 students in the United States identified as limited English proficiency (LEP) students. Nearly 80% of LEP students in the US speak Spanish and 5% speak Asian languages (Dustmann & Glitz, 2011:371). California, Texas, New York, Florida and Illinois host about 70% of the LEPs in elementary schools. UNESCO (2008:2) highlights that lack of proficiency in the language of instruction by migrants lead to less success in school and low education attainment. UNESCO further suggests that policies related to the education of migrant children should clearly address the issues associated with language of learning, teacher training and appropriate curriculum and instructional materials.

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The high levels of migrant learners in London schools are not, in general, associated with worse school performance. This shows that, while other migrant learners struggle with lack of proficiency in English in other regions in the UK, the opposite is true in London. Furthermore, data on learner performance of children of migrants in UK schools suggests a positive relationship between proportions of pupils with English as an additional language and achievement (George, Meadows, Metcalf, & Rolfe, 2011:24).

Most languages spoken by children who come from African countries are different from languages spoken in South Africa. Some migrant learners speak Shona, Chichewa, Swahili and others Nyanja, which are none of the South African official languages spoken at schools. As a result, communication between educators and learners is difficult and effective teaching and learning cannot take place. CoRMSA (2010:5) suggest that schools should develop information materials in predominant migrant languages to ensure that information on access to schooling reaches these groups. However, the questions we can ask ourselves are: Do receiving schools have necessary resources to cater for migrants' needs? Are school managers, SMTs and SGBs well-equipped to deal with the diverse needs and challenges that migrants bring along? How do these challenges affect the way school-based managers manage their schools?

2.4.2.2 Lack of support for migrant learners

Migration may have a negative impact on unaccompanied learners who migrate to other countries without parents. Parental support is a significant predictor of learners' capacity to deal with stress, anxiety and loss of control (DeMarry et al, 2005). Children with strong parental support do better in school and develop mature character traits. However, unaccompanied learners usually stay in shelters, fend for themselves and struggle to get the parental and educational support they need.

Migration affects children in many different ways. Some children move with their parents, some are left behind under the care of relatives, and others move alone with no

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guardian to look after them. The UN Convention on the Right of the Child 1989 (CRC) makes it clear that all children have a right to education. However, if the parents and children's migration status is uncertain, such uncertainty makes parents fail to support their children fully. The delay in the process of enrolling the child in a school in the host country, serious exclusion from education due to social and cultural isolation, strenuous and hazardous work, extreme poverty, poor health conditions and language barriers (Rossi, 2008:29) all lead to problems. According to Heckmann (2008:8), lack of support is the most form of discrimination in the education of migrant learners. Migrant children are also in a disadvantaged position in the education system. As such, the education systems of countries are expected to provide support for migrant learners by designing their policies and educational institutions in such a way that migrant learners' needs are catered for.

2.4.2.3 Straining school resource provisioning

Migrants are not the only persons that experience challenges; receiving countries also experience challenges of some kind. Host countries have challenges in terms of providing necessary resources, addressing the needs and challenges of migrants, and providing support. Migrant children have to be schooled, and by changing classroom composition and school resources, they affect the education institutions they are enrolled in.

Migrants in the UK, for example, are viewed as overwhelming schools in their numbers (Reynolds, 2008:4). They come with additional needs and are perceived as potentially lowering the academic achievement of the school in the country (Kirova & Adams, 2006:6). However, the government's New Arrival Excellence Program (NAEP) found that migrant children can be beneficial to schools (Kirova & Adams, 2006:6). In areas where school enrolments are lowering, new arrivals provide a much needed boost. Anderson and Williamsons (2004:14) highlight that many schools recognise the enriching experience of having learners from culturally diverse backgrounds in their schools. Polzer (2010:2) claim that whereas international migration is more politically sensitive, people moving within the country's international borders pose the greatest

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challenge for government planning, service provision and social cohesion. This suggest that migrant learners who cross different borders pose a challenge to receiving countries and schools as they are not planned and budgeted for with regard to provision of services and other factors.

Nonetheless, when migrant children are in the host country they are entitled to the same rights as the host citizens. Host countries are obliged to provide compulsory education to all learners in terms of international conventions, Education for All (EFA), millennium Development Goals (MDGs) and other relevant legislations. Migrants have the right to education, right to health, and host countries should share scarce resources with migrants. Whether migration affects education negatively or positively, migrant learners should not be denied access to compulsory basic education because of their residential status.

2.5 CURRENT TRENDS IN MIGRATION

According to the recent version of the bilateral migration matrix data by World Bank (2010:4), it was estimated that, in 2010, the number of people living in countries other than their birth place would be around 215 million of which 31 million are from Africa. Of the 31 million that migrate from Africa, about 2.3 million are recognised as being refugees displaced mainly by war, drought or other forms of natural disaster (World Bank, 2010:4). Furthermore, in 2010, migration to Africa by people born in regions outside of Africa was estimated at around 2.4 million, which is about 16% of the total migration into the continent. Southern Africa is regarded as a hotspot for migrants, where South Africa's economy is evidently the powerhouse in attracting miners and other potential job seekers from neighbouring countries, as well as from far away countries in East Africa (Shimeles, 2010:9).

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2.5.1 Migration Trends in Africa

Adepoju (2006:1) argues that distinctive forms of migration characterize the different African sub-regions. There is labour migration from western and central Africa to other locations within the regions, as well as to countries of the North and oil-rich lands of the Middle-East. There are also refugee flows within eastern Africa and labour migration from eastern and southern African countries to South Africa. Adepoju further highlighted that many countries that were migrant receiving have metamorphosed to migrant-sending countries. Since the 1980s, traditional labour importing countries such as Zimbabwe, Zambia, Cote d'vore and Ghana, have regularly experienced political and economic crises, which have spurred out-migration of the nationals.

In South Africa, the movement between and within provinces and municipalities represents the most numerically significant form (Polzer, 2010:2). It is further stipulated that the foreign population of documented and undocumented migrants in South Africa is likely to be 1.6 and 2 million of the total national population. Zimbabweans who migrated to South Africa are estimated to be 1.5 million. Furthermore, it is estimated that South Africans who migrated between 1989 and 2003 are over 520 000 (Polzer, 2010:2). From the data above, one can deduce that South Africa is experiencing a large inflow of different types of foreign nationals, especially from Zimbabwe than the outflow. These migrants comprise refugees, asylum seekers and economic migrants, and they include migrant children who need education and employment in South Africa.

2.5.2 Migration Trends in the OECD Countries

Shimeles (2010:12) argues that the long term factors that may influence the pattern of migration from Africa to OECD countries are demographic and labour market pressures. Hatton and Williamson (2009:8) concur by stating that demographic pressures also trigger waves of migration from Africa. Since the mid-1990s, there has been a gradual upturn in migration flows in most Organization for Economic Co-operative and Development countries (OECD, 2001:17). Migration for employment reasons increased

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sharply between 1999 and 2000 in response to economic trends in OECD. In the European countries, the largest flow is to Germany, with 780 200 migrating to that country in 2004, and second place is Spain, followed by UK (Salt, 2006:19). Recent trends in the former Soviet Union have been dominated by a mixture of politico-military crises and economic fluctuations (IOM, 2002:27). It is further highlighted however, that officially recorded migration flows have been decreasing. In 2000 migration flow were 40% down within the OECD region and around 30% down to and from outside.

According to Salt (2006:33), students have become an important component of migration in many OECD countries. They make major financial contributions to the institutions in which they study and they help set up networks and paths for further movement. Salt further highlights that data on the annual flow of migrant learners are patchy mainly because most countries do not collect them in a systematic way. OECD (2001:22) calculations indicate that certain countries, notably, UK, Australia, Denmark, France and Germany host large numbers of foreign students. Students usually migrate under a range of bilateral and multilateral agreements, as well as under their own steam. Their statuses on arrival carry different entitlement from country to country, and because they are a very heterogeneous group with varying courses, length and different qualification requirement, compiling stock on their statistics is problematic.

Asylum seekers rose from 1997 onwards due to the combined effect of numerous regional conflicts and continuous entry restrictions (OECD, 2001:22). The United Kingdom (97 900), Germany (78 600) and the United States (52 400) received the largest number of asylum requests. The trend stems partly from the Kosovo crisis of 1999. Thus, between March and June 1999, numerous OECD member countries took over 200 000 displaced people from Kosovo. One of the features of recent years has been the rise in employment-related migration. According to some estimates, there is a shortfall of some 850 000 IT technicians in the US and nearly 2 million in Europe (OECD, 2001:23). For this reason, people from other countries are employed to fill this gap and they bring along their children. Migrant learners also account for the number of asylum seekers and displaced people in OECD countries.

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In 2003, forty one percent (41%) of the migrants who entered the United States before 1970 came from Europe compared with only 12% of those entering the country since 1990. Fifty three percent are from Latin America and 26% are from Asia. Mexico is the largest source of illegal migrants in the US, accounting for 57% of the illegal population (Passel, 2011:19). This illegal migration is correlated to the economic conditions in Mexico. The influx of migrants is making the US population larger and more ethnically diverse and the labour force more abundant in low-skilled labour. The US witnessed 13% growth of migrant learners from 2002-2009 and it remains the leading destination in absolute numbers, and enrolled approximately one-fifth of all mobile learners worldwide in 2009 (Choudaha, 2012:6). It is further highlighted that the most recent data from the Institute of International Education (IIE) showed an increase of 4.7% in international student enrolment in the 2010/2011 academic year compared to 2009.

2.6 THE RIGHT TO EDUCATION AND MIGRATION

Education has been formally recognised as a human right since the adoption of the Universal Declaration of the Human Rights in 1948. The right to education is enshrined in a range of international conventions and affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural Education (UNESCO), Convention against Discrimination in Education, 1960, the International Conference on the Right to Basic Education as a Fundamental Human Right and Legal Framework for its Financing, which adopted the Jakarta Declaration, the Convention on the Rights of the Child, 1989, which was adopted and opened for signature, ratification and access by United Nations General Assembly and, more recently, by the Convention on the protection of the Rights of All Migrant Workers and Members of their families, 1990.

The conventions legally bind governments that ratify them, necessitating the passing of compliant laws in their countries. The Conventions established an entitlement to free, compulsory primary education for all children. Furthermore, they affirm that the aim of education is to promote personal development, strengthen respect for human rights and

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freedom, enable individuals to participate effectively in a free society and promote understanding, friendship and tolerance (UNICEF, 2007:7).

What is of critical importance in this study, though, given the collective intent of these international conventions, is that, the right to education is all-inclusive and non-discriminatory. Therefore, migrant learners and not only learners of host countries should benefit as well. According to Marishane (2013:1), the rights of immigrant learners to education are equal to the rights enjoyed by children who are permanent citizens of a country. Since education legislation and policy guidelines constitute an enabling legal framework for implementation, host countries have a responsibility of promoting the right to education for all and ensuring that all learners, including migrants, are recognised.

According to UNICEF (2007:9), the right to education is an internationally recognised right in its interrelationship with the right to development, and that the legal and constitutional protection of this right cannot be undermined. Across all destination countries, foreign students constitute a significant fraction of the student population, with their share often exceeding 10 percent (Dustmann & Glitz, 2011:340).

- To ensure the realisation of the right to education for all children, including migrant learners, states have the following obligations:
- To fulfill the right to education;
- To respect the right to education; and
- To protect the right to education.

Education is a human right and, for the full realisation to the right to education, a rights-based approach to Education for All is necessary (UNICEF, 2007:7). This approach should be holistic, encompass access to education, education quality based on human-rights values and principles, and the environment in which education is provided. The right to basic education is an all-inclusive approach that extends to migrant learners as

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beneficiaries of the Human Rights-Based Approach. The right for migrant learners to be educated should be respected by all concerned.

The following principles inform a rights-based approach to education (UNICEF, 2007:10):

- Human Rights are universal and inalienable;
- Human rights are all inherent and have equal status and cannot be ranked in a hierarchy;
- Human Rights are interdependent and interrelated. The realization of one right often depends wholly or in part, on the realization of others;
- All individuals are equal as human beings and by virtue of inherent dignity and are entitled to their right without discrimination of any kind;
- Every person is entitled to active, free and meaningful participation without exclusion;
- People should be given the power and capabilities to change their own lives, improve their own communities and influence their destinies; and
- Countries and the Departments of Education should develop laws, administrative procedures and mechanisms to ensure fulfillment of entitlement.

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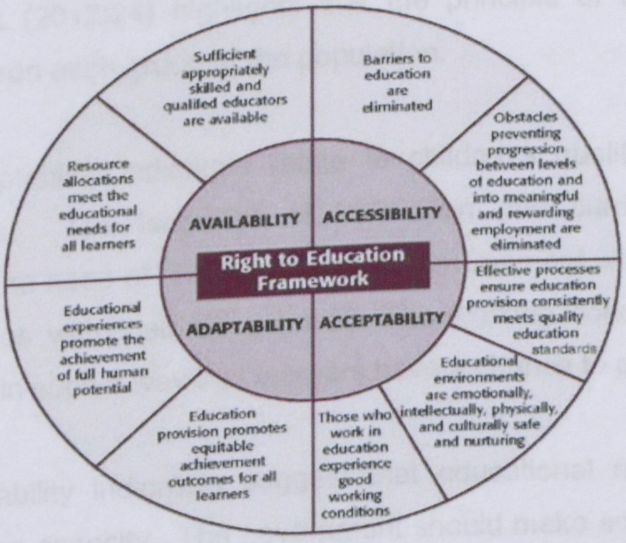


Figure 2.2: The Right to Education (RTE) 4As Framework
(Adapted from Centre for Education Rights and Transformation, 2012, p83)

Education for children is important and international communities attempt to guarantee equal access to education for all, provide quality standards and eliminate educational discrimination. The 4As framework are developed by Katerina Tomaševki, the former UN Special Rapporteur on the right to education (Petchot, 2011:24). It is indicated that the 4As are the starting point to establish the right to education because the framework is closely linked to international human rights law.

Availability: Availability indicators include the department of education ensuring free and compulsory education for all, adequate and safe building, enough human and physical resources. According to Convention on the Right of the child (CRC), free and good quality education for all should be supported and funded by the government of each country.

Accessibility: Accessibility indicators involve the elimination of exclusion practices and discrimination against the marginalized, disadvantaged and vulnerable children, in this case migrant learners. All barriers to education are eliminated. According to SASA no

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learners should be refused admission because of any background or failure to pay school fees. Petchot (2012:24) highlights that the principle of accessibility aims to reduce the gap between each group of the population.

Acceptability: Acceptability indicators relate to children's quality and relevance to learning experiences. The language of instruction and curriculum content and relevancy that meet the need of children create an environment which enables children to improve themselves with their full capacity. The working conditions for educators should be conducive in such a way that learners have a chance to proper education.

Adaptability: Adaptability indicators suggest that educational experiences promote achievement of human capacity. The government should make education suitable and sensitive to the various needs of individual learners. Adaptability also intends to eliminate poverty and intolerance of individual differences. Article 3 of Convention on the Rights of the Child states that education should respond to the best interest of the child.

In view of the above human rights principles and right to education framework, one can highlight that all learners are entitled to the right to education. Everyone, including migrant learners, should be treated equally and not be discriminated against in any way or excluded from the benefits that learners in the host country enjoy. Furthermore, countries are guided by law to enforce just treatment to all people in their countries. While the right to education, like all human rights, is universal and inalienable, it is important for schools managers with migrant learners to be conversant with relevant conventions, declarations and policies that relate to the right to basic education for all learners. Below, is a discussion of conventions and declarations that promote and protect the right to education for all learners.

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2.6.1 The Universal Declaration on Human Rights

On December 10, 1948 the General Assembly of the United Nations proclaimed and adopted the Universal Declaration of Human Rights as common standard for achievement for all people and all nations. Articles 2 and 26 of the Universal Declaration prohibit any form of discrimination and seek to promote the right to education for all. Article 2 clearly states that everyone is entitled to all the rights and freedom set forth in the declaration, without distinction of any kind, such as race, colour, sex, race, language, religion, political or other opinion, national or social origin, property, birth or other status. It further states that, no distinction shall be made on the basis of political, jurisdictional or international status of the country or territory to which a person belongs. According to article 13 of the convention, everyone has a right to freedom of movement and residence within the borders of each state and also the right to leave any country, including his own and to return to his country. Therefore, migrant parents and their children should not be deprived of the right to move from their country of origin to settle elsewhere.

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2010:8) advises governments across the world to constantly reaffirm their commitment to equal opportunity in education. Yet most governments are systematically failing to address extreme and persistent education disadvantages that leave large sections of society marginalized. These disadvantages are rooted in deeply ingrained social, economic and political processes, and unequal power relationships – and they are sustained by political indifference. Under international human rights conventions, they are obliged to act on that commitment, yet most governments are systematically failing to address extreme and persistent education disadvantages that leave society at large marginalised. UNESCO (2010:8) further highlights that having an opportunity for meaningful education is a basic human right and that restricting opportunities in education is one of the most powerful mechanisms for transmitting poverty across generations. Getting children into school is just one of the stepping stones towards universal primary education (UNESCO, 2010:61).

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Resolutions adopted by the Commission on Human Rights refer systematically to the international Human Rights Convention and the principles it illustrates. Resolution 2002/23, 2003/19/ 2004/25 and 2005/21 on the right to education, mentions that all grounds of discrimination be prohibited by the Convention and urges all states to give full effect to the right to education and to guarantee that this right is recognised and exercised without discrimination of any kind (UNESCO, 2005:6).

2.6.2 The Jakarta Declaration

The Jakarta Declaration was adopted in December 2005 at the International Conference on the Right to Basic Education as a Fundamental Human Right and Legal Framework for its Financing. This Declaration emphasises the right to education as an internationally recognised right, and that the legal and constitutional protection of this right is indispensable to its full realisation. States are urged to provide for the right to basic education in their constitutions and laws, with a focus on Education for All (EFA). According to the 2006 EFA global monitoring report (UNESCO, 2006:19), 671 million children were enrolled in primary schools in 2002, and this number went up to 655 million in 1998. The report shows that, despite rising enrolments, about 100 million children of primary school going age were still not enrolled in primary schools in 2002, of which 55% were girls. Sub-Saharan Africa, and South and West Asia accounted for 70% of these out-of-school children.

UNESCO (2011:5) states that the past decade has seen marked advances in primary school enrolments. It is indicated that many countries have started the decade on the trend that would have left them far short of the target of Universal Primary Education (UPE) by 2015. States have a very real prospect to achieve the goal. However, the pace has been uneven and slow and, in this current trend, the world will not achieve the ambition set out Dakar (UNESCO, 2011:5).

When the framework was adopted, there were around 106 million children out of school. By 2008 the figure had fallen to 67 million. South and West Asia have halved the size

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of their out-of-school population. Sub-Saharan Africa has increased enrolment ratios by almost one-third. From 1999-2008, Ethiopia reduced the number of children out of school by about 14 million and it now has a real prospect of achieving UPE by 2015 (UNESCO, 2011:5).

According to the EFA global monitoring report (UNESCO, 2011:6), the achievement seems encouraging, but the world is not on track to achieve UPE by 2015. Again, the trend analysis carried out looks at progress in enrolment in 128 countries, accounting for 60% of all out-of-school children and, if the trend continues, it will leave as many as 72 million children out of school in 2015.

2.6.3 The Convention on the Rights of the Child (CRC)

The Convention on the Rights of the Child 1989, was adopted and opened for signature, ratification and accession by the General Assembly resolution 44/25 of 20 November 1989, and it entered into enforcement on the 2nd September 1990. The convention sets forth a full spectrum of civil, cultural, economic, social and political rights of children. The CRC strengthens and broadens the concept of the right to education, in particular through the obligation to consider core principles such as non-discrimination, the best interest of the child, the right to life, survival and development of the child to the maximum extent and the right to express their views. According to CRC, the right to education is to be achieved on the basis of equality of opportunity (UNICEF, 2007:25). The convention spells out the basic human rights that all children have, for example, the rights to survival, to develop to the fullest, to protection from harmful influences, abuse and exploitation.

Article 2 of the Convention on the Rights of the Child indicates that state parties shall respect and ensure the rights of children within their jurisdiction without discrimination of any kind, and that all appropriate measures shall be taken to ensure that the child is protected against all forms of discrimination or punishment (United Nations, 1989:2). CRC further expresses that the best interest of the child shall be primary consideration.

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Therefore, migrant children's right to education and their best interests are supported by CRC and should be upheld and practised by every country without alteration. CRC discourages any form of discrimination, harmful acts and threats against migrant learners.

2.6.4 Convention against Discrimination in Education, 1960

The Convention against Discrimination in Education was adopted by the General Conference of UNESCO on 14 December 1960. It entered into force on 22 May 1962 and it has been ratified by 91 Member States. The Convention reaffirms the principle of non-discrimination, equality and equal opportunity in education. Secondly, it makes it easier to mobilise the commitment of States in the field of the right to education by updating the principles and the means of exercising that right (UNESCO, 2005:3). State Parties are obliged to take a set of measures to guarantee minimum educational standards, and must give effect to the provisions in their national legal systems and in their education policies.

Article 3 of the Convention states that, in order to eliminate and prevent discrimination within the meaning of this Convention, the State Parties undertook:

- To cancel any statutory provision and to discontinue any administrative practices which involve discrimination in education;
- To ensure that there is no discrimination in the admission of pupils to education institutions;
- Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of students in foreign countries; and
- To give foreign nationals resident within their territory the same access to education as that given to their own nationals (UNESCO, 2005:6).

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The Convention against Discrimination in Education is consistent with UNESCO's constitutional mandate. The Convention gives expression to the fundamental principles of non-discrimination and equal opportunities for all as enshrined in UNESCO's constitution. The Convention concurs with the United Nations Human Rights Commission because one of the expected outcomes for UNHRC is that refugees and asylum seeking children are not discriminated against in relation to accessing education, and that education should increasingly be included in the humanitarian response and recognised as a life-saving sector. This shows that the Convention against Discrimination in Education supports UNESCO's mandate and the United Nations Human Rights Commission in ensuring that migrant learners receive education without being discriminated against.

In view of the above, migrant learners should have equal opportunities in education, and they should be allowed to access education and be admitted to schools without discrimination. Any privilege which is given to learners in the host country should also be allotted to foreign learners without different treatment.

2.6.5 The United Nations Convention Relating to the Status of Refugees

The United Nations Convention relating to the status of refugees was adopted in 1951, and it is the centrepiece of international refugee protection today (UNHCR, 2010:1). The Convention entered into force on 22 April 1954. The 1967 Protocol removed the geographic and temporal limits of the 1951 Convention and gave it universal coverage. The convention is grounded in Article 14 of the Universal Declaration of human rights 1948, which recognises the right of persons to seek asylum from persecution in other countries.

The contracting states have agreed that they shall accord to refugees within their territories treatment at least as favourable as that accorded to their nationals. They shall also accord to refugees the rights and benefits to which they are entitled to have, including the right to education. In article 23 for refugee children, contracting states are

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required to take appropriate measures to ensure that a child who is seeking refugee status receives appropriate protection and humanitarian assistance. The states shall apply the provision of the convention to refugees without discrimination based on race, religion or country of origin (UNHCR, 2010:24).

Article 22 of the convention highlights that the contraction states shall also accord refugees treatment as favourable as possible with respect to elementary education and, in particular, access to studies. Therefore, refugees and asylum seeking learners should be afforded favourable treatment, have access to education and benefit educationally as children in the host countries on an equitable basis. For this reason, their refugee and asylum status should not be used to disadvantage them.

2.6.6 African Charter on the Rights and Welfare of the Child (ACRWC)

The Charter was adopted in July 1990 and it entered into force on the 29th November 1999. The Charter specifies that every child shall be entitled to the enjoyment of the rights and freedoms recognised and guaranteed in the ACRWC irrespective of the child's status (United Nations, 1999:1). It further states that all children have a right to free and compulsory education. The Africa Charter on the Rights and Welfare of the child guarantees migrant children an entitlement to receive the same treatment as children in the host country. No school institution shall refuse admission to any migrant learners. Therefore, migrant children shall have access to education and shall not be excluded from participating in educational activities.

2.6.7 The Declaration of Amsterdam on the Right to and the Rights in Education

The Declaration of Amsterdam was organised from 25-30 November 2004 in Netherlands and adopted at the World Conference on the Right to and the Rights in Education (UNESCO, 2004:1). The participants expressed their firm determination to continue promoting the right to and the rights in education by networking and professional interactions, intellectual gatherings, research studies and advocacy. They

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resolved to cooperate with the international community, international and regional organisations, states and governments, and public authorities to play a more prominent role in supporting an education system that is responsive to challenges pertaining to political, economic or cultural diversities (UNESCO, 2004:3). Participants also made an appeal to international organisations, UNESCO, and the office of the High Commissioner for Human Rights to give greater care to promoting the right to education.

Countries and international organisations around the world are determined and willing to support and promote the rights of migrants to education. As such, if migrants' rights to education are tackled by all stakeholders, this can help address and alleviate challenges faced by migrant learners.

2.6.8 Education for All and Inclusive Education

The Education for All (EFA) Report was first published in 2002 to monitor progress towards six Education for All goals enshrined in the historic Dakar Framework for Action (UNESCO, 2009:1). According to UNESCO (2007:1), the seventh edition of the EFA Global Monitoring report argues that equity must be at the centre of the Education for All agenda. According to the report, there has been strong progress towards many goals, but the key targets for 2015 of ensuring that all learners' access education will not be achieved. UNESCO encourages its member states to comply with the EFA goals. The main goal of the EFA is to ensure that the right of every child to education is accomplished without fail.

The EFA plays a very crucial role in ensuring that all learners, including marginalised and disadvantaged learners, in this case, migrant learners, get free and compulsory education. It promotes the right to education fully, in order to meet the 2015 target. EFA aims to promote the right to education for all learners, in order to expand and improve education, especially for the most vulnerable and disadvantaged children. One can deduce that Education for All ensures that all children, particularly children in difficult

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circumstances and those belonging to minority groups have access to education. As such, the Education for All concept is pivotal to ensuring that migrant learners' right to education is achieved.

Education, as a human right, should also be all-inclusive. According to UNICEF (2007:8), a right-based inclusive approach requires a national policy framework that addresses the access and learning needs of all children, and supports the need for changes in respect of the culture, policies and practices in schools. The approach responds positively to learners' diversity and embraces individual differences, in this instance, the right of migrant learners to access education without discrimination.

Reynolds (2008:2) states that the concept of inclusive education provides high quality education for all students within mainstream schools. It is further indicated that an inclusive school should provide a welcoming environment and the opportunities for each individual to retain and develop his or her own cultural identity. Migrant learners should receive the same education resources as learners in host countries and feel welcome in schools without any fear of discrimination and exclusion. It is, therefore, important for schools with migrant learners to create positive relations in schools with learners from different backgrounds.

According to UNESCO (2009:7), the Dakar Framework of Action paved the way for inclusive education as one of the main strategies to address the challenges of marginalisation and exclusion. This was in response to the human fundamental principle of Education for All. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. The major driving force for inclusive education was given at the World Conference on Special Needs: Access to Education, held in Salamanca on June 1994 (UNESCO, 2009:8). Participants considered the fundamental policy shifts required to promote the approach to inclusive education, thereby enabling schools to serve all children, particularly those with special educational needs. Promoting inclusion means stimulating discussion, encouraging positive attitudes and improving educational and social frameworks to cope with new

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demands in education structures and governance. It involves improving inputs, processes and environments to foster learning both at the level of the learner in his/her learning environment and at the system level to support the entire learning experience. Inclusive education is important in strengthening the capacity of the education system to also reach out to migrant learners.

In view of the above, EFA and inclusive education give support to the right to basic education. It is intended to cater for the educational needs of all learners, including the most disadvantaged and marginalised learners, such as migrant learners. Therefore, schools should embrace all learners and strive to ensure that migrant learners are included in all the programmes and activities of the school, irrespective of their different and unique needs. School management and leadership should strive to promote inclusive education by addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

2.7 CONCLUSION

The main purpose of this chapter was to provide a discussion on the theoretical background of migration and how it affects education. Migration is an international phenomenon which cannot be underestimated. Many developed and developing countries are experiencing the influx of migrants, for various reasons, on a regular basis. Both adults and learners move to host countries due to either push or pull factors and economic reasons.

Lee's theory of migration and the neoclassical economic theory of migration were discussed to explain reasons why people move from their countries to other countries. Whatever the reasons for people migrating, migrants face various challenges in their

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venture to get greener pastures in the host countries. While children are left behind at home with relatives struggle to get parental support, the receiving countries experience challenges of overcrowding at schools and the sharing of limited resources. The right to education framework was also elaborated to bring to light the 4As that relate to educational needs of migrant learners. The chapter also highlighted a number of international conventions and declarations that promote human rights, the right to education for every child, and the inclusion of migrant learners in education without any discrimination. Legislation and policies on the right of migrants to be educated and included in education were also highlighted. The next chapter will focus on the role of the school management in the education of migrant learners.

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CHAPTER 3

THE ROLE OF SCHOOL-BASED MANAGEMENT IN ADDRESSING THE EDUCATIONAL CHALLENGES OF MIGRANT LEARNERS

3.1 INTRODUCTION

As highlighted in the previous chapter that migrant learners have the right to access compulsory education, the purpose of this chapter is to discuss the role of school management in addressing the challenges for of migrant learners in the United Kingdom, United States of America, the Republic of Tanzania and the Republic of South Africa. These roles are discussed in line with different education legislations and policies in these countries. The South African education system is undergoing transformation. Old apartheid structures and governance systems are objects of restructuring and transformation. The transformation of the education system is carried out to promote and uphold the founding principles of the Constitution and the fundamental rights and freedoms of every person. Among the many aspects of the education system that need to be redressed is the management of schools (Department of Education, 2001). As such, support and effective management for schools is essential.

The new path of restructuring and transformation ushered in a shift from emphasis on management to governance. According to Section 16(1) of the South African Schools Act 84 of 1996 the responsibility of governance of every public school is vested in its Governing Body, whereas the professional management of a public school is undertaken by the principal under the authority of the Head of Department. As a result, the school principals, School Management Teams and School Governing Bodies have a joint responsibility to ensure that their schools uphold the national policies and legislations regarding the right of education for all learners, including migrant learners.

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Principals, SMTs and SGBs play a central role in ensuring that proper policies, strategies and plans on the education of migrant learners are developed and implemented in their schools. Therefore, School management and governance should have a better understanding of the restructuring and transformation of education in as far as management of schools with migrant learners is concerned. However, the question remains as to whether principals, SMTs and SGBs of schools with migrant learners are sufficiently empowered and are conversant with policies and regulations that cover the education of these learners. Consequently, the study aims to gain an understanding of the extent to which school-based management addresses the educational needs and barriers for migrant learners.

The chapter will also highlight common challenges faced by migrant learners in the above-mentioned countries. According to UNICEF (2010:81), the fundamental problems faced by children is their invisibility; the absence of a child perspective within migration laws and policies, and the absence of a migration perspective in childhood policies and this result in the deprivation of their rights, discrimination and even exploitation. In their 2011 sixth (6^{th}) report on World Migration, the International Organizations on Migration (IOM, 2011:1) indicate that international migration is likely to increase over the next decade and the need for the host societies to successfully integrate them and the manner in which the community at large experience migration will constitute one of the major policy challenges for IOM member states. For this reason, host countries and schools are likely to experience more inflow of migrants in their countries and therefore, they will still face challenges in terms of providing necessary support systems.

Migrant learners experience various problems that make their living in the host countries very challenging. Common challenges may include language barrier, different cultural background, socio-economic status, mobility and lack of documentation. Language often functions as one of the most significant barriers to learning and parent-school collaboration. According to OECD (2010:8), proficiency in the language of instruction is a major tool for learning. Migrant learners and their parents are supposed to learn and

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know the language of learning of the schools they are enrolled at. Asanova (2005:181) indicates that language serves the purpose of forming the foundation for the interaction within the school environment. Yeh *et al*. (2008:172) further express that language is a cultural bridge that assists migrant learners in the direction to the host society.

According to Chow (2006:2), socio-cultural factors involve challenges in the areas of assimilation to the host society, linguistic adjustment and identity construction. Culture is defined by Terry and Irving (2010:110) as a broad and comprehensive concept that include all the ways of being. It has several components, including values and behavioural styles, language and dialects and it is always changing. Migrant learners have negative racial experiences and perspective which shows that more needs to be done to address what they describe as their experiences of displacement (Candappa, 2000:229). Consequently, migrant learners are predisposed to conforming to the prevailing cultures and identities of their host countries depending on the kind of hold their cultural inclination in their home country has on them (Suarez-Orozco & Suarez-Orozco, 2000:1). However, there is a possibility that cultural values can be transferred between the home countries of migrant learners to the host countries (Snel *et al*. 2008:285). Gibson and Carrasco (2009:249) highlight the importance of cultural responsiveness as one way of getting attention of migrants at schools.

3.2 THE EDUCATION OF MIGRANT LEARNERS IN UNITED KINGDOM

Migration in the United Kingdom has changed over the past years. It has grown in volume and has become more temporary in nature. From 1999 to 2009, net migration to the UK added 2 million people to the total population (Saggar & Somerville, 2012:3). This shows that the population of migrant learners is also increasing and schools in the UK have a task of providing them with education. The significant net inflow of 70% explains the increase in the foreign-born population over the recent years. It has increased from 3.8 million in 1993 to 6.5 million in 2010, amounting to 12% of the United Kingdom's population. Article 28 of the United Nations Convention on the Rights of child (United Nations, 1989:8) requires all states to recognize the right of every child to

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education. As such, all migrant children in the UK should be at school irrespective of their growing numbers and accommodating them can put an extra burden to schools in terms of provision of learning resources.

3.2.1 Why should Migrant Learners Receive Education in the United Kingdom?

The United Kingdom is a signatory to numerous treaties regarding the rights of children, notably the United Nations Convention on the Right of the Child, United Nations Declaration on the Rights of the Child, Convention against Discrimination in Education, Universal Declaration of Human Rights and many more. Furthermore, article 52 of the Education Act 1996 imposes a duty on the Secretary of State to promote education of the people of England (UNESCO, 2010:3). This means that migrant learners in the UK should receive the same quality education as host learners. This shows that migrant learners are regarded as significant in UK schools.

Education in the UK is one of the most important public services provided by the government, representing a major spending in the national budget (Dobson, 2009:3). As one of the richest countries in the world and playing a powerful role in international affairs, the UK promotes justice and equality.

The Global Campaign for Education (GCE) is an international coalition of non-governmental organization, development and children's rights organizations and education unions. In the UK the Campaign undertakes a range of activities designed to increase community awareness of the state of education internationally and to ensure that UK plays an active and effective part in efforts to secure education for all learners in their county, including migrant learners (UNESCO, 2010:3). It is very important that the issues concerning migrant learners are not confined to schools only. All stakeholders should be actively involved and be part in ensuring that the right to education for migrant and the challenges that come with it are tackled by all.

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3.2.2 Educational Challenges Faced by Migrant Learners in the United Kingdom

Developed countries like the UK have experienced migration for quite a number of years and it has grown in volume in recent years. Migrants in the UK face opposition from host countries because local nationals think that migrants receive free services from their country. It is argued that they come in and make use of free health services and the educational system and get other benefits (Dobson, 2009:3).

3.2.2.1 Mobility

Asylum seekers and refugees in the UK are characterised by periodical displacement within the UK (Bourgonje, 2010:39). The immigration and Asylum Act 1999 introduced a policy of dispersal that compels migrants to move to different parts of the country if they wish to receive support with accommodation. The consequences of mobility affect migrant learners' positive engagement with education as these causes considerable disruption in a child's continued education and the school leadership. Arnot and Pinson (2005:15) highlight that schools are differentially affected by the dispersal policy and this dispersal affects the possibility of migrant learners making full use of their right to education. The interruption of migrant learners' education by migration from the country of origin, further movement in the UK will make it even more difficult for migrant learners to have continuity in their learning.

3.2.2.2 Language barrier

Most migrant students arrive in the UK with widely varying knowledge of English language. For many migrants and children of migrants in the UK, the language of instruction in schools and education institutions is often different from the one spoken at home (Christensen & Stanat, 2007:3). These children need extra support to master the language of instruction and are key to success in school. It means therefore that migrant learners, who struggle to speak, read or write the language of instruction to the level of their peers may perform less in school and they need to be assisted.

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At primary level schools focus on systematic language support for migrant students and at secondary level, new migrants participate in preparatory programs before transitioning to mainstream (Saggar & Somerville, 2012:17). In the preparatory phase, students receive extensive assistance in learning English and in the transition phase students take two language support class and seven content courses. The general approach is for children who lack basic knowledge of English to learn in the mainstream classes alongside other children, sometimes with additional teacher support or through intensive small group teaching. However, different schools have different ways of organizing language support (Dobson, 2009:4). Therefore, one can state that the department of education in the UK engages migrant learners in different levels in order to address their language needs and barriers earlier.

All state-funded schools in England are required to provide information on pupils' first language on an annual school census. It is indicated that the most recent statistics show that 856 670 are recorded as having a first language other than English (Dobson, 2009:4). The UK is also offering first languages other than English in order to decrease the language problem experienced by migrant learners. The challenge for many schools however, is to support the learning of children from diverse linguistic backgrounds who have different levels of competence in English (Dobson, 2009:4). This is strenuous to educators as these learners will be doing many different languages other than English. Rashid and Tikly (2008:13) point out that a key concern for the government is to provide language support for migrant learners in order to enable them to fully integrate them into the mainstream culture and to achieve their full potential in key curricular areas, and the support should be both human and material. It is clear that migrants in the UK receive support in their education, regardless of the challenges that may affect the smooth running of their progress due to their different linguistic backgrounds and the educators' inability to provide enough support.

In England and Wales bilingual support for migrant learners is provided through the Ethnic Minority Achievement Grant (Rashid & Tikly 2008:13). The emphasis is on developing competency in both the host languages and the home language, which is

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seen as an important issue for raising achievement. In some way, migrant learners in England are receiving support with regard to addressing language barriers. Programs designed to assist them may be of great help.

However, according to Bourgonje (2010:37), schools in the UK are not required by law to provide English as an Additional Language (EAL), but they must ensure that all learners are being included, are able to access education and make good progress. As a result, the progress and attainment of all EAL learners need to be monitored. School leadership ensures that specialist EAL is available for new arrivals and more advanced learners of English should have continuing support in line with the varying needs as they develop competencies over time. Many schools in the UK have developed good language support for learners with EAL needs in order to address the language barrier. However, EAL teachers are under-resourced and under-staffed (Bourgonje, 2010:42). It is also indicated that there are schools that work together with specific organisations to support and address migrant learners' needs and experiences. Schools provide very good induction courses especially in language support and information on the school curriculum. The Department for education provides guidelines on support for EAL and newly-arrived migrant learners within the National Literacy and Numeracy Strategies (NLNS). This guidance is aimed at supporting teaching and learning for newly-arrived EAL learners (Spencer, 2004:78). However, Arnot and Pinson (2005:26) highlight that school leadership still faces major decisions in terms of financing and organising adequate support and provision.

3.2.2.3 Xenophobia

In the UK migrants and asylum seekers are described as a flood and are stereotyped as criminals and a deep seated xenophobia has risen to the surface in rural, coastal and port areas of Europe (Europe Race Bulletin No. 33/34). The stereotype attitudes undermine the achievement of migrant learners because of its negative impact on learners' performance (Heckmann, 2008:30). These attitudes also produce other behaviour that have negative influences on achievement. Schools are bound by the Race Relations Amendment Act 2000 to eliminate unlawful racial discrimination and to

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promote equality of opportunity and good relations between people of different groups (Reynolds, 2008:5). As such, xenophobic attitudes and behaviour have a negative impact on migrant learners and need to be addressed as they violate various human rights conventions that are against discrimination.

Furthermore, Anderson and Williamson (2004:14) argue that schools operate in a social climate that is often hostile to asylum seekers and to migrants. It therefore shows that even though there are laws to eliminate discrimination and inequality, schools still display xenophobic attitudes towards migrant learners in the UK. However, the UK has developed policy interventions to foster good community relations between migrants and residents. According to Spencer (2004:15), there are initiatives like the Commission for Racial Equality (CRE) Safe Communities Initiative which provide guidance and brokers' inter-agency co-operation in areas where there are high tensions of xenophobic attitudes.

3.2.2.4 Integration

The United Kingdom has had a large scale of migrant flow and settlement over the past half century. Despite experiencing such huge flow, the UK has not developed a formal integration program (Saggar & Somerville, 2012:1). The political debates around integration that have accompanied these flows have been marked by distress, reflecting deep-seated indecisiveness about migrants and migration in British Society. This shows that integration of migrants is not clearly defined in the UK and therefore migrant learners are at a risk of unfair treatment in educational institutions and may not reach their full potential and self-actualization. Saggar and Somerville further highlight that few policies have specifically sought to advance migrant integration and those that have existed have lacked sustained funding.

In the UK, integration problems and educational disadvantages of migrant learners are often the result of discrimination. Farley (2005:368) stresses that the absence representation of minorities in school activities may seriously harm their self-image. Against this background, migrant learners are not fully integrated and represented in

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school programs in the UK and this undermines their identity and therefore may affect their perspective on the importance of education.

3.2.2.5 Documentation

In the UK, applying for asylum is a complex process that can result in dispersal across the country as well as long periods of waiting for decisions on applications and appeals (Bourgonje, 2010:39). This can cause long delays in school enrolment and some children may have to wait for months before being able to be admitted at school and this can have severe learning consequences on the self-esteem of migrant learners and negatively affects their chances of success in school. According to Blears and Smith (2009:39), migrants are more likely to be victims of crimes.

3.2.2.6 Socio-economic experiences

About 40% of migrants come to the UK for work and about 3-4 of these workers already have a defined job to take up when they arrive. Migrant learners take up over a quarter of total inflow (Sommerville & Sumption, 2009:12). Many migrant learners live in poor or low-income households. Poverty is often cited as an explanation for their poor academic achievement and educational outcomes (OECD, 2012:1). The socio-economic composition of UK schools poses significant challenges for disadvantaged students as well as learners with migrant background. 80% of learners with migrant background attend schools with a high percentage of migrant learners. However, it is indicated that in order to narrow the gap between disadvantaged learners and other learners, the UK plans to spend GBP 2.5 billion a year for schools with disadvantaged learners as part of a social mobility strategy (OECD, 2012:4). The initiative may provide a way of reducing inequities in education quality and opportunities.

According to Schleicher (2009:135), the socio-economic composition of schools in the UK poses significant challenges for disadvantaged students and learners with migrant background. Therefore, the low socio-economic situation of most migrant learners allows them to attend schools which are mostly populated by learners of the same socio-economic background.

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3.2.2.7 Cultural challenges

Bourgonje (2010:42) asserts that issues of multiculturalism are not prioritized within the school curriculum in the UK. It is further argued that many experts in the field of multiculturalism and multicultural education emphasise the need for all students to see their own background reflected in the curriculum and the school's narratives. They need to be able to make active use of their linguistic, cultural and social resources in building new knowledge and developing new skills and attitudes. Arnot and Pinson (2005:22) say that cultural issues associated with migration have repercussions in schools. The ways in which migrant learners' cultures are not integrated and regarded have an effect on the response of pupils, teachers, parents and communities. School management and leadership have the difficult task of ensuring that migrant learners' diverse cultures are appreciated. Safe environment which accommodates various cultures should be created because the challenge stems from the communities they come from to schools (Arnot & Pinson, 2005). Therefore, migrant learners' cultures in the UK may be trampled on because diverse cultures are not a priority in the school curriculum. This suggests that migrants in the UK may be forced to succumb to the cultures in the host countries.

However, it is indicated that some schools in the UK also develop an ethos of inclusion and celebration of diversity and this is making a difference. Schools also adopt the holistic approach to provision and support in order to view schooling as an important factor in creating for migrant learners a safe base and helping them rebuild their lives. Arnot and Pinson further explain that there is far less research based on the most appropriate forms of teaching, learning and evaluation of the learners who enter the school with different educational backgrounds and different cultural expectations.

3.3 EDUCATION LEGISLATION IN THE UNITED KINGDOM (UK)

This section deals with the legal framework of the education system in the United Kingdom. These legal framework protects the education of migrant learners and guide the management and leadership of the school.

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3.3.1 Every Child Matters Policy

The every Child Matters policy: Change for Children sets out the national framework for local change programs aimed at building and transforming services around the needs of children and young people (Department of Education, 2004:4).

There are five outcomes that are central to Every Child Matters and most important to children, to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. These outcomes are universal ambition for every child and young person irrespective of their background or circumstances. The five outcomes are also reflected in new school inspection criteria (Department of Education, 2004:10):

- Keeping students safe from bullying, harassment and discrimination;
- Encourage students to develop healthy and active lifestyle;
- Ensuring each student progresses as well as they possibly can;
- Ensuring that students attend school regularly, giving them a strong voice in the life of the school and encouraging them to volunteer to help others; and
- Helping all to value education and to appreciate that it is the key to success in later life.

This indicates that migrant learners are protected by the Every Child Matters outcomes. They should not be discriminated against or treated unjustly. The outcomes also promote the right to education for every learner irrespective of where they originate from. The outcomes are inter-dependent. They show the important relationship between educational achievement and the well-being of children.

Children learn and thrive when they are healthy and safeguarded from harm. The five outcomes in Every Child Matters are relevant to the UN Convention on the Rights of the Child (UNCRC). The Convention upholds the best interest of the child principle. Article 3 of the UNCRC states that all organizations concerned with the child should work

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towards what is the best interest for each child (United Nations, 1989:2). However, the outcomes in the Every Child Matters Green Paper does not say anything about migrant children specifically, which can be challenging on the implementation of other international legislation related to the right to education of migrant learners in the UK schools. If the outcomes are to be effective in driving change, they have to be clear on what they mean in practice and how progress towards them will be measured especially in promoting the right of education and the provision of compulsory education to migrant learners.

3.3.2 Children's Act 2004

The Act is the legislative spine on which reforms of children services will be built (Department of Education, 2004:5). The Children's Act 2004 sets out the process for integrating services for children. The Act places a duty to appoint a director of children services, who is ultimately accountable for the delivery of services. Therefore, migrant learners who are in the UK are protected and safeguarded by the act from all forms harm. The Children's Act 2004 makes it a statutory requirement for local authorities to change the way they provide services to children and young people.

The Children and Adoption Act 2006 gives courts more flexible powers to facilitate child contact and enforce contact orders when separated parents are in dispute. The Children and Adoption Act 2006 is very important because there is a possibility that migrant learners may be separated from their parents for some other reasons and may need to be reunited with their parents. If migrant learners are separated from their parents they experience challenges which may have a negative impact on their studies and performance. So, the Adoption Act will assist in reuniting migrant learners with their parents with ease and schooling may progress with less hiccups as a result.

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3.4 INCLUSIVE EDUCATION AND MIGRANT LEARNERS IN THE UNITED KINGDOM

According to Reynolds (2008:7), the 1997 Education Green paper, Excellence for All Children was the first official step towards an inclusive model for education. It stated that mainstream schools should have the capacity to provide for children with a wide range of needs, this includes migrant learners. Ainscow *et al.* (2006:58) indicates that to create an inclusive education a school must strive for equal opportunities and the right to participation for all. The school should also tackle exclusion, inequalities and discrimination. Richardson and Wood (2000:51) state that an inclusive school should have a curriculum that takes account of all the needs and identities of its students. This is an indication that inclusion of migrant learners in the education system is very important in order to provide opportunities for these learners to succeed in the host countries.

The UK places the principle of inclusion at the heart of its education work; ensuring and promoting equitable education system that responds to diversity and improves quality. It plays an important role in prioritizing education, through significant and long-term pledges of financial support (UNESCO, 2010:6). This is in line with the Millennium Development Goals and the Education for all goals which emphasize that every learner should be educated and that by 2015 the enrolments of countries should have increased in all the states. This shows that inclusion is central to the UK education system and UK is also promoting equal education for all, striving to reduce inequality in schools in order to also cater for the marginalized learners; in this case migrant learners.

According to Rashid and Tikly (2008:12), a major focus for the government wishing to support migrant pupils is through providing curriculum guidelines that support inclusion and diversity. They further highlight that in order to ensure equal access and that all learners benefit from the curriculum, it is also important to ensure that systems of assessment are in place that can be used to track and monitor progress of migrant

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learners. The UK partner authorities have a race equality strategy and in order to implement their strategies they advise schools on inclusion and diversity issues. The strategy includes the effective collection of data, dissemination of good practice, provision of support for learners for whom English is an additional language and training teachers, head teachers and governors in inclusion and diversity (Rashid & Tikly, 2008:22). A key concern for the government is to provide language support for migrants to enable them to more fully integrate in the mainstream culture and to achieve their full potential particularly in key curricular areas.

Rashid and Tikly (2008:9) came up with a model of a culturally inclusive school. The model is based on research evidence from different countries in Europe and elsewhere. The model is presented in the diagram below. The boxes around the edge represent the context of the school including the legal, policy and funding environment and community support. Each of the circles represents an aspect of best practice in a culturally inclusive school.

According to Rashid and Tikly (2008:10), ensuring an enabling environment, schools should not operate in isolation from the wider society and they need to be supported by an enabling legal, policy and financial environment and by the communities they serve. Although the main focus of the best practice guidelines is on the school level, evidence gathered by the Inclusion and Diversity in Education (INDIE) team and from the broader literature provides some useful pointers for policy makers concerning the support that schools need if they are to effectively deal with the challenges of inclusion and diversity. The nine aspects that need to be considered are developing leadership for diversity and inclusion, high expectations and achievement for all, responds positively to diversity, encouraging innovation and change, culturally inclusive curriculum, engaging parents, care givers and families, staff learning for inclusion and diversity, pupil voice and ethos of respect.

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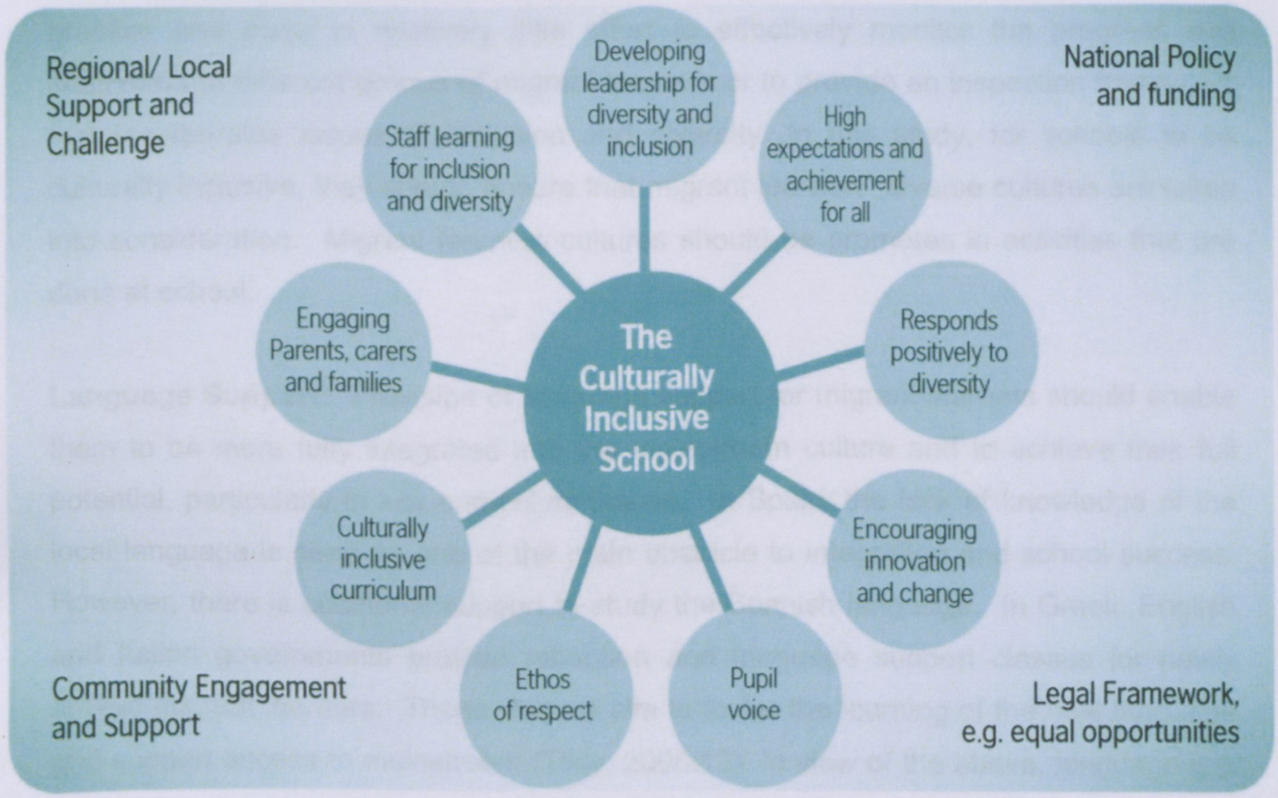


Figure 3.1: The Model of a Culturally Inclusive School
(Adapted from Rashid and Tikly, 2008:9)

Culturally Inclusive Curriculum: According to the model of a culturally inclusive school, a major focus for governments to support migrant learners is through providing curriculum guidelines that support inclusion and diversity. The school promotes cultural diversity through extra-curricular activities, for example, assemblies, festivals, school links and pupil exchange programmes (Rashid and Tikly, 2008:30). Teaching and learning materials reflect diversity and present positive role model from different cultures. Further, in order to ensure equal access and that all learners benefit from the curriculum, it is important to ensure that systems of assessment are in place that can be used to track and monitor the progress of migrant learners.

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According to Rashid and Tikly (2008:12), although many countries make a commitment to inclusion and diversity in the curriculum, there is often a gap between policy and practice and there is relatively little effort to effectively monitor the progress and attainment of different groups of migrant learners or to provide an inspection framework that incorporates issues of inclusion and diversity. In this study, for schools to be culturally inclusive, they should ensure that migrant learners' diverse cultures are taken into consideration. Migrant learners cultures should be promotes in activities that are done at school.

Language Support: Provision of language support for migrant learners should enable them to be more fully integrated into the mainstream culture and to achieve their full potential, particularly in key curriculum issues. In Spain, the lack of knowledge of the local language is seen as one of the main obstacle to integration and school success. However, there is additional support to study the Spanish language. In Greek, English and Italian governments provide reception and language support classes for newly arrived migrant learners. These classes aim to foster the learning of the host language and support access to mainstream (Tikly, 2008:13). In view of the above, language is a major barrier for migrant learners in various countries. As a result, migrant learners in Tshipise-Sagole rural district need to be supported to know and understand languages spoken in South Africa for them to achieve their full potential in curriculum issue.

Provision of Teacher and Head-teacher Training in Inclusion and Diversity: The European Commission against Racism and Intolerance has identified the training of teachers in the area of diversity as a key priority across all member states. It was discovered that many schools do not have head-teachers with specialist expertise in teaching intercultural education and there is relatively few examples where issues relating to inclusion and diversity are included as an aspect of initial or continuing professional training. Schools do not often recruit teachers from migrant backgrounds. However, Germany has introduced a module for trainee teachers in the area of intercultural competence that has drawn inspiration from the involvement of local schools. The aim of the module is to acquaint teachers and head-teachers with

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innovative approaches to managing diversity in education. In Italy, training for practicing teachers and head-teachers are aimed at better integration of newcomers within the education system and towards understanding and respecting diversity (Tikly, 2008:15). Against this background, it is clear that school-based managers need to be trained in order to respond positively to the unique challenges that migrant learners bring to their schools in order to avoid differentiation, discrimination and xenophobia; and to promote and support integration.

Supporting Learner Voice: It is regarded powerful mechanism for including migrant learners in the life of the school and promoting issues of inclusion and diversity Rashid & Tikly, 2008:16). The current study focused more on school-based management. However, migrant learners as the victims can be a useful tool in providing enriched ideas in issues of inclusion and diversity

Parental and Community Engagement and Support: A culturally inclusive school demonstrates commitment to working with parents. Engaging parents and communities provide stakeholders with a formal means whereby they can be included in the policy making processes of the school because migrant parents often lack knowledge about the education system and experience social distance from schools in the host country (Rashid and Tikly, 2008:18). It also provides parents with opportunities to support their children's learning and invites parents to contribute to the curriculum. Further, many countries have different models of stakeholder participation in school governance, for example, parent council, parent-teacher associations, school governing bodies, school councils including parents, teachers and students. In this study, parents have the responsibility to assist and support their children to reach their full potential. School-based managers should also involve parents and other stakeholders in various activities and programmes at their schools so that this can be a collaborative venture for the benefit of all concerned.

Developing Leadership for Inclusion and Diversity: School principals and school management teams should take ownership in culturally inclusive schools. They should

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create a shared vision for a culturally inclusive school (Rashid and Tikly, 2008:18). Furthermore, policies and plans should incorporate inclusion and diversity and there should be action plans for implementation of policies. The leadership should monitor and evaluate the effectiveness of policies of inclusion and Education *for* All in order to curb any form of exclusion practices from all stakeholders.

High Expectations and Achievement for All: The use of positive role models from the school or wider community can create high expectations for learners. Raising expectations also relies on regular, consistent and comprehensive data monitoring and in that way it is possible to develop an accurate view of the progress of learners from different ethnic and linguistic backgrounds across various subject areas to identify areas of intervention and to challenge stereotypes (Rashid and Tikly, 2008:21). It is important for school-based managers to sometimes have mentors for migrant learners who can motivated them to be positive even though they have serious challenges which hinder their progress.

Respond Positively to Diversity: Culturally inclusive schools reflect and celebrate the cultural, religious and linguistic diversity in the school and community (Rashid and Tikly, 2008:22). The school should be a welcoming place for learners and parents from different backgrounds. Again, the staff and the governing body should reflect diversity within the community. Consequently, schools must also respond positively to the needs of newly arrived migrant learners and their families, including language support, familiarisation with new country and education system.

Encouraging Innovation and Change: Culturally inclusive schools are responsive to new policies and initiatives to promote inclusion and diversity (Rashid & Tikly, 2008:25). School-based managers should encourage both learner and teacher led innovation. School-based managers need to broaden their scope of knowledge with regard to changes regarding the right to education for all learners. Migrant learners need to be encouraged to take part in what they are good at so that they can excel.

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Ethos of Respect: Positive relationships demonstrate respect in a culturally inclusive school. Learning should be safe and free from stereotype and bullying of migrant learners. The school should has a shared behaviour management policy produced in consultation with teachers, parents and learners and is applied fairly and consistently by all (Rashid & Tikly, 2008:28). When everybody is involved, one can be assured of mutual respect by all. All learners should be encouraged to respect and accept each other's differences.

Staff Learning for Inclusion and Diversity: Culturally inclusive schools are learning communities. Diversity and inclusion form part of initial and in-service teacher training and should incorporate issues of inclusion and diversity (Rashid and Tikly, 2008:34). This proposes that, school-based managers need to have internal training to empower educators with regard to identifying migrant learners' educational needs and barriers and how they should respond to these challenges.

3.5 THE EDUCATION OF MIGRANT LEARNERS IN THE UNITED STATES OF AMERICA

Migration is not a new phenomenon in America. The education of migrant children continues to pose unique social, political and educational problems in America. Moving from one place to another makes it difficult for migrant learners to attend school regularly, learn at grade level, accrue credits and meet all graduation requirements (Green, 2003:51). According to IOM (2011:49), migratory flow has lowered down in the United States of America, the number of foreigners entering the country dropped from 1,130,818 in 2009 to 1,042,625 in 2010.

3.5.1 Why should Migrant Learners in the USA Receive Education?

The US Department of Education is a non-discriminatory department which ensures that migrant learners' educational needs are provided for on an equitable basis without unfair discrimination and that their right to education is not neglected. Its mission is to

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promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access (US Department of Education, 2008:1). The federal Department of Education is the primary agency of the federal government that implements the law enacted by Congress to support education at the federal level. The Department's major activities include prohibiting discrimination and ensuring equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. The majority of migrant children in America are Latino, but others are White, African American, Pacific Islander and Alaska Natives. According to the Public Law, school authorities must seek out and identify the children of migrant workers who are eligible to receive services (Green, 2003:66).

3.5.2 Educational Challenges Faced by Migrant Learners in USA

This chapter discusses the challenges face by migrant learners in the USA.

3.5.2.1 Mobility

The United Sates is experiencing an unprecedented wave of migration, with people from every continent joining an already diverse population (Capps, Fix, Murray, Ost, Passel & Herwantoro, 2005:32). The diversity of these newcomers, the complexity of their needs and the swiftness and magnitude of change require new programs, materials and approaches. These changes demand teachers who are knowledgeable, responsive and prepared to work with learners of diverse languages, educational and cultural background.

Although not all migrant children work alongside their parents in the field, most migrate with their families. About 500 000 learners migrated with their parents within states in the US in the year 2000. In 2004, the number of foreign-born in the US reached an alarming 34.2 million people. School-age children make a large part of this population; almost 20 percent of the 58 million learners were children of migrants (Capps *et al.* (2005:6). Because their families are constantly moving from place to place as their

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parents seek work opportunities across state or national boundaries, migrant learners are shuffled between school districts, their semesters interrupted by relocation. In addition, for the schools that enroll these learners, migration process makes tracing learners and their progress extremely difficult as each district varies in terms of curricular, funding and resources. However, it is indicated that the Texas Education Agency has begun using online database which allows schools to log in and exchange information on migrant learners' health, school and demographic records. The constant movement of migrant learners with their families affects the progress of their education and it is also a challenge to receiving schools. Migrant learners often have to balance schoolwork with the strain of farm labour on the family structure.

3.5.2.2 Language barrier

In the Unites States, English is the predominant language of government, business, society and instruction. English is taught to all students in the US schools, but more than 350 native languages other than English are represented in the same schools (US Department of Education, 2008:15). In addition, there are more than 5 million non-English speaking or limited English proficiency (LEP) learners who attend US public schools, and LEP students who receive special education services represent 9% of all students in public schools. Title III of the NCLB annually distributes formula grant funds to states for limited English proficient students who are identified by the state through a language assessment.

Migrant learners also enter the US with different levels of language proficiency and educational achievement (Ruiz-de-Velasco *et al.* 2000:13). The language proficiency of migrant learners varies with country of origin. 56% of migrant learners are Hispanic, 22% are Asian. According to Danticat (2009:7), there were approximately 5 million K-12 learners identified as limited English proficiency in 2006 in the US. The USA schools do testing by standardized test and focus on English proficiency. In addition, the USA districts also provide resources and programs for migrant learners through funding, English Language Acquisition Program and Intensive Literacy program. LEAs also receive funding to assist learners with language difficulties to meet state's academic

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and performance standard as required by the No Child Left Behind. Gershberg *et al.* (2004:25) state that in addition to challenges of language and communication, migrant learners face other challenges such as, fear of legal issues, parent participation and general health and social services. However, beyond obtaining proficiency in two languages and promoting a high skilled labour force, the education system strives to promote interethnic communication. Therefore, migrant learners do not only need language and academic development, but also comprehensive and supporting systems to help them succeed. School leadership should provide a broad range of support services on the basis of learners' needs.

According to Chu (2008:5), many districts are still not appropriately staffed or equipped to provide comprehensive support to migrant learners in reaching their potential. Some schools serving English language learners have access to qualified ELL instructors, appropriate learning materials and learning tools to assist migrant learners. Thomas and Collier (2000:4) found that non-English speaking learners, with no schooling in their first language usually take 7 to 10 years to reach age and grade level performance if instruction is given only in English. Students who learn in high-quality bilingual education program in the United States usually take 4 to 7 years to reach native-speaker performance level. Unfortunately, well-prepared bilingual teachers and resources are in short supply. In fact, the National Association of Bilingual Education estimates that the United States needs more than 250,000 additional certified bilingual teachers than currently available (Green, 2003:65).

It is assumed that the use of English will encourage social integration. Initially, English was promoted in schools and other educational institutions in the hope that the migrants' languages would be abandoned, if not by the first then by the second generation. Immigrants were permitted to have their own private schools and to publish their own newspapers, which served as a means of preserving culture and language. Greater tolerance in American society has led to providing educational and other services in the languages of the new groups (Marger, 1991:535).

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The current social climate in some U.S. states is hostile to bilingual education (Adger & Peyton, 1999:205). Mandates by states and local boards of education to teach English in public schools have signalled a resurgence of xenophobia. It is also indicated that in spite of these obstacles, some schools are adequately educating migrant children. By 1954 only 56% of American high schools offered a foreign language as a subject with less than 14.2% enrolled in studying a foreign language. Today, less than 9.3% of Americans are fluent in another language. This indicates that migrant learners in the US have the opportunity to be taught in other languages other than English, which therefore affords them the opportunity to choose the language they might want to be taught in.

Green (2003:67) stipulates that the Centre for Research on Education, Diversity and Excellence also explored options for addressing matters of access and educational opportunities for migrant learners and their families. The Centre suggested the development of newcomer programs which place recent migrant learners with limited English proficiency and limited educational experiences into special academic environments separate from native English-speaking students. Green further highlights that by protecting access to public schools, the programs would entitle undocumented and migrant children to various benefits, including bilingual education. Therefore, not only native English-speaking learners are supported with various language programs in the US, the new arrivals are also included in the development programs. This also assists newcomers to feel welcome and not feel discriminated against or unfairly treated.

3.5.2.3 Documentation

Access to proper documentation has always been a challenge in the US. In 1982, the US Supreme court ruled in Phyler v. Doe that undocumented learners could not be denied access to a free public K-12 education (Lindsey, 2013:1). A number of school districts excluded undocumented learners entirely, while others charged $1,000 per year, effectively barring undocumented students from attending. Again the Supreme Court ruled that it was discriminatory and that denying the right to education do not

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conform to fundamental conception of justice. Lindsey further states that despite the warning from the Supreme Court, Arizona's SB 1070 migrants law which was passed in 2010 does not explicitly bar undocumented learners from attending public schools, but the impact has affected the educational attainment of children of migrants, both documented and undocumented.

The law allows law enforcement officials to request proof of immigration or citizenship from any person they suspect may be undocumented, among other provisions. Such an act resulted in schools losing 10% of learners. Undocumented learners began to mistrust schools, leading to increased absences and less participation in extracurricular activities. The Alabama state legislature passed the HB 56 law in June 2011 which requires schools to verify and report the migration status of their learners as well as parents. The HB 56 was later regarded as unconstitutional by the US Supreme Court but its long term impact on Alabama still remains.

The lack of documentation of documented and undocumented learners causes problems for them. Some schools denied them access to education and some charged fees which migrants could not afford. This is however not supported by conventions such as the human rights conventions, conventions on the right of the child, the Education for All (EFA) and the Millennium Development Goals (MDGs).

3.5.2.4 Socio-economic experiences

Most migrant learners in the US live in families with high rates of poverty (Borjas, 2011:247). Nearly half of migrant learners are being raised in households that receive some type of assistance, compared with children in the host country. It is further stressed that poverty in childhood has been recognized as a determinant of wide range of socio-economic outcomes from lower educational achievement and behavioural problems. Poor socio-economic conditions of migrants in the US have a direct impact on their families and living arrangements. Suarez-Orozco and Suarez-Orozco (2002:224) argue that one out of every five children living in America is from a migrant-headed home. Many migrant families are poor and have limited access to resources.

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As such, migrant learners experience poverty in their families and this could have a negative impact on the academic performance. Consequently, disparities in migrant learners' outcomes are rooted in their divergent family circumstances.

Kindler (1995:1) states that children of migrant farm workers and fishers are amongst the most educationally disadvantaged children in the USA. Many migrant students suffer educational disadvantages stemming from poverty-related problems which can have a direct negative effect on educational performance. According to Crosnoe (2010:4), evidence suggest that more educated parents are more likely to understand what is needed for their children to succeed in school and having enough money enable them to purchase goods and services for their children and free them from practical constraints like transport cost. This shows that migrant learners whose parents are poor are likely at a disadvantage in terms of their educational attainment than learners whose parents are educated and earn enough to pay for their education.

3.5.2.5 Xenophobia

The Human Rights First (2011:3) states that in the United States, xenophobic attacks rose to nearly 40% between 2003 and 2007. They declined in 2008 and 2009 and rose again by 10% in 2010. Refugees have been victims of hate motivated by racism and religious intolerance. Xenophobia and other biased motivated violence contribute to a range of difficulties that deprive refugees, asylum seekers and migrants of basic human rights protections (Human Rights First, 2011:4).

The Human Rights First believe that building respect for human rights and the rule of law will ensure dignity to which every individual is entitled, including migrant learners, and will stem out tyranny, extremism and violence. The 1951 Convention Relating to the Status of Refugees contains a non-discriminatory provision in Article 3, which also applies to states that are party to the Protocol Relating to the Status of Refugees.

The 2001 Durban Declaration and Program of Action (Pillay, 2012:91) called on states to carry out thorough investigations and to combat impunity in cases of racism or

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xenophobic violence. As part of the 2009 Durban Review Conference (Pillay, 2012:85) States agreed in an outcome document that reaffirmed the responsibility of governments to respond to racism, discrimination, xenophobia and related crimes. It is further highlighted that, although hate crimes are serious and a continuing problem in the United States, the government has taken important steps to prevent and respond to hate crimes. The US government has put in place a robust system of monitoring and reporting as well as creating and improving a sound legal base for prosecuting hate crimes (Human Rights First, 2011:25).

3.5.2.6 Cultural experiences

Migrant learners arrive in the United States with a variety of cultural backgrounds. Cultural diverse students are disproportionately and over-represented among poor and low-income households and teachers have low expectations (Terry & Irving, 2010:111). These low expectations arise from teachers' personal biases and prejudices against students from a different cultural background. Nonetheless, teachers' expectations are considered to be critical influences on migrant learners' achievement. As such, cultural diversity has implications in educational contexts. If migrant learners are treated differently because of their cultural background it affects their school performance.

Most schools in the US have some innovative and comprehensive programs to address more homogeneous groups (Duff, 2005:45). A comprehensive approach to schooling provides both a strong academic program and a support structure to facilitate full student participation. However, few schools have the capacity to deliver effective comprehensive programs for migrant learners that support full participation in school. (Duff, 2005:45). Farley (2007) makes cultural difference the starting point for explaining the problems of migrants and minority learners in the American educational system. The fact that those who control the education institution and migrant learners are culturally different from one another is a problem. Diverse cultures are a challenge in the US, so a program to address cultural differences may assist in integrating migrant learners and encourage them to participate in various education programs.

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However, Adedayo (2010:54) expresses that most migrant learners reiterated that in spite of the attempt to promote intercultural intermingling among migrants and indigenes in their different schools, by arranging sporting activities which are presented in ways that discourage seclusion, discrimination and prejudice among migrant learners there are still problems. Garret and Holcomb (2005:52) also highlighted that migrant students in America are faced with a lack of appreciation for the differences that diverse cultures bring to American society.

3.5.3 Education Legislation in the US

This section highlights the legal framework of the education in the United States of America.

3.5.3.1 Elementary and Secondary Education Act (ESEA)

The Elementary and Secondary Education Act (ESEA) is a United States federal statutes enacted 11 April 1965. The Act is created by the United States Department of Education to distribute funding to schools and districts with a high percentage of students from low-income families (US Department of Education, 2001:1). Funding is distributed to state educational agencies (SEAs) which allocate funds to local educational agencies (LEAs) which then dispense funds to public schools in need. The Act emphasizes equal access to education and establishes high standards and accountability. Therefore, migrant learners' educational needs in the US are also addressed and supported by the Elementary and Secondary Education Act.

3.5.3.2 No Child Left Behind Act (NCLB) of 2001

The No Child Left Behind Act of 2001 is a landmark in education reform designed to improve student achievement and change the culture of US schools. NCLB reauthorized the Elementary and Secondary Education Act (ESEA). The purpose of NCLB is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic achievements. It is based

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on the assumption that all children can meet challenging standards. (U.S. Department of Education, 2001:9).

The Act focused attention on the importance of ensuring that each child's has access to equal educational opportunity (Flom, 2011:3). The law seeks to improve the performance of schools and the academic achievement of all students without regard to their economic or other disadvantages. This is in line with the Declaration of the Rights of the child, Resolution 1386 (XIV) of December 1959, which was adopted by the UN general assembly which states the importance of children to enjoy all their rights to enable them to develop holistically (United Nations, 1959:3).

According to the U.S. Department of Education (2003:4), the U.S secretary of Education Rod Paige, indicates that the focus of No Child Left Behind (NCLB) is to see every child in America regardless of ethnicity, income or background achieve high standards. In a fundamental way, NCLB was the step for a nation already committed to excellence and fairness in education. This means that migrant children in the United States should benefit educationally as per the NCLB which is aligned to the Education for All (EFA) goals where all learners should be educated and their rights upheld.

3.5.3.3 Migrant Education Program (MEP) 1966

In 1966 Migrant Education Program (MEP) was established to support state programs designed to meet the educational needs of USA migrant learners and to facilitate interstate coordination of service (US Department of Education, 2008). Flom (2011:9) says that presently the congress provides additional funding for migrant children under the Migrant Education Program (MEP). The program plays an important role in improving educational opportunities for migrant students aged 3-21 by supporting regular school and summer term programs. It also attempts to ensure that migrant students do not face additional educational challenges because of their differences in academic standards throughout the country. This is an indication that in the US there are educational programs specifically designed to assist migrant learners. However, Flom adds that migrant learners continue to experience dropout rates, low achievement

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levels and slow progress in schools. It is also stated that despite additional resources being provided to migrant children, they still underachieve academically compared to their peers.

Flom (2011:1) highlights that the 2007 report and 2010 follow-up briefing by the Florida Advisory Committee, both the state and school districts have implemented new initiatives to improve educational opportunities for migrant children and it seems to be showing progress in closing the educational gap between migrant children and non-migrant children as well as raising the general academic achievement of migrant children.

3.5.4 Inclusion of Migrant Learners in the USA

Learners in the United States schools represent nearly every ethnic background and nationality in the world. The most diverse school districts are those in major metropolitan areas such as Los Angeles, New York, Washington D.C, Chicago and are increasingly found in smaller cities, towns and rural areas (US Department of Education, 2008:14). Inclusion in the USA education system refers to a commitment to educate each child, to the maximum extent, in the school and classroom he or she would attend (US Department of Education, 2008:2). The US Congress supports UNESCO's view of inclusion to mean all students who have lacked access to basic education, including poor and disadvantaged children from ethnic and linguistic minorities, children with HIV/AIDS and children with special learning disabilities. According to the US Department of Education in 2002 former President George W. Bush signed into law the No Child Left Behind Act of 2001 (NCLB) which addresses the basic right of all children in the United states, without discrimination, this includes migrant learners. Green (2003:52) states that in the United States, universal education includes all children, including migrant learners because education promotes skilled workers and taxpayers who contribute to the general well-being of the nation. In the US, all children, including migrant learners, are not excluded from receiving education as their basic right.

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3.6 THE EDUCATION OF MIGRANT LEARNERS IN THE UNITED REPUBLIC OF TANZANIA

According to United Nations (2012:1), Tanzania is prone to refugee influxes and despite its own economic challenges, for decades it has welcomed thousands of refugees fleeing conflicts in neighbouring countries. Tanzania was an early signatory, in the region, to international agreements on the rights and welfare of refugees and asylum seekers.

3.6.1 Why should Migrant Learners Receive Education in Tanzania?

The United Republic of Tanzania accords high priority to the education sector as per the 2025 Tanzania Development Vision (TDV). It is stated in the TDV 2025 that education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation (SEDP, 2010:1). Education is a basic human right. So, it is important for refugee children and asylum seekers in Tanzania to receive schooling because it creates a sense of belonging, security and hope for them. Tanzania is also among the countries that signed the commitment to implement the Education for All goals. The purpose of EFA is meeting the basic learning needs by 2015 for every child, including migrants and refugees, to benefit from educational opportunities. Education in Tanzania is free and compulsory for children from 7-14 years, which is standard 1-7. This also suggests that Tanzania also strives to support and promote the Millennium Development Goals where the universal primary education remains an important aspect of national development plans. The right to education for refugees is also articulated in Article 22 of the 1951 convention relating to the status of Refugees. Furthermore, according to the 1989 Convention on the Right of the Child, priority must be given to the best interest of the child (Article 3).

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3.6.2 Education Challenges Faced by Migrant Learners in Tanzania

This section discusses the challenges faced by migrant learners in Tanzania.

3.6.2.1 Lack of formal policy

There was no formal written education policy established by the government of Tanzania to cater for the influx of refugees. The absence of the formal national policy guaranteeing access to education at all levels led to confusion over the level of provision of secondary and tertiary education in camps. Bird (2003:46) indicates that few donors and concerned agencies consider education as necessity at the onset of emergencies. This shows that the provision of assistance for refugee children in Tanzania to receive education in time and their right to education was not fully supported. This also indicates that even the best interests of refugees was not regarded as a priority as contemplated in the 1989 Convention of the Rights of the Child (Article 3) regardless of Tanzania being a signatory. In Tanzania the right to education which was legally binding on paper was not enforceable in practice because the security ministry had no expertise in education in emergencies (UNESCO 1994:4). Therefore, the fact that basic education should be an essential part of every emergency program is not applied in Tanzania. The United Nations agencies assumed that the Teacher Emergency Packages (TEPs) responded to the needs of refugees in Tanzania and the United Nations conducted little assessment of education potentials among migrant learners. As a result, the lack of formal policy made the level of need to ensure education for children and teacher capacity to deliver to be less effective.

3.6.2.2 Integration

The policy of integration which allowed migrant learners to enter the Tanzanian education system and attend local Tanzanian schools was not considered for the camp refugees as was the case for refugees who came before 1994 and were offered citizenship (Bird, 2003:47). This suggests that after 1994 refugees who entered Tanzania were not integrated into the education system and therefore refugees may have felt isolated and excluded.

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3.6.2.3 Language barrier

Refugee learners in Tanzania did not have language problems because they were taught by teachers from their home country. Williams (2001:94) suggests that certain general policy questions must be addressed in a refugee context. This concurred with the education which was received by migrant learners in Tanzania because they were taught in their own language and with teachers who could communicate with them in their own language.

3.6.3 Education Legislation in the United Republic of Tanzania

This section highlights the legal framework of education in the United Republic of Tanzania.

3.6.3.1 Education and Training Policy (ETP 1995)

The major objectives of the ETP are to improve the quality of education process, increasing and improving access and quality for all children, devolving authority to local level and broadening the financial base for supporting education. The above-mentioned objectives of the Education and Training Policy are in line with Education for All and Millennium Development Goals and other related legislations on the right to education were all learners should receive free, compulsory and quality education without any discrimination.

3.6.3.2 Education Sector Development Programme (ESDP, 2008-2017)

Following the ETP 1995, the Education Sector Development Programme was initiated in 1997, as a strategy towards a Sector-Wide Approach (SWAP) to education development. The main aim of SWAP was to achieve the long-term human development and poverty reduction. In 2008, the ESDP was reviewed to incorporate key education programmes. To the United Republic of Tanzania access to education is basic human right and is linked to poverty alleviation.

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3.7 THE EDUCATION OF MIGRANT LEARNERS IN SOUTH AFRICA

Migrant learners, just like all the children in South Africa, have the right to education. They should have the same benefit as South Africa. The right to education is entrenched in the South African Constitution of 1996 and subsequently enshrined in a number of pieces of legislation. The South African Constitution No. 108 of 1996 is central to promoting human rights in South Africa, and it is the foundational and supreme law of the country; and therefore promote education as a fundamental human right fully.

3.7.1 Why should Migrant Learners Receive Education in South Africa?

The Constitution promotes the right to education and gives protection to children's rights. The Republic of South Africa is one, sovereign, democratic state founded on democratic values, social justice, non-racialism and non-sexism, and fundamental human rights. It seeks to improve the quality of life in every citizen and to free the potential of each person. Migrant learners in South Africa are protected by the constitution of the country and other several legislation and policies.

The constitution states that a child's best interests are very important in every matter concerning the child. It further ensures the protection and well-being of every child. According to Section 28(3) of the Bill of Rights, in chapter 2 of the constitution, a child is any person under the age of 18 years and schooling is compulsory for children aged 7 to 14 without any unfair treatment. The Bill of Rights as the cornerstone of democracy in South Africa enshrines the rights of all the people in the country. Section 29 (1) also highlights that every child has the right to basic education. It further expresses the care that should be given to children as part of the protection and promotion of their rights. Therefore migrant learners who are under the age of 18 in South Africa are protected by the constitution of the country. Their rights should be respected as to affirm the democratic values of human dignity, equality and freedom. Again, institutions such as schools should respect, protect, promote and fulfill the rights of children including migrant children stipulated in the Bill of Rights.

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The constitution of South Africa also guarantees refugees and asylum seekers the right to basic education. It makes no distinction between citizens and non-citizens and therefore can be taken to apply to migrant children in South Africa as well. South Africa as a signatory to different Conventions including, the 1989 United Nations Declaration on the Rights of the Child and the International Conference on the Right to Basic Education as a Fundamental Human Right and Legal Framework for its Financing, is obliged to respect, protect and promote the right to education for all migrant children. It is for this reason that, in addition to its human rights-based Constitution, South Africa has various pieces of legislation and policies that promote the Right to Basic Education for All (Marishane, 2013:1). This shows that South Africa is committed to apply the Universal Declarations of 1948 with reference to education and make sure that all migrant learners receive compulsory education without unfair treatment.

However, CoRMSA (2008:45) remains concerned that positive relationships between schools and migrant communities are often dependent on NGO-school relationships, rather than being part of the Department of Basic Education's overall monitoring of minimum standards. It is further outlined that education access for foreign children remain haphazard in areas where there are fewer NGO's to facilitate access. CoRMSA (2005:28) further states that research commissioned by the United Nations High Commission for refugees (UNHCR) and the Japanese International Co-operation Agency (JICA) on refugees' access to basic services in South Africa revealed that 26% of the children of immigrants at the primary level and 39% at the secondary level are not at school because they cannot afford to pay school fees. However, this may no longer be the case because public schools have been ranked according to quintiles. South African schools have been classified into five categories or quintiles according to their poverty ranking. The ranking of schools also determines the amount of money that school receives. The poorest schools are classified as quintile 1 and the most resourced schools are classified as quintile 5. As a result, quintile 1-3 schools receive the great allocations per learner and they are regarded as no-fee paying schools. For this reason, all learners, including migrant learners, in this category have the right to

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receive education and attend school without paying any school fees. According to the Consortium for Refugees and Migrants in South Africa (CoRMSA, 2008:44), access to education is a fundamental right guaranteed by the South African constitution.

In addition to legislative support, there are numerous human rights organizations, such as IOM, UNICEF, UNHRC, Save the Children and Lawyers for Human Rights in South Africa that assist migrant learners with funding, placing them in safety shelters and tracing their parents for reunification. This is because most of these learners are unaccompanied and separated minors who were displaced by some political instability in their home countries (International Committee of the Red Cross, ICRC, 2004).

Hemson (2011:65) indicates that there is little literature on migrant children in South African schools. The study by Palmary (2009:38) concurs by giving an overview of situation of child migration to South Africa. It indicates that there are very few services in the country that specifically deal with child migrants. However, the report further highlights that the policy and legal framework in South Africa is supportive of children's access to basic education regardless of the many challenges they bring along. Save the Children and United Nations High Commissioner for refugees (UNHCR) focus on the vulnerability of migrant learners. They offer assistance to and prioritise unaccompanied children because of the lack of available services. However, the Consortium for Refugees and Migrants in South Africa addresses different issues affecting refugees and migrants in general. The issue on the right to education and the role of school management and governance in addressing the educational needs and barriers for migrant learners is not specifically and thoroughly taken into consideration.

3.7.2 Educational Challenges Faced by Migrant Learners in South Africa

This section discusses the educational challenges faced by migrant learners in South Africa.

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3.7.2.1 Language barriers

Language differences present a barrier for migrant learners as they come to South Africa. South Africa is a multilingual country with eleven (11) official languages which are offered in South African schools. Most migrant learners in South Africa are unable to speak in the Language of Teaching and Learning (LoLT), which reduces their ability to benefit from the content of education. However, some migrant learners from Zimbabwe try to speak African languages such as isiNdebele, Tshivenda and XiTsonga, to mention a few. Communication with migrant learners is a serious problem for both learners and the educators.

The South African Schools Act 84 of 1996 requires that children be taught in their mother tongue in the first three years of school for all the subjects other than the First Additional Language (FAL) and this is challenging for migrant learners. From Grade 4-12 learners are taught through the medium of English or Afrikaans. However, migrant learners who cannot speak English may find themselves in a worse situation. The unfortunate part with South Africa is that the Department of Basic Education does not make provisions for bridging the language barriers for migrant learners. There are no specific programs that are designed to assist these learners. It is a national crisis which needs immediate intervention at national level.

According to Motha (2005:13), some schools have denied migrant learners admission because they cannot speak English. However, this is not supported by SASA 84 of 1996, Section E of the Norms and Standards for Language policy in a public school, which state that the language of Learning and teaching (LoLT) should be in one of the 11 official languages in South Africa. This shows that schools have a challenge to make special provision for refugees and migrant in terms of learners support. They also do not have necessary human resources to offer languages other than the official languages as school subjects. CoRMSA (2008:63) highlights that teachers and resources to assist migrant learners with non-South African language needs are scarce.

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3.7.2.2 Documentation challenges

Having proper documentation is one the foremost important requirement for admission in South African schools. Most of migrant learners cross the borders of South Africa without proper documentation and this is a huge challenge when they are to be admitted in schools. However, according to Section 5 of the Admission of Learners to public schools (General Notice 4138 of 2001) where the needed documents are not available, the principal must help the parent to obtain necessary documentation. The child must be admitted to the school conditionally while the parent obtains the needed documents. When the required documentation is not available within three months of the child having been conditionally admitted to the school, the SGB in consultation with the District Officials must attend to the matter by liaison with the relevant authorities and parents. However, this seems not to be not followed because it is a long process which involves a lot of stakeholders and as a result it leaves migrant learners hanging. Again, the department of education does not have a clear policy on the admission of undocumented learners into public schools.

Some of the educational challenges faced by migrant learners in South Africa are as (CoRMSA, 2008:46):

- The eligibility of Grade 12 migrant learners for the national senior certificate at the end of high school because of their lack of birth certificates.
- Foreign parents are not educated early about the need for their children to apply for Birth certificate from the Department of Home Affairs.
- Public debates on migrants' access to services, including education, often claim that existing infrastructure cannot incorporate the 'flood' of foreigners

The inability to furnish the schools with proper documentation is a challenge and therefore impedes children to access education in some schools in South Africa. The admission policy stipulates that for a child to be registered to a public school a birth certificate, immunisation card and transfer card or previous school report are required. The policy also makes provision for a child to be registered provisionally if the required documents are not available. However, the findings in the Education Rights Project

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(ERP) study showed that a number of schools still do not understand or ignore this stipulation (RTE, 2010:1). As a result, access to education remains a critical challenge for most migrant learners in South Africa.

3.7.2.3 Xenophobia

Xenophobia is not a new problem in South Africa. As early as 1998, the South African Human Rights commission (SAHRC) and other stakeholders from government and the non-governmental sectors held a consultative conference (the 2001 'Braamfontein' Conference) to discuss the increasing rate of Xenophobia as a violation of human rights and constitutional values. In 2001 the issue of Xenophobia was one of the key areas under debate at the United Nations World Conference against Racism, Racial Discrimination, Xenophobia and Related intolerance held in Durban from 31 August to 8 September 2001.

The largest population of refugees, asylum seekers and migrants in South Africa comes from our neighbouring country Zimbabwe, Burundi, the Democratic Republic of Congo, Ethiopia and Somalia. Estimates put the number of Zimbabweans in South Africa between one and three million (Human Rights First, 2011:23). In South Africa, foreign nationals are raided, attacked and insulted with hate speech. However, according to Human Rights First (2011), South Africa has announced its intention to introduce legislation on hate crimes that will include a focus on current patterns of homophobic violence.

The UN Conference in Durban declared Xenophobia as one of the main contemporary sources and forms of discrimination and conflict and stated that combating xenophobia would require urgent attention and prompt action by states as well as by international community. This shows that xenophobia is a problem and needs to be eradicated so that migrant learners could also enjoy living in a free society. The Consortium for Refugees and Migrants in South Africa (CoRMSA, 2008:8) highlights that NGOs' and researchers' reports indicated that migrant learners are sometimes subjected to xenophobic comments by teachers and other learners.

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Professor Cecilia Jansen delivered a seminar based on her research in children's drawings and xenophobia at the Education Association of South Africa (EASA) Congress where she commented on the effects of xenophobic violence. All the pictures portray emotional pain: flames, weapons, disaster and death. CoRMSA (2008:9) further state that the impact of the events that migrants have lived through is like an "emotional earthquake". The perpetrators of violent xenophobic attacks are black nationals and the attacks have taken place in informal settlements where mostly black citizens reside (Valji, 2003:5). This suggests that migrant learners are vulnerable and prone to xenophobic attacks. The African Peer Review Panel (APR) recommended that mandated institutions should be capacitated to protect vulnerable groups, and raising public awareness of the rights of vulnerable groups through education and sensitization campaigns.

The 1998 Refugee Act brought South Africa in line with international conventions, and states that a refugee enjoys full legal protection. The new Immigration Act of 2002 gave amnesty to different categories of African foreigners and it was possible for them to settle in South Africa (Posel, 2004:277).

The Manifesto on Values, Education and Democracy (Department of Education, 2001:1) identifies ten fundamental values of the Constitution including 'non-racism and non-sexism' and 'social justice and equity'. Those fundamental values are (p3-4):

- Democracy;
- Social Justice and Equity;
- Equality;
- Non-Racism and non-Sexism;
- Human Dignity;
- An Open Society;
- Accountability (Responsibility);
- Rule of Law;
- Respect
- Reconciliation

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The manifesto aims at building schools as an integrated society to support principals, SMTs, SGBs and teachers to develop schools which are aligned to the principles of the Constitution, in particular, to the principle of non-racialism. As such, South Africa aims to accommodate learners from diverse backgrounds and cultures without unfair treatment and any form of biasness.

3.7.2.4 Socio-economic challenges

According to CoRMSA (2011:26), international migration workers have been part of South African economic development for over a century and they continue to participate at different levels in many sectors. However, a large number of migrant parents are employed in low-income jobs while others are unemployed and this has a negative implication on the education of their children. Lack of financial resources among migrant learners, transport costs and the inability to get admission in nearby schools constitute a formidable barrier (The Hague, 2008:8). As such, the financial challenges faced by migrant learners make it difficult for them to access their right to education freely in South Africa and it may cause irregular attendance and drop-out by migrant learners.

In one of its studies, the Consortium for Refugees and Migrants in South Africa has found that the socio-economic status of most migrant learners contribute to non-attendance at school. This is worsened by challenges relating to high school fees in some schools, escalating transport costs, lack of school uniform and books. However, the admission policy makes provision for school fees exemption to eligible learners. Migrant learners also qualify to be exempted due to their socio-economic status. CoRMSA further highlighted that even though schools are not allowed to discriminate against non-citizens in allocating fee exemption, principals often choose not to grant such exemptions.

Children of families who have little or no means of support often are not able to attend pre-school, which puts them at an educational disadvantage to their peers, especially in

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fee-paying schools. CoRMSA (2008:13) further stresses that plans by the Department of Education to introduce stricter measures to monitor schools might improve the situation, but only if migrant learners' rights to education are explicitly included in the monitoring. However, quintile 1 to 3 schools are no fee school where parents may opt to send their children without paying any fee.

3.7.2.5 Cultural challenges

The advent of democracy in South Africa witnessed the influx of migrants, especially from SADC countries in the hope of a better future (Klotz, 2000:831). South Africa is a country which is rich in terms of cultural diversity. For this reason, when migrant learners arrive in schools they have to adjust to a different culture and strive to maintain their own identity in the process. According to Adedayo (2010:107), migrant learners are not welcomed into groups dominated by indigenous South African groups. It is further highlighted that even though the curriculum in South African schools may address cultural differences, there are no programs that deal with migrant learners' cultures in particular. As such, migrant learners are forced to learn cultures in South Africa than their own cultures.

3.7.3 Education Legislation and Policies in South Africa

This section highlights the legislative framework with regard to the right to education for all learners in South Africa.

3.7.3.1 South African Schools Act 84 of 1996 (SASA)

The South African Schools Act, No 84 of 1996, promotes access, quality and democratic governance in the schooling system. Section 5 of the Act ensures that all learners have the right to access to education without unfair discrimination in admission of learners to schools and providing for their educational needs. Migrant learners in South Africa should therefore not be refused admission because of race, ethnic or social origin, language, birth, including exclusion based on the inability to have proper

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documents and payment of school fees. The Act also discourages the use of the following as conditions for admission of learners to school:

- Admission-related testing
- Subscription to a school's mission statement
- Parental ability to pay school fees and exemption of a school from damages arising out of the learner's education.

The South African Schools Act of 1996 makes it compulsory for all children to attend school until they reach the age of 15 or at the end of Grade 9 (nine). The South African Human Rights Commission and the Minister of Education agreed that a document should be drafted which will result in that all foreign nationals (be they refugees or asylum seekers) with the appropriate legal status must be treated on the same basis as South African citizens, enjoying all the rights and privileges that the Constitution and the South African Schools Act provide to learners.

The Consortium for Research on Education, Access, Transition and Equity (Hunt, 2008:7) stipulates that compared to many developing countries, there is a universal access to formal public schooling up to the end of the compulsory phase in South African Schools. It is estimated that the Gross Enrolment Rates is placed as high as 99% in primary grades and 87% in Secondary school. The Department of Education calculated that about 300 000 children are out of school (Hunt, 2008:7), whereas Sheindler and Fleisch (2007:135) put the number at about 670 000. The Consortium for Research in Education, Access, Transition and Equality (2008:20) further highlights that a significant number of migrants may not be counted in the official data.

3.7.3.2 National Education Policy Act (NEPA), 27 of 1996: Admission Policy for Ordinary Public Schools

Section 3(4)(i) of the National Education Policy Act (NEPA), 1996 (No. 27 of 1996) of the admission policy for learners to ordinary public schools sets out procedures and processes that should be followed when admitting learners in ordinary public schools. The policy deals with the requirements for admission to ordinary public schools and

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applies uniformly in all provincial departments of education and ordinary public schools. It is highlighted that the admission policy of an ordinary public school must be consistent with this policy. The purpose of this policy is to provide a framework to all provincial departments of education and governing bodies of public schools for developing the admission policy of the school. It means therefore that when the SGBs of schools draw the admission policy, parents of migrant learners and their children should be taken into consideration.

The admission policy of a public school is determined by the governing body of the school in terms of section 5(5) of the South African Schools Act, 1996 (No. 84 of 1996). The policy must be consistent with the Constitution of the Republic of South Africa, 1996 (No. 108 of 1996), the South African Schools Act, 1996 and applicable provincial law. The governing body of a public school must make a copy of the school's admission policy to the Head of Department. The Head of Department must co-ordinate the provision of schools and the administration of admissions of learners to ordinary public schools with governing bodies to ensure that all eligible learners, including migrant learners, are suitably accommodated in terms of the South African Schools Act, 1996. Subject to this policy, it is particularly important that all eligible learners of compulsory school going age are accommodated in public schools.

The admission policy of a public school and the administration of admissions by an education department must not unfairly discriminate in any way against an applicant for admission. A learner is admitted to the total school program and may not be denied access to admission or otherwise victimized on the grounds that his or her parent is unable to pay or has not paid the required school fees and/or does not subscribe to the mission statement and code of conduct of the school. The parent must ensure that the admission of the learner is finalized within three months of conditional admission.

The South African Schools Act and the admission policy apply equally to learners who are not citizens of the Republic of South Africa and whose parents are in possession of a permit for temporary or permanent residence issued by the Department of Home

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affairs. According to item 20 of the admission policy, a learner who entered the country on a study permit must present the study permit on admission to the public school.

Section 21 of the Admission Policy for Ordinary Public Schools further stipulates that persons classified as illegal aliens must, when they apply for admission for their children or for themselves, show evidence that they have applied to the Department of Home Affairs to legalize their stay in the country in terms of the Aliens Control Act, 1991 (No. 96 of 1991). However, it is not like that for most migrant learners. There is a huge challenge of learners who come to South African schools without any documentation and guardian. So, social workers and other concerned groups register them at various schools and the possibility is that they may spend the whole year without producing any document. Other learners may also inflate their grades and it is difficult for the management of schools to definitely prove the authenticity of their information.

3.7.3.3 The Children's Act No 38 of 1995

The Children's Act No. 38 of 2005 articulates the constitutional rights of children. The act also sets out principles relating to the care and protection that must be given to children. One of the objectives of Section 2(b) Sub-item (IV) of this act is that the best interests of a child are of paramount importance in every matter that concerns the child. The best interests of the child are the most fundamental of these principles. In my view, migrant learners' right to access compulsory basic education is to their best interest and very important and therefore, the children's Act is in line with declarations and conventions on the right of all children to receive education. Section 7(*l*) of the Act presents the application of these principles as including protection from physical harm caused by exposing the child to ill-treatment, abuse, neglect and degradation. The care and protection provided for in the Act applies to all children, including migrant learners. Section 32 (2) places responsibility of child care and protection on any person that acts *in loco parentis* (on behalf of parent) and in this instance, the school management, educators and SGB.

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CoRMSA (2008:44) highlights that it is critical that all children be provided education but it is unfortunate because severe obstacles still remain that hinder migrant children from access education and that 35% of migrant and refugee children of school-going age are not in school. It further outlines that by addressing the barriers migrant face in accessing education, South Africa will improve its overall system and benefit from a better educated, more effective socialized population.

3.7.3.4 The Inclusive Education Policy

The Inclusive Education Policy, expressed through the Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System places a strong foundation for the development, promotion and support for the inclusion and participation of all learners in education in South Africa. The White Paper focuses on the inclusion of vulnerable and marginalized learners at all educational levels by 2020, with the aim of reducing barriers to learning through various targeted support structures and mechanisms. In view of the above, migrant learners should not be excluded from receiving education irrespective of various challenges surrounding them.

Education White Paper 6 further states that inclusion is about supporting all learners, educators, and the system as a whole so that the full range of learning needs can be met. The focus is on the teaching and learning actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners. The policy is in support of the Education for All and Millennium Development Goals, which put emphasis on the right to basic education by all and the reduction of the out-of school children and ensuring that no child is left out, including the marginalised, in this case, migrant learners.

3.8 CONCLUSION

This chapter deliberated on the role that should is played by school management in addressing the educational needs and barriers for migrant learners and discussed the common challenges that are faced by migrant learners in the United Kingdom, United

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States of America, United Republic of Tanzania and South Africa. Furthermore, it was noted that the 4 (four) countries experience a variety of migrant populations and their policies vary; therefore how they address the educational needs and barriers for migrant learners will vary. The UK and USA are at an advanced stage in terms of addressing some educational challenges than Tanzania and South Africa. The USA and UK have designed programmes that address language barrier, especially for new arrivals. Teachers adequately trained to deal with migrant learners, however, the issue of dealing with large numbers of migrant remains a concern. The USA also has dispersal plan when parents are moving to other places with their children but placing them during the year is problematic. In all the four countries the problem of documentation delays migrant learners to access education with ease. Tanzania do not have formal education policy for refugees and displaced children, while in South Africa migrant learners attend schooling with South Africans and they are forced to learn the Language of teaching and Learning in those schools. Poverty is a major challenge for migrant learners in all the four countries. Parents' poor socio economic conditions hinder learners to reach their full potential as some have to work alongside their parents. The issue of xenophobia is mostly common in south Africa were you find that most blacks are intolerant to other races. However, all the four countries support the fact that all learners have the right to education and to be educated by promoting the various legislations, policies, international and national laws.

It was debated that barriers pertaining to lack of documentation, low socio-economic status, culture and language and parents' unfamiliarity with schools can impede effective learner achievement and parent-school collaboration. When school leadership bring skills and commitment to address migrant learners' challenges that can be a powerful vehicle for support, engagement and success (Delgado-Gaitan, 2001:135). According to Tienda & Haskins (2011:3), development of migrant learners and their integration will always lag behind because educational investment in migrant learners is likely to be met with considerable opposition particularly in schools and districts unaccustomed to the presence of large numbers of migrants.

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Thomas and Collier (2000:12) argued that the characteristics of good schools include strategies that can enhance the education of undocumented and migrant children. Their parents involved and welcomed and their schools valuing students, their families and their experiences. They further indicate that schools should offer social and academic multicultural programs and dropout prevention effort. Rangvid (2007:314) argues that strengthening the culture of achievement at schools with high concentration of migrant learners might be a promising approach and suggests that setting migrant learners aside to learn the language of instruction may not be an important tool for ensuring high academic achievement, but the initiation of the culture of having high academic achievement.

It is very critical for school leadership to be able to identify and address the needs and barriers for migrant learners for the smooth running of their institutions. Migrant learners experience different educational challenges depending on where they live and which school they attend. As such, districts should ensure that policies and guidelines at all levels make provision for the same quantity and quality and other targeted support is consistently offered to migrant learners. School leadership have a responsibility to manage their institution and at the same time address the challenges that arise in schools with large concentration of migrant learners. OECD (2010:27) also indicates that monitoring and evaluation could help improve school performance by timely tracking of learners' outcomes, identify those who need help and design appropriate interventions.

The chapter also highlighted different educational policies that guide institutions and support the right to education for migrant learners.

The next chapter deals with research design and methodology.

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CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The aim of this study was to examine the extent to which school-based management addresses the educational needs and barriers of migrant learners in South Africa. This chapter addresses the research design and methodology. These were guided by the research objectives and questions that were established.

4.2 RESEARCH DESIGN AND METHODOLOGY

This section addresses research design and subsequent methods of data collection.

4.2.1 Research Approach

The study adopted the qualitative approach. According to McMillan and Schumacher (2010:102), qualitative approach refers to a plan for selecting subjects, research sites and data collection procedures to answer the research question. It is an approach in which the inquirer often makes knowledge claims based on primarily constructivist perspectives (Creswell, 2005:402). The rationale behind adopting the qualitative approach in this study was that it allowed the researcher to explore and get more insight into the way in which school-based management addresses the needs and barriers of migrant learners as it allows for deeper understanding of the phenomenon under study. The choice of qualitative approach was also suitable as it is interpretive in nature and it allows for the representation of responses and views of participants. The purpose of the research approach is to specify a plan for generating empirical evidence that will be used to answer the research questions (McMillan and Schumacher, 2001:11). As such, the qualitative approach assisted the researcher in getting answers to the research questions from participants. Denzin and Lincoln (2003:3) outline that qualitative

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research requires collection of a variety of empirical data of participants' personal experiences. Qualitative research also has the advantage of producing adequate and comprehensive accounts of a phenomenon, in order to obtain a close perspective of meaning ascribed to people's experiences. In the light of the above, it will therefore serve the aim of this study.

4.2.2 Research Design

The study adopted a qualitative narrative inquiry. According to Bleakey (2005:534) narrative inquiry is a type of qualitative research whereby the researcher attempts to explore the lived experiences of people by probing them to answer research questions. It is a way of understanding and inquiring into experience through "collaboration between researcher and participants over time in a place or series places, and in social interaction milieus" (Clandinin & Connely, 2000:20). The narrative inquiry in this study was ensured by the use of narrative interviews as the method of data collection which focus on the experiences of participants (Gray, 2009:171). The basis comprehensive examination of and enabled the responses of participants form data which was later analysed to examine the extent to which school-based management addresses the educational needs and barriers for migrant learns in Tshipise-Sagole rural district. Data collection was through individual interviews were used to elicit information from school principals and focus group interviews (Krueger & Cassey, 2000) were used to elicit information from members of the SMT and SGB who form part of the leadership of the school.

4.2.3 Data Collection

This section presents methods that were employed in the collection of the research data. The current study employed individual and focus group interviews to collect data from participants. McMillan and Schumacher (2010:323) also highlight that in-depth interviews use open-response questions to obtain data from participants' meaning, how participants conceive their world and how they explain or make sense of the important

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events in their lives. The interviewer explored or probed participants' responses to gather in-depth data about their experiences and feelings. The researcher examined attitudes, interests, feelings, concerns and values of participants more easily while interviewing participants. Interviews with participants allowed for the clarification of questions, and use of non-verbal cues for data generation.

The study used individual interviews with school principals and focus group interviews with SMTs and SGBs. The interviews took the form of conversations with the participants while an audio tape was used to record the conversation. The participants had relevant information and experience of managing schools with migrant learners and therefore, they would provide meaningful data required for this study. The participants were expected to mention the educational needs and barriers for migrant learners, their perception of dealing with migrant learners and their role in addressing such educational challenges as well as the challenges they face in managing schools with migrant learners. Through interviews, the researcher was able to gain more information into the experiences of the participants being interviewed.

4.2.3.1 Individual interviews

The data were collected through comprehensive face-to-face interviews with school principals in order to understand the way in which they address the educational needs of and barriers against migrant learners. Principals as the custodians of migrant learners at their various schools, their offices serve as entry points for many migrant learners from different countries. Individual interviews with school principals allowed them to give detailed descriptions of the needs and barriers of migrant learners and how they respond to these challenges.

4.2.3.2 Focus group interviews

According to Arthur *et al.* (2012:186), focus group interviews are methods often used to mean an organised discussion a selected group of individuals to gain collective views about the research topic. Focus group interviews were used to collect data from 3 SMT members and 4 SGB members. Focus group interviews are interactive. Babbie and

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Mouton (2001:292) argue that focus group interviews should be chosen as a useful tool that allows a group of participants to come together and create meaning rather than as individuals. The researcher convened a series of meeting with participants at various sites to facilitate focus of the research questions. Participants were asked about their knowledge of the common challenges that migrant learners face and how the school gives support and responds to those challenges. Their knowledge about the various policies and legislation on the rights to education for all learners, including migrant learners, was also probed.

4.3 POPULATION

According to De Vos *et al.* (2002:198), population is a set of entities in which all the measurements of interest to the practitioner or researcher are presented. The population of this study comprised all school principals, School Management Teams and School Governing Bodies of primary and secondary schools with migrant learners. These groups of people had the experience of interacting and dealing with migrant learners on a daily basis.

4.4 SAMPLING

The selection of participants was done by means of purposive sampling in order to get rich information from key participants. According to Cresswell (2005:296), purposive sampling is a qualitative sampling procedure in which the researcher intentionally selects individuals and site to learn or understand the central phenomenon. For the purpose of this study, schools with migrant learners ranging from 30 to 250 learners. Only school principals, members of the School Management Team and School Governing Body of schools with migrant learners were selected. The researcher intentionally chooses these participants because they can shed more light on the topic under investigation and their suitability in advancing the purpose of the research. Purposive sampling assisted the researcher in collecting meaningful information from participants. It enables an initial understanding of the situation. Johnson and

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Christenson (2008:243) express that in purposive sampling participants are chosen because they are considered information-rich sources of data and address the purpose of the research. Therefore, 1 school principal, 3 SMT members and 4 SGB members from 6 sampled schools were purposively selected because they have meaningful information about the phenomenon under discussion.

4.5 SAMPLE

According to Gray (2003:101), a sample comprises of individuals selected from the larger group referred to as population. A sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalisation about the target population. Leedy and Ormrod (2001:211), point out that a sample should be carefully chosen so that through it the researcher is able to see all the characteristics of the total population. It is the element of the population considered for actual inclusion in the study. Schools with many migrant learners were chosen to be part of the study. The sample for this study comprised 48 participants from 3 primary and 3 secondary schools. School principals, School Management Teams and Schools Governing Bodies were the participants in the study. 6 school principals took part in the individual interviews while 18 members of the SMTs and 24 members of the SGBs took part in the focus group interviews. The sample size was distributed in the table below:

4.6 TRUSTWORTHINESS OF THE STUDY

Trustworthiness seeks to establish credibility of qualitative research. According to Thomas (2010:318), trustworthiness is the term used in qualitative research as a measure of the quality of research. Trustworthiness simply means the accuracy and consistency of the findings. It is very important to measure the quality of the research because the end-product should be a useful tool to others. Denzin and Lincoln (2001:205) and Cresswell (2009:191), state that in ensuring the trustworthiness of the study, one should focus on credibility, transferability, dependability and confirmability.

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As a qualitative researcher, it was crucial to consider the criteria that have been highlighted above in order to measure the quality of this research.

4.6.1 Credibility

McMillan and Schumacher (2010:102) define credibility as the extent to which the results approximate reality and are judged to be accurate and reasonable. The research should be able to investigate what it was designed to study. The results were accurately described. The researcher investigated educational needs and barriers for migrant learners are and how school-based managers addressed (these needs and barriers). This was done through reviewing of relevant literature, conducting empirical investigation and triangulation of data by using information from various participants.

4.6.2 Transferability

Gay and Airasian (2003:69) argue that transferability is concerned with transferring the results of the study to other contexts. It is concerned with the extent to which the findings of one study can be applied to other situations. The use of thick description of various themes was adhered to in order to promote transferability. The researcher also utilised the experience of the promoter who checked and reviewed the data. Therefore, the findings obtained from this study can be transferable to other schools.

4.6.3 Dependability

According to Gay and Airasian (2003:247), dependability refers to how carefully the researcher has selected data collection instruments and research sites to suit the research question and the objectives of the study. In this study, the researcher carefully selected to conduct individual interviews with school principals and focus group interviews with members of the SMTs and SGBs because they were viewed to be suitable for providing answers to the research questions and the objectives formulated.

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The research sites were also relevant because they suited the participants, research questions and the objectives of the study.

With regard to dependability, similar findings should be obtained and consistent if the enquiry was replicated in a similar context, with the same methods and with similar participants. Dependability was enhanced by triangulation.

4.6.4 Confirmability

Babbie and Mouton (2001:56) state that confirmability is the degree to which the findings of the research study were the product of the form of inquiry and not the biases of the researcher involved in the inquiry. It is the extent the findings are the end-product of the aim of conducting the research and not of the subjectivity of the researcher. Confirmability is defined by Merriam (2009:217) as ensuring that the data findings truly represent the views of the respondents, perspectives or meanings rather than the views and understanding of the researcher. As such, data findings of the study were not subjective. The researcher attempted to discover the participants' meanings from their point of view by spending time with participants and probing participants with further questions to get more clarity on certain aspects.

The concept confirmability in qualitative research is a way of ensuring that the research findings presented are from the experiences of participants and not the preferences of the researcher. Throughout the data gathering the researcher kept the aim of the study in mind in order not to lose focus.

Merriam (2009:215) highlights that to promote trustworthiness, qualitative researchers should use multiple sources of data for triangulation, saturation for continuous data collection to the point where more data add little to irregularities that have already surfaced. Consultation with experts, in this case the researcher's promoters were always and readily available to assist her.

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4.7 DATA TRIANGULATION

Henning, Van Rensburg and Smit (2010:103), and McMillan and Schumacher (2010:33) state that data triangulation is collecting data over different times or from different sources. Different and multiple sources, that is, school principals, members of the School Management Teams and School Governing Bodies at various schools and at various times were used to generate data. Therefore, data that were collected through individual interviews and focus group discussions were triangulated.

4.8 DATA ANALYSIS

The study employed the qualitative analysis. According to Boeije (2010:76), qualitative data analysis is the segmenting of data into relevant categories and the naming of these categories with codes while simultaneously generating the categories from the data. It is also a process of systematically searching and arranging the interview transcripts field notes and other materials that the researcher has accumulated to increase his or her own understanding of the materials and to enable him or her to present what he or she have discovered to others.

The qualitative researchers make considerable use of inductive reasoning when analysing data (McMillan & Schumacher, 2001: 461). They make specific observations and then draw inferences about larger and more general phenomena. Inductive analysis is moving from specific data to general categories of patterns (McMillan & Schumacher, 2010:367). It is a process through which qualitative researchers synthesize and make meaning from the data, starting with specific data and ending with categories and patterns. McMillan and Schumacher (2010:33) state that qualitative researchers make specific observations and then draw inferences about larger and more general phenomena. Their data analysis is more subjective in nature (Leedy & Ormrod, 2005:96). The researcher observes participants and then draws conclusions about the population from which the sample has been taken. Inductive analysis was utilized in this study as it allowed the patterns to emerge rather than imposing the patterns on data

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prior to the data collection process. In this study, the researcher listened carefully to participants, writing down important notes, coding data and grouping them into themes and then drew conclusions.

Thematic analysis was used to analyse data. The researcher identified data that related to the classified patterns and combined related patterns into sub-themes to obtain a comprehensive view of the information. Thematic analysis was used to analyse data. The following themes were identified:

- The school-based managers' views on the educational needs and barriers of migrant learners;
- The experiences of school management teams in dealing with migrant learners;
- The role of school management teams in addressing the needs and barriers for migrant learners and
- Possible strategies for managing schools with migrant learners.

From the above-mentioned themes, relevant categories and sub-categories were further extracted. According to Braun and Clarke (2006:79), thematic analysis is a method for identifying and reporting patterns within data. It minimally organizes and describes data set in detail. The researcher identified data that relate to the classified patterns and combined related patterns into sub-themes to obtain a comprehensive view of the information. The researcher transcribed the data, read the data and noted down initial the list of ideas about what was in the data.

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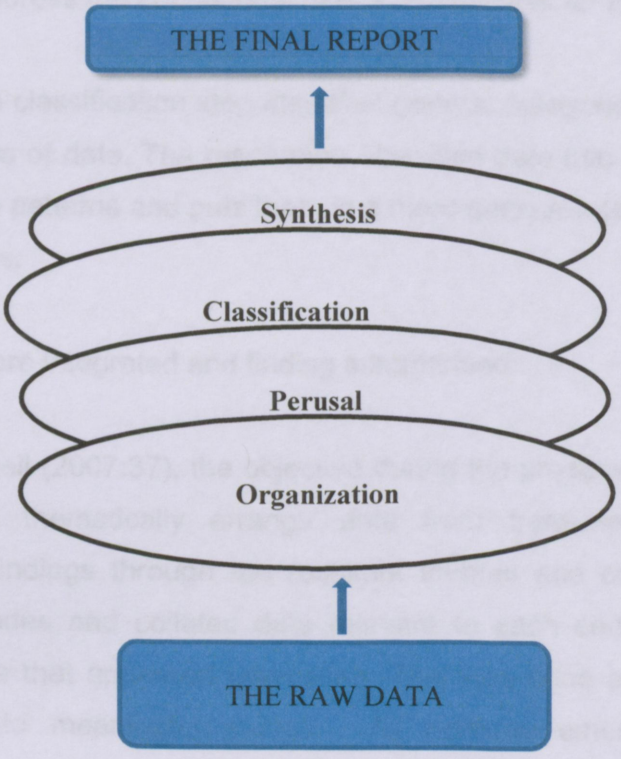


Figure 4.1: Described Data Analysis Steps Applicable to a Variety of Qualitative Studies

(Adapted Ormrod and Leedy, 2005:151 based on Cresswell, 1998)

In analysing data, it is important to first organise the data and classify the data into different themes. The four steps that were followed are organization, perusal, classification and synthesis.

Organization: Raw data that were collected was organised and then large units were broken down into smaller units. Data organized allowed the researcher to be familiar with data and was understood more clearly.

Perusal: Perusing the data set gave the researcher a sense of what it contained as whole. It has to do with getting an overall sense of the data. The researcher jots down few memos that suggest possible categories. Perusing the data helped the researcher

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to transcribe the interviews conducted in order to generate insights on how school-based managers address the educational needs and barriers for migrant learners.

Classification: The classification step identifies general categories or themes and then classifies each piece of data. The researcher classified data into different categories to meaning in the data patterns and puts them in a more general interpreted form, which in this case are themes.

Synthesis: Data were integrated and finding summarised.

According to Creswell (2007:37), the objective during the process of data analysis is to systematically and thematically arrange data from transcripts to later facilitate discussion of the findings through the resultant themes and codes. The researcher generated initial codes and collated data relevant to each code in order to identify features of the data that appeared interesting. This was done as the researcher was organizing data into meaningful groups. As patterns emerged, the researcher requested the participants to provide feedback which was incorporated in the theme analysis. All the collated extract for each theme were read again to check if the themes work in relation to the coded extract and the entire data set which formed a coherent pattern. The researcher then generated clear definitions and names for each theme as the analysis continued. The researcher, selected compelling extracts for final analysis. This was done by referring back to the literature and research questions for the production of the detailed report. The aim of conducting a research is to produce findings and as such, data collected during the research process was analysed to produce the findings. The data collected through tape-recorded interviews from school principals, SMTs and SGBs were transcribed into texts and emerging themes from the study were then identified and recorded down, analysed and interpreted. Field notes also assisted in reflecting on the data collected in order to consolidate the themes that emerged from the data. Findings were analysed in words than in numbers.

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4.9 ETHICAL CONSIDERATIONS

De Vos *et al.* (2005:57) define ethical consideration as a set of moral principles that is proposed by an individual or group and that is subsequently widely accepted, and that offers rules, behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistance and students. The researcher acted ethically at all times because she was aware and fully informed of what was considered to be ethical in research. Leedy and Ormrod (2002:108) stipulate that under no circumstance should the report be presented in such a way that others become aware of how a particular participant has responded or behaved. The researcher also sought permission from relevant authorities, in this case the department of Education, Tshipise-Sagole District, for field entry in order to carry out the research in the six (6) research sites under investigation. Permission was granted by the District Senior Manager (DSM) (see appendix D). The researcher requested permission from the school principals, SGBs of participating schools and sought permission from participants.

4.9.1 Informed Consent

McMillan and Schumacher (2006:143) explain that informed consent is achieved by providing the subject with an explanation of the research, with the opportunity to terminate their participation at any time with no penalty and the full disclosure of any risks associated with the study. School principals, SMTs and SGBs were given consent forms to sign in order to accept their participation and terms and conditions stated therein before the interview was conducted. The participants were also informed by letters of the research objectives, data collection methods and data collection instruments before the process of data collection began (See Appendix F).

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4.9.2 Confidentiality and Anonymity

As the researcher was in search of information-rich informants and because qualitative research was carried out in the participants' natural settings, this means that the researcher entered the participants' private world. This involved gathering sensitive information. McMillan and Schumacher (2001:399) argue that it is important for the researcher to treat what they observe and hear with greatest confidentiality as moral and ethical issues are involved.

The researcher explained to the participants that information they provided will be treated in utmost confidentiality. This study was crucial but sensitive because it dealt with people's personal experiences and their unique challenges. Given the sensitivity of the study, it was important to protect participants' confidentiality and privacy in order to produce quality research and conform to ethical standards. Participants' identities and responses given during the process of the interview were not revealed. Strict measures were taken to ensure the safe keeping of the tape-recorded interview to avoid any leakage of confidential information.

4.9.3 Voluntary Participation and Withdrawal

Nobody should be coerced into participating in a research project, participation must always be voluntary (De Vos *et al.* 2005:27). All participants can withdraw from the study at any given time should they feel insecure to continue with the research (Cohen *et al.* 2000:169). The participants were told that their participation in the study was purely voluntary and they had the right to withdraw from the study if they wish to do so.

4.9.4 Protection from Harm

Leedy and Ormrod (2005:101) state that participants should not be subjected to unusual stress, embarrassment, loss of self-esteem, be exposed to undue physical and psychological harm. Information about people's responses and identity was not

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divulged. As such, participants were not intimidated or subjected to any harm. All precautionary measures were considered when data was collected, analysed and interpreted in order to avoid unnecessary harm of the participants.

4.9.5 Permission to Undertake the Study

The participants in this research were also informed of the nature of the research prior to the interview and their permission was needed to use any information given by them in the study. Permission was also sought from the Department of Education, Tshipise-Sagole District. After written permission was granted the researcher proceeded with data collection in identified schools (See Appendix D).

4.10 CONCLUSION

This chapter provided a description of the research design and methodological procedures that were followed in collecting data for investigation. Relevant instruments, that is, interviews, were used for the purpose of gathering data aimed at finding answers to the main research questions. Individual and focus groups interviews were used to gather in-depth information on various issues under discussion. The next chapter focuses on the descriptive presentation, analysis and discussion of collected data.

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CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

The previous chapter dealt with the research design and the methodology pertaining to the study. This chapter focuses on the data analysis and interpretation from the collected qualitative data. The empirical data that was obtained by means of individual and focus group interviews and tape-recorded were transcribed by the researcher. The transcribed data was then coded and clustered into themes. There were three categories of participants from each school, namely, principals, School Management Team members and members of the School Governing Body. Inferences were drawn from the data that was analyzed and conclusions were drawn from findings. The researcher interpreted data from the individual and focus group interviews.

5.2 PROFILES

5.2.1 Schools Profile

Table 5.1: Schools Profile

School Code	Type	Highest Grade	Public/Private	Quintile	Number of Migrant Learners
PS1	Primary	7	Public	3	155
PS2	Primary	7	Public	3	191
PS3	Primary	7	Public	1	30
SS1	Secondary	12	Public	3	246
SS2	Secondary	12	Public	1	163
SS3	Secondary	12	Public	3	220

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Primary schools were coded as PS1, PS2 and PS3 while secondary schools were coded as SS1, SS2 and SS3 for the anonymity and confidentiality of schools. All research site were ordinary public schools. Highest grade at primary schools was grade 7, whereas at secondary schools the highest grade was grade 12. Four schools fall under quintile 3 and while 2 schools are quintile 1. Total number of migrant learners were indicated.

5.2.2 Participants Profile

The number of participants was 48. School principals were 6, members of the SMTs were 18 and members of the SGBs were 24. 23 participants were males and 25 were females. The average age of participants was 46 years. The average teaching experience of participants is 28 years. The lowest qualification among the participant is NPDE and the highest is Masters in Education (See Appendix H).

5.3 RESEARCH FINDINGS

In this section, the researcher presents and discusses data collected in line with a set of research questions that guided the study towards answering the main research question, which is: *To what extent does school-based management address the educational needs and barriers for migrant learners in South Africa?* The findings of this research were presented and discussed according to the research methods used. What emerged from the interviews shows that migrant learners have unique educational needs and barriers and that schools which host them experience more or less similar challenges, but how those challenges are approached and addressed varies from institution to institution. This has resulted in inconsistencies when it comes to how these schools are managed and how the affected learners' challenges are addressed. It should be noted that the responses from all participants were considered as being of equal importance, since all participants expressed themselves openly on the key aspects which featured in the interview- questions.

From the individual and focus group interviews the following themes emerged:

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Theme 1: The school-based managers' views on the educational needs of and barriers against migrant learners;

Theme 2: The experiences of school-based managers in dealing with migrant learners;

Theme 3: The role of school managers in addressing the needs of and barriers against migrant learners; and

Theme 4: Possible strategies for managing schools with migrant learners.

5.3.1 THEME 1: The School-based Management's Views on the Educational Needs of and Barriers against Migrant Learners

The first theme sought to ascertain the needs of and barriers against migrant learners at various research sites that were visited. Through this theme the researcher attempted to answer the first research question which is: *What are the educational needs of and barriers against migrant learners in the Tshipise-Sagole District?* The main educational needs and barriers identified during the interviews, which collectively constituted major challenges, were: language proficiency, socio-economic conditions, lack of documentation and mobility. These challenges, as the researcher noted, appeared to be affecting migrant learners' academic performance at the sampled schools.

5.3.1.1 Language as a barrier to learning for migrant learners

Language as a barrier to learning for migrant learners featured prominently during the interviews with school-based managers in both primary and secondary schools. The most important language-based barriers cited include speaking, reading, learning and understanding the Language of Learning and Teaching (LoLT).

There is a high concentration of people from different nationalities in schools around Tshipise-Sagelo District, especially in Musina. These nationalities include Zimbabweans, Indians, Chinese, Somalis, Congolese and Ethiopians. However, schools in this district are mostly populated by children from Zimbabwe, India, DRC and Malawi. Furthermore, the majority of schools in this district offer Tshivenda, Sepedi,

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XiTsonga, English or Afrikaans as Language of Learning and Teaching (LoLT) in the Foundation Phase. Most of these languages are different from migrant learners' home languages. However, in the Intermediate and Senior Phase most schools in the district offer English or Afrikaans as Language of Learning and Teaching. Aspects of the language that work against migrant children's learning include the following:

Speaking and understanding the Language of Teaching and Learning: The views from participants in the various primary schools suggest that Home language acts as a serious barrier to migrant learners as they cannot speak the Language of Learning and Teaching. Home Language is regarded as Language of Teaching and Learning from grade R to grade 3 in most subjects (Mathematics, Life Skills and Home Language) except with First Additional Language (FAL). In all schools the Principals and SMTs described how learners struggle to understand what is taught and to communicate with educators and their fellow school mates. Furthermore, it was revealed that educators cannot understand what learners are saying when they try to express themselves in their own languages. One participant (PS2) put it this way:

> *Migrant learners cannot speak our language. Some teachers try to speak in English to explain words, but some migrant learners, especially small ones, do not even have a background of English and therefore, cannot understand. Other educators who try to speak migrant learners' languages sometimes speak with these learners in their home languages* (Appendix #8).

However, it emerged that Tshivenda-dominated schools experience less challenges pertaining to Home Language, especially with learners from Zimbabwe. It was explained that learners from Zimbabwe, especially those who speak Shona, understand the Tshivenda and English language more than Sepedi and XiTsonga. For this reason, these learners were reportedly to experience minor language problems mostly in the first term. It was further reported by the SMT members of PS3 that since the majority of migrant learners in the area are Zimbabweans who can speak Tshivenda which is the most dominant language spoken in most schools and communities in Tshipise-Sagole

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District, they appeared to be more advantaged than other migrant learners from other countries like Malawi, DRC and Zambia.

From the literature reviewed (Ruiz-de-Velsaco *et al.* 2000; Danticat, 2009; Christensen & Stanat, 2007) and interviews conducted, it was clear that language is a serious barrier for learning to migrant learners and the affected schools in district. Migrant learners have different level of language proficiency and educational attainment when they enter the host countries and at schools they do languages that are different from those spoken at home. This further indicates that when migrant learners get to the host countries they have no choice but to learn home languages other than their own. Sometimes these learners have a tendency of forgetting their own Home Language because others do not stay with their parents and family members.

The SMT members at one primary school (PS2) indicated that they know of a child who comes from the Democratic Republic of Congo (DRC) who now speaks Sepedi fluently but can no longer speak her home language which is Swahili. It was also reported that she stays at a shelter where the majority of refugees speak Shona and Ndebele.

Participants further revealed that the majority of migrant learners from Southern African Development Community (SADC) are registered at public schools whereas those from China, Ethiopia, Bangladesh and India are registered at former model C and private schools. This is because former model C schools are fee-paying school and most parents and unaccompanied cannot afford them due to financial constraints. This indicates that the majority of parents from SADC are forced to enroll their children at ordinary public schools which are no-fee paying schools despite the language barrier. Participants further stated that parents of migrant learners struggle to assist their children with school work as some cannot speak languages spoken in the areas where they reside and they do not understand the LoLT either.

It emerged that the SGB members of PS1 think that because the South African learners, Sepedi learners, in their school struggle with the Home Language due to the

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spoken languages in the community, migrant learners should not be admitted at the school as they worsen the situation.

One participant (PS 1) put it in this way:

> *Migrant learners confuse our children because they speak Shona, Ndebele and Tshivenda even in class. Our school is no longer a Sepedi speaking school because learners speak many languages in the school premises. We should make a rule not to admit learners who cannot speak our Language of Learning and Teaching or learners should not be allowed to speak any language other than Sepedi (Appendix #7).*

SMT members in one primary school (PS2) reported that educators complain about the language problem and they are not happy because they have to start from scratch even in higher grades to teach migrant learners to understand the medium of instruction. They stated that this challenge impede the smooth running of effective teaching and learning. The SMT further added that the average marks for Home Language is mostly lowered by the poor performance of migrant learners.

Reading and writing the Language of Learning and Teaching: It was discovered that migrant learners also struggled with oral, reading comprehension, grammar (language structure), dictation and writing. A school principal from PS2 reported that migrant learners fail Home Language in big numbers and the failure rate becomes high and the circuit complains about their performance and how it affects the overall circuit and district performance. This was identified as a disturbing issue, because every term principals attend an accountability meeting with circuit managers where they account for such poor performance and come up with intervention strategies. So, the principal (PS2) said:

> *This challenge cannot be easily solved because each year we receive new learners with the same problems. In addition, Home Language is a requirement for a learner to progress to the next*

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grade. The pass mark is 50% for Home Languages and it is compulsory (Appendix #2).

One SMT participant (PS3) stated that:

In our school we do not have much problem with reading and writing because most migrant learners come from Zimbabwe. Most of Tshivenda phonics and syllables are written and sound the same way, however most words have different meanings. For example, the word 'tamba" is written the same way in Tshivenda and Shona but the meanings are different. So, the 'tamba' in Tshivenda means to bath and in Shona it means to dance. (Appendix #9).

The researcher realized that migrant learners at a Tshivenda-dominated school were far much better than those at Sepedi and XiTsonga speaking schools because learners can read the words even though they cannot understand the meaning. Unlike in Sepedi and XiTsonga were there are no such words. The table below indicates how certain words are pronounced the same but written differently which is a challenge for migrant learners who are registered at Sepedi and XiTsonga schools.

Table 5.2: Syllables and Phonic in Various Languages

		Language of Learning and Teaching at Various Schools		
	Shona	**Tshivenda**	**Sepedi**	**XiTsonga**
Words	sh	sh	š	x
	vh	vh	b	v
	-	x	Kg	-

Table 5.1 above highlights words from various LoLT that sound and are pronounced the same but written differently. As a result, migrant learners at Sepedi and XiTsonga schools become more confused when reading and writing than those attending

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Tshivenda schools. It takes much of their time to master the Home Language in these schools as they confuse words and end up reading them incorrectly. Literature reviewed (Thomas & Collier, 2000) affirm that learners who do not speak the LoLT at their homes and with no schooling in their home languages usually take seven to eight years to reach age and grade level performance It, therefore, suggests that other than just struggling to learn the language, migrant learners are also delayed to achieve good grades at the required and expected pace.

One important finding was that migrant learners who are registered at Sepedi and XiTsonga schools mostly hear the medium of instruction at school and not at home and in areas where they stay. Therefore, there is no practical use of these languages at home which subsequently affect their use of language to read and write. This further shows that migrant learners are mostly exposed to learning Sepedi and XiTsonga at school.

One SMT participants (PS1) even said:

> *The problem is worsened by the fact that the Department of Education haven't supplied us with Sepedi textbooks and readers since the inception of CAPS where maybe we would give these learners books to go and read at home. For several years we have tried but it is one promise after another (Appendix #7).*

However, it was reported that learners are motivated to study hard and have positive attitudes and perceive learning these languages as an opportunity to develop learning skills achieve positive academic achievement even though it is minimal due to the huge gap they have.

Provision of support: When Primary schools respondents were asked if there were catch up plans that are arranged for migrant learners, the majority of participants from PS1 and PS2 stated that it is difficult to offer extra lessons to children in the primary schools because these children are still young and most stay far away from the school,

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so when they knock off they have to go home. However, it was also reported that educators assisted these learners during their Home Language periods which is ineffective because time is not sufficient to provide the support that is needed. Migrant learners do not usually have enough time to practice and learn the Home Language.

However, in one particular school, PS3, both the principal and the SMT reported that migrant learners who have language problems in their school are given extra lessons. They said they have a program for assisting migrant learners. They have educators in the foundation phase who teach struggling learners basic Home Language words, reading and let them write sentences. These educators give themselves more time to teach migrant learners Home Language because learners in Grade R and Grade 1 knock off a bit earlier than the Intermediate and Senior Phase. The Grade R class knocks off at 12h00 and Grade 1 at 13h00. So, the remaining time is utilized to assist migrant learners struggling with the Home Language.

Educators give migrant learners simple library books to read in order to acquaint themselves with the language. Participants from PS3 further reported that since the introduction of the support program, the school's term performance has increased. The principal from PS3 further said:

> *One migrant learner who once was supported through that program improved in a way that he took position 2 in Home Language at the end of that year and the learner was given a certificate as an incentive to motivate him (Appendix #3).*

An SMT member from PS1 indicated that at their school, learners are encouraged to take turns to read the Bible at the assembly and learners enjoy that. However, those who participate are mostly learners who speak that Home Language. Learners also do poems, choral verses and drama in the mother tongue especially in the Foundation Phase. This is supported by the reviewed literature (Flom, 2011; Dunticat, 2009) which shows the importance of programs that assist migrant learners and how such programs are beneficial even though there may be challenges.

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An important finding which may suggest that incompetency in the language of learning may contribute to migrant learners' low academic achievement is presented in the narration from one school principal (PS2) who said:

> *You know what; migrant learners increase the failure rate in our school because of the language problem. The pass requirement for Home Languages in all grades is 50% and migrant learners usually perform lower than the required standard. They struggle to cope with the demands of the home language and they can't pronounce words properly (Appendix #2).*

It was noted that in an area like Musina there are more than 10 languages that are spoken and they form part of the school community. This suggests that language barrier has a negative impact on migrant learners in primary schools around Musina. Their lack of proper communication and knowledge of the LoLT affects their learning in a negative way. Instead of progressing smoothly, they are faced with a mammoth challenge that blocks them from excelling and hence, the school-based managers should identify the needs and barriers for migrant learners and find ways to address them as they cannot be ignored.

Participants in the Secondary schools also reported that language is also a barrier but not as serious as in the primary schools because when these learners come to their schools they already have a background of the Home Languages they did from the feeder schools. Participants at secondary schools pointed out that most of the migrant learners struggle with Home Language done at school because it is not their mother tongue. However, it was indicated by participants that most migrant learners catch up quickly because educators provide extra lessons for learners who struggle with Home Language. It was further reported that some migrant learners end up performing better than their South African counterparts. Some of the SMT members in one school, SS3, said that migrant learners are more willing and determined to learn. One said:

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We wish South African learners at our school could be as dedicated as migrant learners because some migrant learners get more marks in Home Languages than our children (Appendix #12).

It shows that migrant learners in the Secondary schools perform better in Home Language than those in the primary school. This may also suggest that communication between educators and migrant learners in secondary schools may not be a problem and therefore, effective teaching and learning may be guaranteed. It was also noted that schools have language policies drafted in terms of the Constitution of the Republic of South Africa Act 108 of 1996, Section 3(4) (m) of the National Education Policy Act 27 of 1996 and the South African Schools Act 84 of 1996. However, the LoLT taught in those schools do not include languages spoken by migrant learners. Even schools that have dual medium and have two languages as LoLT do not cater for migrant learners' language and this is indeed a serious barrier. Generally, schools have a challenge to provide quality and equal education to migrant learners using only South African Home Language as LoLT. Nonetheless, parents register their children regardless of the language barrier and their children continue to struggle as the LoLT is often not their Home Language.

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5.3.1.2 Socio-economic conditions as a barrier to learning for migrant learners

Migrant learners also experience a serious challenge with regard to their socio-economic status. Most of them come to the host countries as unaccompanied minors and those who have parents face the challenge such as poverty, unemployment, loneliness and stress.

Poverty: Both participants in the primary and secondary schools reported that most migrant learners come from low-income and poor families. Most of their parents are employed in low-paying jobs; some are hawkers while other parents are unemployed. One SGB member from a primary school (PS1) said:

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> *In addition what is being said, parents of migrant learners also have to pay rent, water and electricity where they stay which make their financial situation even worse (*Appendix #7*).*

The participant at one primary school (PS2) said:

> *I once saw this migrant learner at school who was very dirty on a Monday. I took the learner and went with him to his home to enquire about the state of the learner to the parents. When I spoke to the mother, she seem not to care or worry about the child. She said there's nothing she can do if there's no money to buy soap (Appendix #8).*

One principal from SS3, however raised a concern that unaccompanied minors stay at shelters because they do not have anywhere to stay. The participant indicated that young boys and girls at the shelters share bed rooms with adults and that is not conducive for learners. However, the principal said he had spoken to the coordinators at the boys' shelter to separate children from adults and the coordinator promised to take the matter up with relevant authorities.

The reviewed literature by OECD (2012) that indicates that many migrant learners live in poor or low-income households and that poverty is often cited as an explanation for migrant learners' poor academic achievement and educational outcomes. Borjas (2011) also concurs by saying that most migrant learners live in families with high rates of poverty. According to the author, nearly half of the migrant learners are being raised in households that receive some type of assistance, compared with children in the host country. Previous studies (Huang, 1993) suggested that many migrant students suffered educational disadvantages stemming from poverty-related problems which can directly have a negative effect on educational performance.

Participants further reported that the poverty level of migrant learners was worsened by the fact that some migrant learners do not stay with parents as they are unaccompanied

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minors who are accommodated in the shelters, while other migrant learners' households are child-headed as parents have moved to either Pretoria or Johannesburg, while other are truck drivers who visit their children after a while. As a result, some of these learners come to school unclean, without proper school uniform, lunch box, pocket money and other good things that other children have. Another SGB from SS3 also said:

> *Migrant learners do not have South African birth and IDs, and so they don't qualify to receive social grant from the Department of Social Development (DSD) offered to children and orphan* (Appendix #12).

Loneliness and inferiority complex: The finding is that some migrant learners feel lonely and inferior. They struggle to make friends easily and associate with learners in the host country. They often feel comfortable with their fellow migrant learners. When participants were asked why that is happening, it was revealed that it may be because they feel neglected, their problem with language proficiency and socio-economic experiences. One participant (SS3) even said:

> *In class migrant learners usually sit together and during breaks they are always together. They also do not participate actively in class. They usually do most things together because they understand each other (Appendix #12).*

Behavioral challenges: Additionally, participants stated that socio-economic conditions have a very negative impact on their behavior and they affect their education. They added that some schools girls at secondary schools have to engage in some form of sexual activities to get money to do their hair, buy clothes and to care for their siblings. Some young boys would work at the taxis after schools as door keepers and some linger around asking for money.

Against this background, one can deduce that the poor socio-economic conditions of migrant learners affect their education in a negative manner. Learners cannot learn

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while they are hungry and looking different from their peers. The poverty related problems often play to their disadvantage because it may cause some learners to drop out of school and seek employment. The behavioral challenges, loneliness and inferiority complex may cause them to have stress and low self-esteem. One can then say that the poor socio-economic status of migrant learners affects them physically, psychologically, emotionally, educationally and otherwise and therefore need the attention of school-based managers.

Support given to migrant learners to address their socio-economic challenges include:
National School Nutrition Program: Participants both in the primary and secondary schools indicated that the National School Nutrition Program (NSNP), a feeding program that was initiated by the Department of Education, is very helpful to migrant learners. Through the program learners are provided with a free meal a day and fruit once per week.

Non-Governmental Organization: Save the Children and UNICEF, which are non-governmental organizations, provide assistance to vulnerable children and migrant learners. Save the Children provided school uniform and other learning resources. At one Secondary school (SS2), the SGB member said:

> *Because we have many migrant learners at our school, UNICEF has provided us with mobile classrooms to address the challenge of the shortages of enough space* (Appendix #11*).*

Another school principal (PS1) commented:

> *Save the children provided us with learning resources that should be used in the resource centre such as computers, software, fax machine and printers. They also provided us with a tutor and they are paying that person* (Appendix #1).

Two school principals in Musina, one from primary (PS1) and one from secondary (SS2), have reported that Save the Children provided them with two youth facilitators

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who deal with challenges for vulnerable children, including migrant learners. These facilitators identify migrant learners and other vulnerable learners' various needs, record them down and provide necessary support. However, if the challenges are beyond their capacity, they escalate the matter to their managers through the principal's office. The researcher found out that more support provided by non-governmental organizations is given to schools in Musina than in other schools in Tshipise-Sagole district. This suggests that migrant learners in schools outside Musina do not get equal share of support from some non-governmental organizations received by schools in Musina area.

It was reported by the two schools that the youth facilitators are doing a good job because they check learners' uniform, cleanliness, and lunch box and sometimes visit learners' homes. One school principal (PS1) said:

> *The youth facilitators once visited a guardian of two learners, a girl (16) at grade 4 and a boy (19) at grade 5, who spent half of the term without coming to school. The youth facilitators found out that the girl was busy with house chores and the boy is selling fruits and vegetable and other stuff at a family spaza shop. Their guardian said there is nothing she can do if children decided to drop out of school, but the youth facilitators indicated that it seems there is more to this issue than what the guardian was saying (Appendix #1).*

After receiving the news the principal said she involved the social workers and unfortunately the matter was not resolve and those two migrant learners dropped out.

Some participants also reported that learners who stay at the shelters seem to be well-cared for. They have school uniforms and look very neat. They receive support from the United Nations Children's Fund (UNICEF) and Save the Children provides clothing, food, bedding and shelters for these children. However, because they do not have parents who live with them, the other older ones do odd jobs, loiter around town asking for money, push trolleys and carry people's luggage. Participants further reported that

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this behavior hampers and compromises learners' progress and ability to achieve because others focus much on getting money than school work and their work lags behind. However, one SMT member from one school (PS2) said:

*There is nothing that these children can do because they need money (*Appendix #8*).*

Free schooling, stationery and textbooks: Provision of free education for all learners by the Department of education also assists in reducing their socio-economic challenges. Participants reported that the provision of free textbooks and stationery is very helpful. The provision of such textbooks and stationery assists to alleviate and minimize the challenges that migrant learners encounter. Participants also reported that their schools are no fee schools where learners are exempted from paying school fees. It was noted that most migrant learners flock to register at no fee (quintile 1-3) schools than fee-paying schools (quintile 4 and 5) because of their financial status and how fees are charged at fee-paying schools. This suggests that a parent may seek admission at schools which are regarded as best in providing quality education, well-resourced and well-equipped but the fees at such school force parents to come to under-resourced schools. As such, paying school fees may be regarded as a barrier for migrant learners.

This is supported by Arendse (2011) who indicated that the exclusion of people with low socio-economic status from social services is an infringement of their inherent dignity. The right of migrant learners to basic and free education is supported by reviewed literature (UNICEF, 2007; CoRMSA, 2008 and the SASA) which indicated that access to education is a fundamental right and that the right to education is an internationally recognized right and that the legal and constitutional protection of this right cannot be undermined.

From the narration of participants, one may deduce that the support that migrant learners receive from the department of education and other non-governmental

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organization assists to alleviate the socio-economic experiences that migrant learners encounter.

5.3.1.3 Lack of documentation as a barrier to learning for migrant learners

Admission: Participants in various primary schools concurred on the fact that most migrant learners do not have required documents when they enrolled at school. They do not have birth certificates, immunization cards, reports and transfer card. All participants at primary schools reported that learners who lack proper documents are not refused admission to school but they are provisionally admitted and registered. However, it was revealed that parents are given time to get the proper documentation, and only very few respond to this call. The lack of proper documentation is because a number of migrant parents and learners are refugees who have escaped their countries of origin because of some political instability, war and hunger and they could not bring along their children's documents. As such, it makes it impossible for them to obtain required documents and this leads to some learners attending school for the entire year without producing any document. However, this is against Section 21 of the Admission Policy for Ordinary Public Schools in the reviewed literature (South Africa, 1998) which stipulates that persons classified as illegal aliens must, when they apply for admission for their children or for themselves, show evidence that they have applied to the Department of Home Affairs to legalize their stay in the country in terms of the Aliens Control Act, 1991 (No. 96 of 1991).

Nonetheless, participants revealed that some parents do apply for their children to get asylum permits from the Department of Home Affairs (DHA). However, one participants (PS 3) said:

> *Learners who fail to produce required documents within the stipulated time should be deregistered because the national admission policy says parents are given three months to get documentation for their children (Appendix #9).*

Another one said:

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> *Deregistering such children is not fair considering the circumstance under which these learners find themselves in. These learners will move around the street and ended up being criminals (Appendix #9)*

Furthermore, participants stressed that lack of documentation affect schools in a negative way because some learners inflate their grades and some parents falsify personal information about their children. Primary school participants stated that some birth certificates and school reports are tempered with. One principal (PS2) said:

> *Migrant learners' parents are unreliable and not trustworthy. They lie about their children's date of birth and the grade in which the child should be placed. There is a lot of forgery that is done by these parents. Sometime they register their children using false information. They may use another child's birth certificate, transfer card or report card to register their children (Appendix #2).*

Some SGB argue that South African government is so relaxed that it is failing to manage the influx of migrant learners in schools and hence the problem with documentation at schools. They further argued that even though learners have not produced documents within the stipulated time, they cannot expel them.

One SMT (SS3) said:

> *I think the Department of Basic Education policy on admission should be revised and provide very clear directives on how schools should deal with the challenge of admitting migrant learners. We once send away learners who failed to produce their documents after 3 months and the district was not happy about the decision and we ended up re-admitting them (*Appendix #12*).*

South African Schools Administrative and Management System (SA-SAMS): One of the findings is that participants reported that learners are now registered using the South African Schools Administrative and Management System (SA-SAMS) program which was introduced by the Department of Education. This program requires the child

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and parent or guardian details and if a learner's information is not complete it does not capture the child. It was reported that schools may keep the learner at school, however when the schedules are compiled you find that such learners are missing and this causes inconsistencies with regard to the correct statistics that should be provided to the circuit and district office. Principals further revealed that there is a challenge when the data about learners is needed at the circuit or district office, all learners, most of which are migrant learners, who do not have ID numbers are automatically exported to an omissions and error form and the principal has to write a covering letter to explain why these learners are on that form and sign to certify that these migrant learners are indeed in that particular school. So, the lack of proper documentation causes confusion in schools, circuit and the district office.

Placing of learner without documentation: Participants also reported that learners who have no documents at all are usually placed at grades lower than their actual grades because their information can be verified. The researcher further found out that there is no assessment done by schools to verify where learners cannot be placed. When asked why these learners are not assessed, one SMT (PS3) said:

> *There are not standardized instruments from the department that can be used to assess these children and if each school design their own it may cause some discrepancies and inconveniences (*Appendix #7*).*

One thing that participants in the primary school highlighted was the fact that even though they can assess these learners, they may perform well in other subjects but still fail the Home Language. So, they argue that placing them at lower grades is to the advantage of migrant learners. However, this challenge delays learners' academic progress, especially to those who should be placed at the required grades .

Eligibility to receive the national certificate and bursary: The participants in the secondary schools were generally of the opinion that the lack of documentation is not much of a problem in the Secondary schools especially for first time enrolments. Most

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of the learners who are registered at grade 8 usually come from the feeder schools with reports and transfers. Those that do not have required documents are requested to get asylum permit. One participant (SS1) said:

> *Migrant learners who do not have study permits or asylums and transfers are referred back to primary schools irrespective of their grades because we cannot just admit learners without any proof of their grades (*Appendix #4*).*

However, migrant learners who are admitted at secondary schools using reports cards and asylum permits only without birth certificates face a challenge when they are at Grade 12. Secondary schools participants reported that at Grade 12 learners without proper documents cannot sit for examination and therefore, cannot go to any University or College without the National Senior Certificate. These learners are required to have permits and birth certificates when they complete entries to write matric. This is supported by reviewed literature (CoRMSA, 2008) which indicates that one of the challenges is the eligibility of Grade 12 migrant learners for the National Senior Certificate because of their lack of birth certificates.

It was also reported that migrant learners who pass Grade 12 are not eligible for South African bursaries despite their performance and they end up nowhere. One SMT member (SS1) said:

> *Without a permit migrant and birth certificate learners cannot access tertiary education. I still remember the other year when one migrant learner who had passed grade 12 with 5 distinctions could not go to University because he could not be afforded a bursary; it was painful* (Appendix #10).

The principal of that school added that he had to talk to the personnel at the legal office and also convinced the municipality to assist the learner. It was only then that the learner got the funds to register at the University of Limpopo, but that was a year after.

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However, other participants indicated that these days migrant learners do receive bursaries but the process is long and complicated.

The process at the Department of Home affairs: Migrant learners who apply for study permits are requested to submit proof of medical aid for their application to be processed. It was stated that only those learners who are adopted by other educators and other people can be guaranteed to receive study permits.

It was further reported that the government introduced a policy for unaccompanied children to be eligible for residency and guardianship. The Department of Social Development (DSD) assigns a learner to social workers and the Children's Court sets out their guardianship arrangement. The Department of Home Affairs then issues the immigration permit allowing children to attend school. However, participants indicated that this is a long process and a learner might spend the whole year waiting for such processes to be concluded. This is supported by reviewed literature which indicates that even in the UK applying for asylum is a complex process that can result in dispersal across the country as well as long periods of waiting for decisions on applications and appeals (Bourgonje, 2010).

This shows that lack of documentation causes instability for migrant learners and delays their educational progress. Schools also struggle to apply relevant legislation especially to learners who cannot produce their documents within the stipulated time.

5.3.1.4 Mobility as a barrier for learning to migrant learners

Participants reported that migrant learners are not settled in one place. As their parents move they take their children along and as such the enrolment drops. Again, the enrolment at schools with migrant learners always fluctuates. This fluctuation affects the teacher-learner ratio because when the staff establishment drops and educators become redundant and have to be redeployed to other schools that have needs. One SMT (SS1) said:

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These children's parents are always changing jobs, so they mostly cannot stay in one place (Appendix #10).

This is supported by Capps *et al.* (2005) mentioned earlier who indicate that even migrant families in the US also are constantly moving from place to place as their parents seek work opportunities across state or national boundaries. It is further highlighted that because of that migrant learners are shuffled between school districts, their semesters interrupted by relocation. In addition, for the schools that enroll these learners, the migration process makes tracing learners and their progress extremely difficult as each district varies in terms of curricular, funding and resources. Other parents who fail to secure employment usually go back home with their children. Those parents who get employment elsewhere also take their children along and some don't even come and collect the child's report card.

This is further supported by migration theories which were discussed in Chapter 2 (Lee's push-pull model for migration and the neo-classical economy theory). According to these theories, people migrate to other places because the situations in their countries are not favorable or because of better opportunities that are offered at countries of destination. However, when things do not go according to their expectations migrants are forced to go back home. A principal (PS1) at one primary school said:

> *I know of a parent who came to collect a transfer card after only four months after the child was enrolled. The parent said she is unable to get employment and so she has to go back home. It was painful but she had no option (*Appendix #1*).*

Another participant at PS3 said:

> *Migrant learners are problematic. When they visit home with their parents they don't come back in time. Some even come back after two month. Others move with parents when they got new employment and never come back (*Appendix #9*).*

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One SMT member at PS1 said:

> *Some learners take our textbooks along with them and we remain with a shortage and those textbooks cannot be retrieved and cannot be accounted for (Appendix #7).*

Participants also stated that during the first term there would be a large number of migrant learners, which declined with the approach of the third and fourth term.

Another SMT member (PS2) said:

> *Mobility of migrant learners inconvenience schools and there cannot be proper planning. We are never sure as to whether these children will come back or not if they've gone home or at the beginning of the following year (Appendix #8).*

It was noted that parents' constant mobility makes learners to be unstable and unsettled. School managers also have difficulty in managing the situation and this affect the whole system. The instability leads to many learners academically falling behind others. Some of these learners lose interest and end up dropping out of school.

5.3.2 THEME 2: The Experiences of School-based Management in Dealing with Migrant Learners

With regard to theme 2, the researcher sought to understand the experiences of school-based managers as they interact with migrant learners on a daily basis. The participants indicated that managing schools with migrant learners was quite challenging. One principal (SS3) said: *Our schools are not 'normal'.* (Appendix #6).

Participants revealed that migrant learners need unique and specific support that is sometimes not easy for schools to provide. Migrant learners sometimes feel inferior, isolated and looked down upon. They also feel vulnerable and not safe because they are sometimes teased, labeled and threatened by their fellow South Africa learners and

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teachers. The issue of diversity and inclusion was reported to be challenging even though schools have various school policies that may address some of the migrant learners' challenges. It was stated that because of the different accent that migrant children have, especially those from Zimbabwe, South African learners imitate how they speak and this make migrant learners to feel like outcasts. However, participants stated that such behavior is not promoted in their schools. One of the participants (PS3) said: *We make sure that measures are taken against learners who behave in that way.* (Appendix #9).

It was also indicated that other NGOs and social workers sometimes bring learners who have been on the street and out school for 3 or 4 years to school. Participants argued that these children take time to adapt to everything, including discipline, and which then create a serious problem. One participant (PS2) said:

> *Educators are not happy about such situations because migrant learners who were street kids have behavioral problems and they usually bunk lessons and they increase the rate of absenteeism* (Appendix #2).

This is an indication that schools with migrant learners have a lot to deal with. They have to ensure that things run smoothly even though the situation at their schools is unique and difficult to address.

Again, it was reported that some migrant learners with proper documentation visit their homes when the school closed but because the number of days they are given at immigration offices are limited, others use alternative routes, mostly illegal routes, it delays them and others fail to come back totally. Participants revealed that these learners who cross the border using illegal routes are usually abused sexually by the '*gumagumas*' (criminals and robbers) who offer to assist them to cross the border or Limpopo River. Their belongings are confiscated and if they have money it is also taken. It was reported that some migrant learners seem traumatized by such actions and their

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learning is disturbed severely. However, SMTs and principals reported that it is not all doom and gloom for migrant learners. Another principal (PS3) said:

> *One of the major advantages of having migrant learners is that they are committed, willing to learn and hardworking. Even though they may have some difficulty in Home Languages, others do well in other subjects and this is a challenge to our local learners* (Appendix #3).

An SMT member (PS3) added by saying that:

> *I teach English in grade 6 and migrant learners are very intelligent and competent. They do well in English which is the First additional language of the school (Appendix #9).*

Furthermore, SMT members from one school reported that because most migrant learners do not have places to study, they usual remain at after school to study. Some participants reported that migrant learners usually group themselves. They study together and assist each other. One secondary school principal (SS1) said:

> *Migrant learners make our school to shine because at grade 12 they are the ones that produce distinctions in difficult subjects such as, Mathematics, Physical Sciences, Life Sciences, Geography and Accounting (Appendix #4).*

Another principal (SS2) concurred by saying:

> *Migrant learners are the cream of our school. Some of our local learners make friends with these learners so that they can assist them with Mathematics and Physical Sciences* (Appendix #5).

Another one (SS3) said:

> *Because migrant learners are good in Mathematics and Physical Science, our results are picked up and the standard of performance is generally high* (Appendix #6).

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A finding that emerged here is that some migrant learners are able to achieve well against all odds. They show that they have a passion for education and to progress towards the betterment of their lives. School-based managers are also proud about the general performance of migrant learners.

Participants, however, did express mixed feelings at some point. One of the SMT in one school reported that for migrant learners to make ends meet, they go all out to do any odd job which can assist them. One SGB member (PS1) was quick to say that "*migrant learners are good for nothing*" (appendix #7). The SGB member said that girls sell their bodies to get money and boys break into houses to steal other people's stuff, such as money, cellphones, televisions, DVD players and music systems so that they can sell them cheap and get money. However, one the participant strongly disputed and said:

> *Most of those who usually do such bad activities are children who don't attend school and are lingering and roaming in the street during the day, even South African children can do that (Appendix #7).*

It was also revealed that migrant learners are respectful, friendly and helpful. They also seem to seek attention and love. One female principal reported a case of one learner who would send her messages, telling her how much she loved her and wanted her to be her mother. She further reported that during breaks this learner would come and sit on the window seal in her office. This learner did this until she passed Grade 7.

SGB members from one school expressed a concern that even though the state is obliged to funds their schools (Norms and Standards for School Funding) it is not enough. They further indicated that as no fee schools, they sometimes struggle to make ends meet because parents do not participate fully in fundraising activities that would supplement the funding received from the state. As such, they fail to serve the educational requirements for all learners as stipulated in Section 5(1) of SASA.

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Generally, participants have similar views that managing schools with migrant learners is quite challenging but they are doing their best to address these educational challenges. Again, they said migrant learners boost their enrolment because they come in numbers and this makes schools get a better share of school provisioning of Norms and Standards for School Funding.

5.3.3 THEME 3: The Role of School Managers in Addressing the Needs for and Barriers against Migrant Learners

Theme 3 sought to understand the role played by school-based managers in addressing the needs of and barriers against migrant learners. It also answers the second research aim which is: *To examine from international perspectives, how school-based management addresses the educational needs and barriers for migrant learners.* In the process of managing their schools, principals, STM and SGB members have a huge role to play in ensuring that migrant learners' educational challenges are responded to and that their schools are managed effectively and efficiently.

Provision of equal education and inclusive education: Participants revealed that their role is to provide equal education for all learners in their schools and to ensure that relevant policies are put in place. They ensure that there is no preferential treatment given to South African learners. All learners receive the same and equal share without unfair treatment. Some even quoted the Bill of Rights which says "*learners should not be discriminated against because they are migrants*." One principal (SS3) supported the above statement saying:

> *Migrant and local learners share the same classrooms; they are taught by the same teachers and eat the same meals (Appendix #6).*

This is emphasized and supported by reviewed literature in the seventh edition of the EFA Global Monitoring report (UNESCO, 2007) which argued that equity must be at the Centre of the Education for All agenda. This is further supported by the White Paper 6: Building an inclusive Education and Training (Department of Education, 2001) which

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outlines a national strategy for systematically addressing inclusive education and removing barriers to learning and through establishing full-service schools, converting special schools into resource centres, training education managers and teachers, developing institutional and district support structures and pursuing a funding strategy.

With education as a fundamental right, schools should be able to serve all learners, particularly those with special educational needs. Inclusive education received the momentum and urge at the World Conference on Special Needs Education in 1994 in Salamanca, Spain. At this conference, strengthening the capacity of education systems that would recognize and respond effectively to diversity was acknowledged. The emphasis was on developing inclusive education systems that would accommodate all learners regardless of their unique and diverse background and abilities.

Discrimination: Participants reported that migrant learners are not discriminated against at their schools and that is why they admit them in the first place. They receive equal treatment as learners in South Africa. The SGB members of one primary school reported that together with the management of the school they were able to review their school's constitution in a way that it accommodates migrant learners and caters for their diverse needs and challenges without unfair treatment. One participant (PS3) said:
We ensure that learner assessment is solely based on merit and nothing else. (Appendix #3).

UNESCO (2005) supported this in the reviewed literature by saying that the Convention against Discrimination in Education, 1960 and The Convention on the Right of the Child, 1989, do not allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need. This shows that managers of schools with migrant learners should not treat them otherwise. The schools ensure that all learners are included in the learning and in all activities and programs at school without exclusion.

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The right to education: Participants further reported that it is their role to ensure that the right to education for all learners is promoted without fail. They revealed that no learner is refused admission irrespective of the challenges they bring along. The South African Schools Act and the country's Constitution were also quoted by some principals and SGBs. They said SASA and the Bill of Rights are their guideline and as they make provision for all children to have the right to access education without being refused admission. In addition, participants said that promoting the right to education in schools should be informed by legislation and relevant policies.

This is also supported by various conventions and declarations such as, the Universal Declaration on Human Rights, the Jakarta Declaration, Convention on the Rights of the Child and many more. However, one principal (SS2) revealed that sometimes migrant learners take advantage of the fact they are admitted without documents and abuse the resources. He said:

> *Migrant learners come early January and be registered then get the asylum and leave school or go back home. The following year they come back again. So after realizing the game that these children were playing, we compiled a list of those learners and when they come back we no longer admit them and this has reduced the behavior and abuse of resources (Appendix #5).*

Diversity: Most participants indicated they do their best to ensure that all learners from different cultures, background and languages are embraced and no act of exclusion is practiced. One school principal (PS3) said:

"*ur belief is that 'to adjust to different cultures is empowering oneself.* (Appendix #3)

He further said learners and educators are encouraged to respect and embrace each other's cultures and that has solved many challenges. He concluded by saying migrant are desperate and local learners and educators should be close to them and learn their culture and with that there will be mutual benefit in both side. The SGB members at one particular school (SS1) said:

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> *At our school we don't only have migrant learners, but we also have about ten educators who come from Zimbabwe. So, our role is to integrate the various backgrounds at our school, promote unity and respect for each other, for both learners and educators. However, it is not easy to work with a more homogeneous group (Appendix #10).*

This is supported by Adebayo (2010) who highlighted that there are more homogeneous groups in South African schools and sometimes migrant learners are not welcomed into groups dominated by indigenous South African groups. There are also no programs that deal with migrant learners' cultures in particular. As such, migrant learners are forced to learn cultures in South Africa than their own cultures.

Safe and child-friendly environment: Participants reported that it is their role and responsibility to ensure safe and violent-free schools where all learners feel secure and free from threats and abuse. Participants reported that that Department of Education requires schools to form safety committees to address the safety challenges at school, including the safety of migrant learners. These committees comprise educators, police officers, social workers, nurses and SGB members. At one school (PS1) an SMT member who is part of the safety committee at his school said:

> *The safety committee at our school is an important structure because all the challenges that affect the safety of learners are addressed and these include the safety of migrant learners* (Appendix #7).

Curriculum: Participants also said that their role is to ensure the curriculum content that promotes and respects human dignity is incorporated and emphasized in subjects such as Life skills and Life Orientation. Other SMT members reported that at their schools Life Skill and Life Orientation educators are encouraged to teach learners topics that address the importance of embracing diversity and integration by giving an example of our country (South Africa) where, despite its diverse languages, cultures and population groups, unfair discrimination against others is outlawed. Local learners are

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encouraged to accept the unique and diverse needs of migrant learners. Learners are also encouraged at the assembly and class educators are encouraged to have classroom rules that promote unity. This therefore suggests that schools uphold the country's motto which is 'Unity in Diversity'.

One principal (SS6) said:

> *It is only through instilling discipline and a sense of oneness that local learners can respect their fellow migrant learners. This will avoid labeling of migrant learners and being singled out (Appendix #6).*

However, according to reviewed literature by Adebayo (2010), the curriculum in South Africa does not cater for the migrant learners' diverse backgrounds. This is supported by the finding that revealed that although subjects such as Life Orientation and Life Skills attempt to address some challenges migrant learners face, cultural activities focus mainly on South African cultures. There are also no functions that support the migrant learners' cultural background. Generally, participants have shown an understanding of the South African Schools Act, Bill of Rights and the Constitution. They made it clear that it is their role as school management and leadership to ensure that learners receive education without any discrimination. However, some SGB members felt that migrant learners are crowding their school and that they receive more attention and assistance than South African learners who are poor and vulnerable.

5.3.4 THEME 4: Possible Strategies for Managing Schools with Migrant Learners

The theme on the possible strategies for managing schools with migrant learners sought to establish school-based managers' insights into workable alternative approaches to managing their schools.

The researcher noted that clustering of schools with similar challenges of migrant learners was the most suggested by the participants. This will assist in terms of schools

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having uniformity in registering learners, however, informed by legislation and admission policies. Furthermore, the needs and barriers for migrant learners can be discussed at such forums and schools can share ideas another on how they can address such challenges.

It was also suggested that school-based managers together with their staff should find ways to provide extra lessons to migrant learners who struggle with Home Language, especially schools that experience high failure rate due to poor performance in Home Language. Others also suggested that parents should get other people to assist their children at home, especially those that are good in migrant learners' languages and the LoLT at schools they are enrolled in.

The researcher also found out that the majority of participants concurred that most of the migrant learners' parents should be encouraged to be involved more in all the school activities as they sometimes feel inferior and withdraw from activities and programs done at school. They should attend parents' meetings and parents' evenings and be elected as members of SGB because parent involvement is a major strategy that can enhance and promote good performance in learners. One participant (SS3) said:

Schools should always keep in touch with parents and give them hope (Appendix #12).

The participants also advocated for the support from the Department of Education not only in terms of providing food, infrastructure and human resource, but also in terms of providing regular training of school-based management on how to respond to the unique challenges that migrant learners bring along.

With regard to the mobility challenge, some participants argued that schools cannot solve it because migrant parents and learners are always searching for greener pastures, but some suggested that schools should advice parents to move at the end of the year.

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Participants suggested that sister departments such as the Department of Home Affairs (DHA) and Department of Social Development (DSD) should have meetings with parents of migrant learners to advise them on the procedure that should be followed because parents lack information. They should assist on how to apply for asylum and study permits. One principal (SS2) said:

> *The Department of Home Affairs should not only assist South African learners in terms of applying for ID, which they are doing. They should also assist migrant learners in order to speed up the process (*Appendix #11*).*

The principal (SS2) further said:

> *The process at Home Affairs is too long. It may even take a month and learners lose a lot of contact time at school. So they are forced to stay away in order for the process to be completed. (*Appendix #11*).*

One participant argued that because the DHA usually requires a letter from school as a pre-condition for migrant learners to acquiring documents, it was not supposed to be such a frustrating and prolonged process. So, it was suggested that support from DHA is needed in terms of fast-tracking the application processes. This is supported by Hemson (2011) who indicates that there is little literature on migrant children in South African schools and so foreign parents are not educated early about the need for their children to apply for Birth certificates from the Department of Home Affairs. Again, CoRMSA (2008) concurred by saying that public debates on migrants' access to services, including education, often claim that existing infrastructure cannot incorporate the 'flood' of foreigners.

One principal (SS3) said:

> *It is useless to educate learners who will drop out and ended up roaming the street because they lack documentation due to the delay by Home Affairs (Appendix #12).*

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At one school it was suggested that schools should be assigned social workers who will liaise with schools in order to provide guidance and advice because migrant learners have a lot of problems, that is, social, psychological, emotional and otherwise. It was further revealed that some migrant learners' families are child-headed and the areas in which they are located have many social problems as well as poverty.

One suggestion was that Non-Governmental Organizations (NGOs) such as Save the Children, Musina Legal Advice Office, and Red Cross should continue to give support to schools. They should train learners and educators on Xenophobia, Ubuntu and upholding diversity.

At one school, participants suggested that the Department of Basic Education should consider hiring additional educators considering the number of migrant learners in a particular school. They said the policy suggest that if in a particular school there are 25 learners or more who speak a different language than the LoLT, an educator who also speaks that language should be appointed. However, that is not happening.

It was also stated that school-based managers should also advise learners and parents to be serious about the documentation issue. They should explain that lack of documentation has a very serious implication on learners and negative bearing when they go to high school. One participant (PS3) said:
Parents should be reminded politely but not be pressurized (Appendix #3).

Participants also suggested that there should be proper planning and monitoring of programs that will assist migrant learners. Schools should ensure that relevant school policies are drawn, are effectively implemented and that their implementation is subjected to continuous and thorough monitoring by management and leadership. One SMT member (PS1) complained:

> *There are unclear policies and procedures for addressing the needs for and barriers against migrant learners and school-based*

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> *managers sometimes have to use common sense and anything at their disposal that can assist them to deal with the situation at hand* (Appendix #7).

One principal (SS3) said:

> *Donors who fund the shelters should monitor and supervise how the shelters operate and ensure that learners who stay at the shelters attend school (Appendix #6).*

Other participants also mentioned that one thing that makes migrant learners and their parents to be unstable is their lack of money. It was suggested that maybe if migrant learners are offered some form of financial assistance by the government it can motivate them to stay. The SMT of one particular school (PS1) said:

> *The Department of Social Development (DSD) should deliberate on providing social grant for migrant learners until the situation in their countries is stable because migrant learners' financial challenges also affect us (Appendix #7).*

Participants revealed that if most of the challenges at their school are addressed, they will be able to manage their schools effectively and efficiently. This shows that school-based managers also need assistance with regard to the various challenges at their schools and if there is proper intervention their schools can be managed effectively and efficiently.

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5.4 CONCLUSION

This chapter presented and discussed the findings of the collected data, and this was done in line with the themes that emerged and derived from the research questions that guided the study. Participants were given ample time to answer various questions and they provided detailed information which assisted the researcher in carrying out the study smoothly. The findings from interviews indicated that migrant learners have serious educational needs and barriers and that schools-based managers have a huge role to play in addressing migrant learners' challenges. Participants revealed their experiences of dealing with migrant learners on a daily basis and they suggested some strategies that can be employed to assist them deal with these challenges.

Most of the findings that were obtained from individual interviews with school principals were similar to those obtained from the focus group interviews and reviewed literature. However, there are some findings which are not addressed by reviewed literature because research on managing schools with migrant learners is very limited. Much of the literature focuses on learners and their challenges only. The researcher believes that the discussion about the themes that emerged from this study could assist in addressing the challenges of managing schools with migrant learners in South Africa.

The next chapter summed up the study by making a summary of the findings, highlighting limitations, providing recommendations and conclusion.

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CHAPTER 6

SUMMARY, CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In the previous chapter the findings of the empirical study were discussed. The findings were based on the interpretation of the data gathered during in-depth and focus group interviews. The aim of this chapter was to draw key conclusions from the results that emanated from the reviewed literature and empirical investigation, and to suggest recommendations pertaining to the management of migrant learners in South Africa. It should be noted that a number of recommendations emerged from the analysis in chapter five. The researcher also designed a context-specific model that can be applied by different schools with migrant learners in various countries. The limitations of the study were highlighted and suggestions for further research were made.

6.2 SUMMARY OF FINDINGS

The main research question and sub-questions 1 and 2 were answered by exploring the various literature and theories of migration and the education of migrant learners.

6.2.1 How the Study Responded to the Research Questions

The study operated within the context of the following main research question: *To what extent does school-based management address the educational needs and barriers for migrant leaners in South Africa?* The following sub-questions were drawn from the main research questions:

Research question 1: What are the educational needs and barriers for migrant learners in Tshipise-Sagole District?

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The study found out that migrant learners have various educational needs and barriers, ranging from language barrier, socio-economic, mobility to documentation. They were identified as the most barriers that hamper the academic achievement of migrant learners. It was also highlighted that the educational needs and barriers of migrant learners affect their physical, social, emotional and psychological well-being. Some SGB an SMT members felt that migrant learners are a burden to their school because they do not understand the Language of Learning and Teaching, which is mostly the home language in the foundation phase, and hence an increase the failure rate.

Somehow participants felt overwhelmed with migrant learners' challenges as they are unique and need special intervention from various stakeholders, starting with the Department of Education as the main bearer of these children. Views from participants revealed that these barriers need to be addressed in order for learners to succeed and schools to be managed effectively and efficiently. It was therefore, imperative to explore the educational needs and barriers of migrant learners in order to gain a deeper and better insight into the issue of managing schools with migrant learners with the aim of addressing the needs and overcome such barriers.

Research question 2*:* How does school-based management address the educational needs of and barriers against for migrant learners?

With regard to the role that schools play in the education of migrant learners, a number of key aspects where highlighted. For example, the reasons why migrant learners should receive education and how various schools address them, especially in the application of various policies and legislations in their countries. It was found that while school principals, SMTs and SGBs are aware of the various policy and legal framework regarding the right to education for all learners, including migrant learners, there were challenges in the implementation of the admission policy, especially where learners do not have necessary documentation. There were significant differences between participants regarding the admission policy. Others felt that if parents fail to produce the

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documents within the stipulated time, their children should be stopped from attending school, while others felt it was an unfair practice to do such a thing.

However, participants highlighted that they do their best to accommodate all learners without any form of discrimination or exclusion practices. The provision of equal and inclusive education was fairly practiced. Parents are given ample time to get documents from the Department of Home Affairs. It was also found that migrant learners are integrated in all the programs that are done at school and that the management of the schools strives to create a safe and child-friendly environment where all learners feel secure. It is the role of participants to promote the right to education for all learners in line with various international conventions and declarations, the Bill of Rights, South African Schools Act and the National Education Policy Act. However, participants feel that beside the provision of free textbooks and the meals, the Department of Education does not provide guidelines on how to deal with some of the experiences that school management and leadership encounter.

Participants highlighted a number of intervention strategies they employ to address some of the challenges highlighted above. Some participants indicated that migrant learners are offered extra lessons and supported emotionally, other organisations provide them with school uniforms and in getting asylum and study permits.

Research question 3: What context-specific model for managing a school with migrant learners can be designed?

The researcher designed a model for managing schools with migrant learners which she suggests can assist school management to manage their schools in addressing the educational needs of and barriers against migrant learners.

Below is a summary of various literature that was reviewed in support of the current study.

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6.2.2 Summary of the Review of the Literature

The study identified that while schools admit migrant learners, they identified a number of educational needs of and barriers against migrant learners. It was discovered that various migrant learners in various countries experience similar challenges. However, other countries like the UK and USA have strategies that address some of the barriers that migrant learners face and they also have programs that support learners that struggle to adapt to new environment. With regard to Tanzania there is no formal policy that deals with the education of migrant learners, however, learners are taught by educators who understand their home language and there is a repatriation program which assists learners to go back to their home countries. In South Africa, the Constitution of the country and the South African schools Act promote the right to education for all learners, however, there are no clear guidelines on some of the policies and they are not communicated clearly to schools as there is no uniformity in managing schools with migrant learners. There is also limited literature and very few services and resources that specifically deal with the issue of the education of migrant learners in South Africa as highlighted by Palmary (2009:38) and Hemson (2011:65).

Chapter 2 focused on theories of migration and the right to education. The study highlighted various theories of migration which explained how and why people move from one country to another. Theories such as Lee's push-pull migration theory and the neo-classical Economic theory were discussed in detail (see Section 2.2.1 and 2.2.2). Lee's theory of migration argues that migration is determined by the presence of attracting (pull) factors at the point of destination and the repelling (push) factors at the place of origin. According to Lee, the decision to migrate is determined by factors associated with the area of origin, area of destination, intervening obstacles and personal factors. Whereas the neo-classical economic theory is an economic model used in development economics and welfare economics to explain the issues concerning rural-urban migration. The neo-classical migration theory sees rural-migration as part of the development process, by which surplus labour in the rural sector supplies the workforce for the urban industrial economy. The neo-classical

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migration theory either follows a macro-level or micro level. The chapter also highlighted that people migrate for various reasons. Migration can either be voluntary where the person is motivated by better opportunities in the receiving country, or forced migration where issues such as social and political problems cause such movements. Topics such as how migration affects education, current trends in migration in Africa and OECD countries were also discussed (see Section 2.3; 2.4; 2.5 and 2.6).

The second section of chapter 2 discussed the right to education for migrant learners. Various conventions and declarations pertaining to the right to education for migrant learners were discussed (see Section 2.6, 2.6.1; 2.6.2; 2.6.3; 2.6.4; 2.6.5; 2.6.6 and 2.6.7). The conventions and declarations emphasize the right for migrants to be treated equally and to receive the same benefits that learners in the host countries receive. South Africa is a signatory and member states to various international conventions and is bound by the agreements set at such conventions.

The 1948 Universal Declaration on Human rights: This prohibits any form of discrimination and seeks to promote the right to education for all, including migrant learners.

The 2005 Jakarta Declaration: It emphasizes the right to education as an internationally recognized right, and that the legal and constitutional protection of this right is indispensable to its full realization.

The 1989 Convention on the Rights of the Child (CRC): It strengthens and broadens the concept of the right to education, in particular through the obligation to consider core principles such as non-discrimination, the best interest of the child, the right to life, survival and development of the child to the maximum extent and the right to express their views. According to CRC, the right to education is to be achieved on the basis of equality of opportunity.

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Convention against Discrimination in Education: It reaffirms the principle of non-discrimination, equality and equal opportunity in education. Secondly, it makes it easier to mobilize the commitment of states in the field of the right to education by updating the principles and the means of exercising that right.

The United Nations Convention Relating to the Status of Refugees: It recognizes the right of persons to seek asylum from persecution in other countries.

The African Charter on the Rights and Welfare of the Child (ACRWC): The Charter specifies that every child shall be entitled to the enjoyment of the rights and freedoms recognized and guaranteed in the ACRWC irrespective of the child's status.

The Declaration of Amsterdam on the Right to and the Rights in Education: Its determination is to continue promoting the right to and the rights in education by networking and professional interactions, intellectual gatherings, research studies and advocacy.

The right to education for all is also supported by **Education for All (EFA) and Inclusive Education** policy (see section 2.6.8). EFA argues that equity must be at the centre of the Education for All agenda. The EFA plays a very crucial role in ensuring that all learners, including marginalised and disadvantaged learners such as migrant learners get free and compulsory education. It promotes the right to education fully, in order to meet the 2015 target. Education, as a human right, should also be all-inclusive. It is argued that a right-based inclusive approach requires a national policy framework that addresses the access and learning needs of all children, and supports the need for changes in respect of the culture, policies and practices in schools.

Chapter 3 dealt with the role of school management in the education of migrant learners. The chapter highlighted reasons why migrant learners should receive education in countries such as the United Kingdom, United States of America, Tanzania and South Africa (see 3.2; 3.5; 3.6 and 3.7). A number of educational needs of and

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barriers against migrant learners were also highlighted. Some of these barriers are language, socio-economic challenges, lack of documentation, cultural experiences, integration and mobility. Educational challenges that are faced by migrant learners affect them in a negative way and hinder their progress towards academic achievement. The policy and legal frameworks of the above-mentioned countries were also discussed thoroughly in Chapter 3 (Section 3.3).

United Kingdom: The every Child Matters policy sets out the national framework for local change programs aimed at building and transforming services around the needs of children and young people.

The 2004 Children's Act is the legislative spine on which reforms of children services are built. It sets out the process of integrating services for children. The Children and Adoption Act of 2006 assist in reuniting migrant learners who are separated from their parents.

United States of America: The Elementary and Secondary Education Act (ESEA) is created to distribute funding to schools with high percentages of students from low-income families and this includes migrant. The Act emphasises equal access to education for all.

The No Child left Behind Act (NCLB) of 2001 is designed to improve students' achievement and change the culture of US schools. It ensures that all children have a fair, equal and significant opportunity. It is based on the assumption that all children can meet challenging academic standards.

The Migration Education Program (MEP) of 1966 supports the state programs that are designed to meet the educational needs of US migrant learners. The program assists in improving educational opportunities for migrant students aged 3-21years by supporting regular school and summer term programs to ensure that migrant students do not face additional educational challenges.

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United Republic of Tanzania: The Education and Training Policy (EPT 1995) aims to improve the quality of education process, increasing and improving access to and quality of education for all.

The Education sector Development Programme (ESDP, 2008-2017) aims to achieve the long-term human development and poverty reduction for all. It was reviewed in 2008 to also incorporate key education programmes. Access to education in Tanzania is a basic right which is linked to poverty alleviation.

The Republic of South Africa: The South African Schools Act promotes access to education, quality and democratic governance in the schooling system. The Act ensures that all learners have access to education without unfair discrimination. The act also discourages any form of exclusion practices, such as, the use of admission-related testing, ability to pay school fees and subscription to a mission statement as conditions for admission. The Act makes it compulsory for all children to attend school until they reach the age of 15 or the end of Grade 9.

The Children's Act No. 38 of 1995 sets out principles relating to the care and protection to children. Section 2(b) (iv) highlights that the best interest of the child is of paramount importance in every matter that concerns the child.

The Inclusive-Education Policy lays a strong foundation for the development, promotion and support for the inclusion and participation of all learners in education. The white paper focuses on the inclusion of vulnerable and marginalised learners at all levels of education by 2020.

The National Education Policy Act (NEPA) 20 of 1996: Admission Policy for Ordinary Public schools deals with the requirements for admission to ordinary public schools and applies uniformly in all provincial departments. School Governing Bodies should draft their admission policies in line with the National Education Policy Act; and as such the

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admission policy and administration of admission must not unfairly discriminate in any way against an applicant for admission.

6.2.3 Summary of the Empirical Investigation

Data was collected from 3 primary schools and 3 secondary schools. Principals, SMT and SGB members were participants. Primary schools were coded as PS1, PS2 and PS3 while secondary schools were coded as SS1, SS2 and SS3. The data collection techniques that were followed were individual interviews with school principals and focus group interviews with SMT and SGB members. The purpose of the empirical inquiry was to investigate how schools with migrant learners are managed. The study took place over a period of 4 years in the Tshipise-Sagole District, South Africa. Qualitative research design and methodology were used in this study. The research methods that were employed were individual interviews with principals and focus groups with SMTs and SGBs to generate information (see Section 4.3.3). The target population includes school principals, School Management Teams (SMT) and School Governing Bodies (SGB). The discussion of the sampling procedure and the selection of the sample were explained in detail (see Section 4.3.2 & 4.3.3). Section 4.3.4 highlighted the data collection procedure. Data analysis and interpretation (section 4.5) and the trustworthiness of the study (Section 4.4) were explained in detail. Issues of ethical considerations were also discussed in detail (Section 4.7).

6.3 DISCUSSION OF KEY FINDINGS THEMATICALLY

The study aimed at examining the extent to which school-based managers address the educational needs and barriers for migrant learners by establishing participants' perceptions, perspectives and experiences of managing schools with migrant learners. This section discussed the research findings in light of the themes that were drawn from the research questions that guided the study. The discussion focused on findings generated from the qualitative data obtained from in-depth individual and focus group interviews.

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The themes that emerged from the findings are as follows:

6.3.1 THEME 1: The School-Based Managers' Views of the Educational Needs of and Barriers against Migrant Learners

As highlighted above, the findings answered the main research question and sub-questions 1 and 2. The research findings revealed that migrant learners have various educational needs and barriers. Many schools with migrant learners in Tshipise-Sagole rural district share the same problems and issue. The problem of documentation, socio-economic factors, language barrier and mobility. It emerged that migrant learners are usually taught in the language which is different from their home languages and this causes them to struggle. They are mostly taught in Tshivenda, XiTsonga and Sepedi whereas they speak IsiNdebele, Shona, Chichewa and Swahili at home. There are schools that attempt to address migrant learners' language barriers, however, there are also schools that do not have the mechanisms to address the language barrier. It therefore means that migrant learners' right to quality education is compromised.

It also emerged from the majority of participants that migrant learners usually come from poor family backgrounds. As such, the socio-economic status for migrant learners also plays a role in their low academic achievement. Without proper uniform, transport or stationery migrant learners feel unpleasant and this affects their self-esteem. However, it was reported that various non-governmental organizations provide learners with school uniform and that some of the migrant learners stay at the shelters where they are well catered for.

The lack of documentation makes it difficult for migrant learners to access education freely. Some schools feel uncomfortable admitting learners who do not have necessary documentation regardless of the provision of free and compulsory education for all learners, including migrant learners. So, being without documents puts migrant learners at a disadvantage, especially at Grade 12 and when they apply for bursaries.

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With regard to the mobility of migrant learners, schools highlighted that they do not have control over it because parents of migrant learners are always in search of greener pasture and therefore do not settle in one place. This is supported by Lee's theory of migration and the neoclassical theory which indicates that people move because of the pull factors in the receiving countries and push factors in the sending countries. However, it was however noted with concern that schools in Musina receive more support from non-governmental organization than schools in remote areas.

6.3.2 THEME 2: The Experiences of School-Based Managers in Dealing with Migrant Learners

The study also revealed that migrant learners' parents are not actively involved in their children's education. However, it was further revealed that parents' non-involvement is due to their inferiority complex, poverty level and the language barrier. It was further reported that the impact of migrant learners' needs and barriers is that learners fail the home language in huge numbers, develop low-self-esteem, drop out of school and they suffer from loneliness. Such conditions nurture a culture of aggression and bullying in some migrant children.

6.3.3 THEME 3: The Role of School Managers in Addressing the Needs and Barriers for Migrant Learners

The study findings also show that school-based managers find it difficult to provide the necessary support they should, considering migrant learners' challenges. Migrant learners' needs and challenges are unique and complicated. Teaching and dealing with migrant learners was cited to be very challenging and this makes the management of schools with migrant learners very difficult. However, with the help of Non-governmental Organizations and the Department of Social Development some of the migrant learners' challenges are alleviated. NGOs always strive to build relationships with some schools to facilitate access for education for migrant learners.

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It emerged that participants strive to promote the right to education for all learners and equal education for all by practising fair treatment. However, schools need more support from the department of education that just receiving money and policies that are just on paper. Clear policy guidelines to deal with migrant learners' challenges, especially the problem of undocumented and unaccompanied migrant learners, are necessary for effective school management.

6.3.4 THEME 4: Possible Strategies for Managing Schools with Migrant Learners

The findings also show that key intervention strategies to assist school-based managers in managing their schools and to address migrant learners' needs and barriers are needed. Such strategies may ensure that schools with migrant learners are managed efficiently and effectively.

Participants suggested that the education of migrant learners is of paramount importance and cannot be left without any intervention or turnaround strategies that can address the plight of migrant learners. A number of strategies were addressed in chapter 5.

6.4 CONCLUSION

The study was undertaken with the intention to examine the extent to which school-based managers address the educational needs of and barriers against migrant learners in South Africa. So, on the basis of the findings of this study the following conclusions were made:

The Constitution and South African Schools Act set out the right to basic education for all learners without discrimination. There is also a provision for quality and equal education for all learners. The benefits for local learners are also benefits for migrant learners. However, migrant learners face a number of challenges in schools. Some of the educational challenges that were identified are the language barriers, socio-

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economic experiences, lack of documentation and mobility. These challenges hamper the right to access education for migrant learners. The language barrier is one of the major challenge for migrant learners as they cannot progress smoothly if they do not understand the language of teaching and learning. Again, without proper documentation migrant learners struggle to be admitted at schools. Furthermore, the socio-economic experiences include the lack of school uniform, parents who are not employed, child-headed households and many more. The movement of parents affects the school enrolment and the redeployment of educators therefore causing instability at school. Migration has always being an international ongoing process which needs proper management and monitoring.

Although there are policies on the right to education for all learners, inclusive education and admission, the Department of Basic Education do not provide clear guidelines to address specific issues that concern migrant learners and schools are not adequately informed about their implementation and there are no effective monitoring. As a result, there are many discrepancies with regard to the management of schools with migrant learners and addressing various educational challenges that are faced by migrant learners.

The school-based management have a role to play in ensuring that migrant learners receive and access education without being discriminated against. The study highlighted various policies and legislation on the right to education for all learners. Various declarations and conventions were also highlighted to bring to light that the right to education for all learners is not just a national phenomenon but it is being promoted by many countries in the UK, USA and Africa at large. It was noted that, the USA and UK have programmes that address the language and mobility problems. Tanzania do not have the education policy for refugees and displaced people, but they have a repatriation programme. They also appoint teachers who know the languages for learners. South Africa on the other hand, do not have special programmes designed to assist migrant learners. Parents can hire an external persons to give extra lessons to their children. Learners are taught by teachers do not know migrant learners

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languages. The issue of documentation was recorded to be of great concern in all the four countries.

A context-specific model was designed and suggested for schools with migrant learners. The model may assist school managers to win in the battle of managing schools with migrant learners.

The various forms of migration cause parents to move with their children who should be admitted at schools in the host countries. When these learners are in those schools they experience challenges that need to be addressed. Their movement affects the host countries in many ways, such as, planning, administration, financial, human and physical resources. However, host countries cannot refuse migrant learners education as they have the right to education. They have to manage their schools and make them viable institutions regardless of those challenges. Given that migrant learners arrive in South Africa at any given time of the year, it therefore indicates that this is an ongoing challenge for schools in South Africa and the Department of Basic Education, and this challenge cannot be ignored.

The study concluded that school-based managers need to know the migrant learners' educational needs and barriers and profile provide the much needed support. They should also have knowledge of various policies and legislation to be able to address the needs and barriers for migrant learners which will then enable them to deal with the challenges of migrant learners in their respective schools.

6.5 RECOMMENDATIONS FOR FURTHER STUDIES

Several recommendations to assist school-based management manage schools with migrant learners and to address migrant learners' needs and barrier are proposed based on the findings of the literature review and empirical study. Pandor in Nkomo, McKinney and Chisolm (2004:14) state that change will only take place successfully if schools start integration that includes the entire school. Schools with migrant learners

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need to be assisted on how to manage their schools and also be assisted to address the challenges that migrant learners face. In light of the above, the researcher made the following recommendations:

6.5.1 The policy on admission is not clear with regard to admission of migrant learners who are provisionally admitted and fail to produce the required documentation after the stipulated period of 3 months. The school management and governance are prohibited from expelling such learners and they remain in a predicament. As such, the Department of Basic education needs to revise policy on the admission of migrant learners so that migrant learners are not refused the right to education. The policy should be clear and provide guidelines on what to do when parents fail to produce documentation within the stipulated period.

6.5.2 The current situation in the primary schools is that all learners from Grade R-3 should be taught all the subjects in their mother tongue. So, migrant learners are compelled to learn the Home language which is not theirs. In keeping with the policy of inclusive education, policies and programmes should be specifically designed to assist migrant learners who struggle with language proficiency to avoid large numbers of failure rate and also to make migrant learners feel included in the learning process. The policy should accommodate both migrant learners and local learners. It is also suggested that foreign educators that are capable to teach migrant learners' languages be appointed to assist schools that have many migrant learners. The department should not only hire foreign educators in scarce-skilled subject (Mathematics and Physical Sciences).

6.5.3 Migrant learners are admitted to schools with unique educational challenges. They require support and their situation need to be addressed. The school management and governance should be well-equipped with skills to effectively and efficiently deal with challenges that migrant learners bring along to their schools and also should be provided with relevant tools that will assist them manage their schools.

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6.5.4 CAPS promote curriculum differentiation, however, it does not focus specifically on migrant learners. Migrant learners learn South African cultures, languages and the CAPS must include activities that are designed to promote and enhance the acceptance and embracing of diverse cultures to avoid any form of discrimination against migrant learners.

6.5.5 Schools should develop guidelines in line with the policies that are understood by all stakeholders, especially, educators, School Governing Bodies and parents on the right to education for all learners, especially migrant learners. A collaborative approach between stakeholders can assist in dealing effectively with various challenges.

6.5.6 The process to access documentation for migrant learners at Home affairs is long and complicated and it delays their admission at school, their eligibility to write Grade 12 examination and admittance at tertiary institutions. The Department of Home Affairs needs to speed up the processing of migrant learners' applications as it affects them severely. It limits their approval to write examinations, admission at universities and the access to bursaries.

6.5.7 The South African immigration policy is embodied in the immigration Act which prescribes the requirements to be met by applicants who wish immigrates to South Africa. The current immigration regulation requires migrants to return to their countries of origin to apply for visas before they qualify to get study permits. They also should go through interviews at the visa facilitation centres. Therefore, Home Affairs should make a special provision to develop and review immigration policies regarding migrant learners to speed up the process of application. This will assist in promoting and protecting the rights of migrant learners as a measure to avoid further discrepancies.

6.5.8 Parents of migrant learners need to be reawakened and be made aware of their children's right to education and their responsibilities thereof. They need to know

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the administrative procedures for registration, whether a school is fee-paying or not and the language used at school. Without migrant learners' inputs, the schools may fail to achieve its desired goal. Schools should also educate parents early about the need to apply for birth certificates in time so that their children can progress and complete school without disturbances.

6.6 CONTRIBUTION TO NEW KNOWLEDGE

It was found out that most historical studies focused on xenophobia, experiences of migrant learners of wars and conflict and the statistical information of migrant learners through surveys done at school than on learning experiences. This study brought to light the educational challenges of migrant learners and the challenges faced by school managers, SMT and SGB members in the management of schools with migrant learners.

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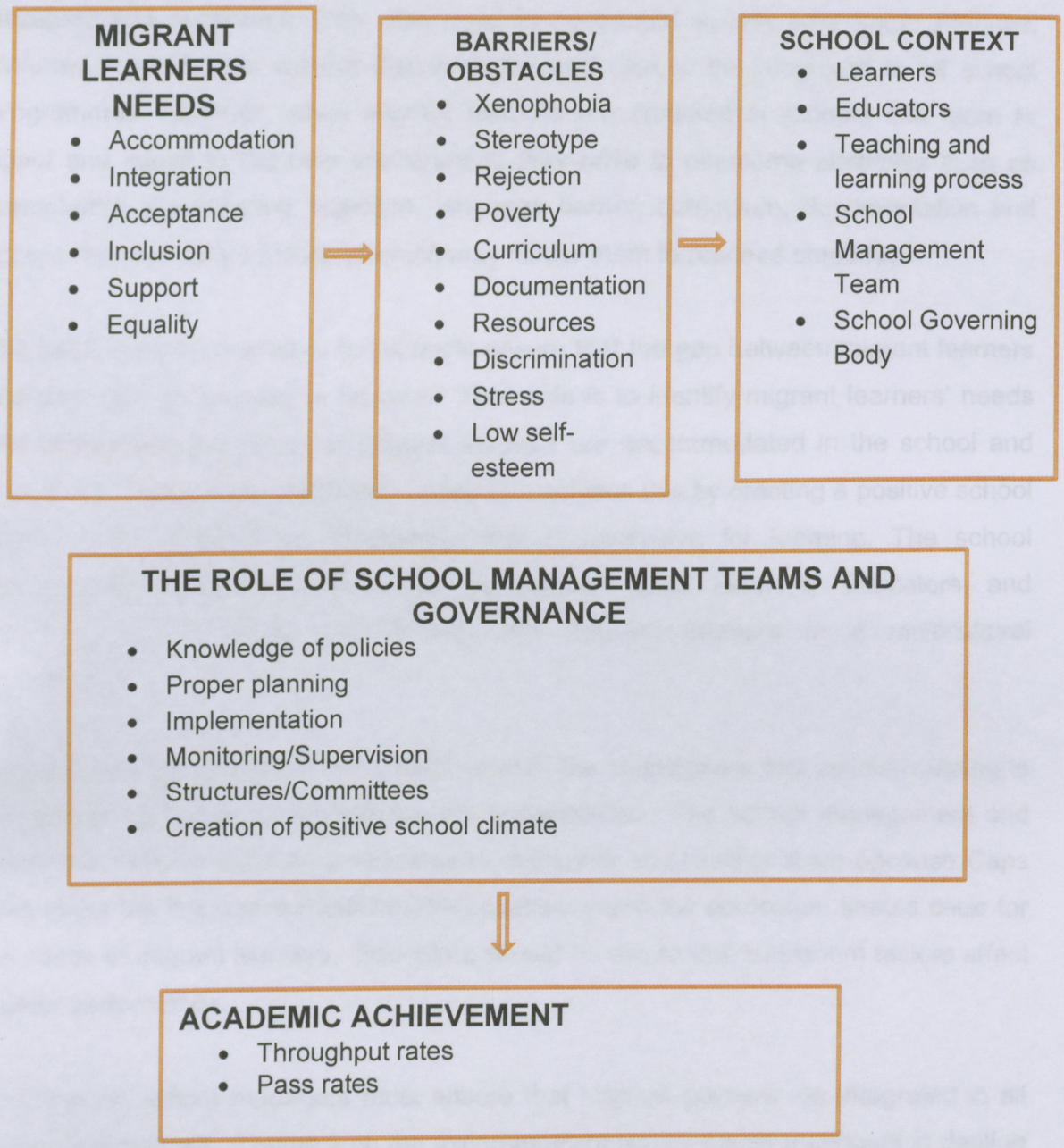


Figure 6.1: A Model for Managing Schools with Migrant Learners

The model above was designed to assist the management of schools with migrant learners. When migrant learners move from their own countries to the new environment, which is the school, they come with a load of unique educational

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expectations, needs and challenges. Migrant learners need to be accommodated, accepted and supported. They also need to be treated equally with South Africans, included in everything without discrimination and also to be integrated in all school programmes. However, when migrant learners are admitted in schools and learn to adapt and adjust to the new environment, they have to overcome obstacles such as xenophobia, stereotyping, rejection, language barrier, curriculum, documentation and socio-economic status (poverty) which may hinder them to proceed smoothly.

The SMT and governance of the schools ensure that the gap between migrant learners and their goal to succeed is bridged. Their role is to identify migrant learners' needs and ensure that the needs of migrant learners are accommodated in the school and ensure that barriers are eradicated. They can achieve this by creating a positive school climate that facilitates an atmosphere that is conducive for learning. The school management and leadership need to prepare host learners, educators and administrators for living and working with migrant learners in a multicultural environment.

School principals, members of the SMTs and SGBs must ensure that policies relating to the right to education for all learners are implemented. The school management and leadership need to bring an awareness to educators and monitor them because Caps talks about the issue of curriculum differentiation where the curriculum should cater for the needs of migrant learners. Educators should be aware that classroom factors affect learner performance.

Furthermore, school managers must ensure that migrant learners are integrated in all school programmes. Theme 2 on the experiences of school-based managers in dealing with migrant learners reveals that migrant learners usually feel vulnerable and as outcasts and they have low self-esteem. School managers should ensure that migrant learners fit in the inclusive setting. The school situation should be friendly, welcoming and conducive to these learners. This is supported by Rashid and Tikly (2008) who state that the school should be a welcoming place for learners and parents from

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different backgrounds. Schools must also respond positively to the needs of migrant learners and their families, including language support, familiarisation with new country and education system.

The school context should be receptive and a culture that is inclusive where teaching and learning is differentiated should also be created. The curriculum must consider different aspirations, strength and weaknesses of migrant learners and accommodate them. Classroom setting should be welcoming, it should be a place where the plans, policies and strategies address the needs of the new setting.

Structures (committees) which address various learners' needs and challenges need to be put in place. Schools may also organise cultural activities in order to bring a multicultural awareness to all stakeholders. The structures should be able to remove the barriers that migrant learners experience. When the barriers are broken and migrant learners' needs are addressed, their academic achievement can be ensured. The researcher is of the view that this model is suitable for schools with migrant learners and it can be applied in schools with migrant learners in South Africa, Africa and internationally. If applied as suggested both migrant learners and local learners will benefit optimally.

6.7 LIMITATIONS OF THE STUDY

A number of factors that have limited the study were identified as follows:

Migrant learners and educators who could have provided more and relevant information were not part of the study. Additional information could have boosted the current study if learners and educators were interviewed. Furthermore, if the migrant learners were interviewed, it could have assisted in the triangulation of research data to enhance the overall trustworthiness of the research.

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It was very challenging to access participants when collecting data as the interviews were done after school hours. Some participants felt that their time was being wasted and were reluctant to stay behind. The fact that it was after hours it could be a limiting factor because some participants answered in a haste. Some participants rescheduled their appointments several times because of their tight programs and that delayed the researcher in some way.

The study concentrated on migrant learners who are in the ordinary public schools. The findings appeared to be limiting. Comprehensive information could have been elicited if school-based managers of former model C schools and private schools were interviewed.

Most of the SGB members that were interviewed were mostly educator component because some parent components were at work by that time. Their contributions could have given the researcher more information from a parent perspectives.

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APPENDICES

APPENDIX A

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS (IN-DEPTH INTERVIEWS)

1. What are your experiences in dealing with migrant learners on a daily basis?
2. What challenges do migrant learners face in your school?
3. How do you respond to the following challenges that migrant learners face:

- Language barrier
- Socio-economic experiences
- Lack of documentation
- Mobility problem

4. What is your role as a school principal in addressing the challenges faced by migrant learners?
5. How do you ensure that migrant learners are integrated with South African learners in your school?
6. How do you promote equity in your school?
7. How do you ensure that the right to education for all learners, including migrant learners is promoted?
8. What do you think can be done to assist schools with migrant learners to be managed better?

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APPENDIX B

INTERVIEW SCHEDULE WITH SMTS AND SGBS (FOCUS GROUP INTERVIEWS)

1. What are your experiences in dealing with migrant learners on a daily basis?
2. What educational challenges do migrant learners face in your school?
3. How do you respond to the following challenges that migrant learners face:

- Language barrier
- Socio-economic experiences
- Lack of documentation
- Mobility problem

4. What is your role as School Management Teams and School Governing Body members in addressing the challenges faced by migrant learners?
5. How do you ensure that migrant learners are integrated with South African learners in your school?
6. How do you ensure that the policies relating to the admission, inclusion and safety of migrant learners are in place and implemented at your school?
7. How do you promote equity in your school?
8. How do you ensure that the right to education, especially with regard to policies and legislation, for all learners is promoted?
9. What do you think can be done to assist schools with migrant learners to be managed better?

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Appendix C

Address

Date.....

Department of Education
The District Senior Manager
Tshipise-Sagole District

APPLICATION FOR CONDUCTING RESEARCH AS PART OF MY DOCTORAL DEGREE IN EDUCATION

I am a Doctoral student at the University of Venda. Part of my degree includes the completion of relevant and factual research. The title of my research project is: *Managing a school with Migrant learners: Pursuing success for all in rural settings*. My main research question is: *To what extent does school-based management addresses the educational needs and barriers for migrant learners in South Africa?*

In order for me to collect my data I will be interviewing 6 school principals, 4 members of the School Management Team and 2 School Governing Body members in Tshipise-Sagole District. The data collection will take place after the permission has been granted from the District Office. I will then inform participants in writing and also inform the School Governing Body to conduct the research at the school.

All necessary arrangements have been made regarding the research. All ethical issues have been considered and precautions have been taken to prevent any unfair or unethical practices. The information that will be received will be handled in a strict and confidential manner. The names of participants will not be used in my research report. The interviews with participants will be recorded and transcribed for reference purposes.

Thanking you in advance.

Yours sincerely
Maila NL

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APPENDIX D

APPLICATION FOR CONDUCTING RESEARCH AS PART OF MY DOCTORAL DEGREE IN EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 14/7/R
ENQ: RAVELE N.P
TEL: 015 962 1029

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
DSM'S OFFICE
PRIVATE BAG X 2250 SIBASA 0970
TEL: 015 962 1313/4
LIMPOPO PROVINCE

MAILA N.L
P.O BOX 637
MUSINA
0900

APPLICATION FOR CONDUCTING RESEARCH AS PART OF MY DOCTORAL DEGREE IN EDUCATION

1. The above matter refers.
2. We acknowledge receipt of your letter dated 18/February/2015 on the above stated subject.
3. You are hereby granted permission to conduct your research on the tittle: "Managing a school with migrant learners: pursuing success for all in rural settings"
4. We are grateful that you have committed yourself to compliance with ethical issues, including confidentiality.
5. Kindly avoid destabilization of the normal teaching and learning hours during your research activities.
6. Inform the Circuit Manager and the School Principal for appropriate arrangements to be made at school level.
7. Wishing you success in your research activities.

DISTRICT SENIOR MANAGER

DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

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Appendix E

Address

Date.....

The Principal

APPLICATION TO CONDUCT RESEARCH AT----------

I am a PhD candidate at the University of Venda and completing my doctoral degree. As part of my degree, I have to get factual information from participants. The purpose of my research project is to examine the extent to which school-based management addresses the educational needs and barriers for migrant learners.

In order for me to collect my data I will be interviewing yourself (school principals), 3 members of the School Management Team and 4 School Governing Body members in Tshipise-Sagole District. I have already requested permission from the district office to conduct the research. I will inform participants in writing and also inform the SGB that I am conducting.

All necessary arrangements have been made regarding the research. The exercise shall not disrupt teaching and learning at your school.

Thanking you in advance

Yours sincerely

Maila NL (Researcher)

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APPENDIX F

LETTER OF INFORMED CONSENT TO SCHOOL PRINCIPALS, SMTs AND SGB

Purpose and Procedures: I am doing a study on managing schools with migrant learners in South Africa. This study is intended to examine the extent to which school-based managers address the educational needs for and barriers against migrant learners. If you agree to take part in this research, you will be asked to provide information on the educational needs for and barriers against migrant learners and the role you play in addressing these challenges. This will take about 30-45 minutes.

Voluntariness: Your participation in this research is voluntary. You may refuse to take part, discontinue participation, or skip any questions you don't wish to answer at any time without penalty or loss of the benefits to which you are otherwise entitled.

Risks and Benefits: You will probably not receive any direct benefits from participating in this research. However, your participation may help researchers and policy makers understand migrant learners' educational needs and barriers at schools.

Compensation: There is no compensation of any form.

Confidentiality: Only the principal researcher will have access to research results associated with your identity. In the event of publication of this research, no personally identifying information will be disclosed.

All ethical issues have been considered and precautions have been taken to prevent any unfair or unethical practices. The information that will be received will be handled in a strict and confidential manner. The names of participants will not be used in my research report. Permission to conduct this research has already been granted by the Department of Education.

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Thanking you in advance for agreeing to be part of this important study.

Yours sincerely

_____ _____

Maila NL

(PhD student, University of Venda) Participant:

Date: _____ Date:_____

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APPENDIX G

INFORMED CONSENT FORM FOR SCHOOL PRINCIPALS, SMTs AND SGBs

University of Venda

School of Education

Department of Curriculum Studies and Education Management

Title of Study

Managing a school with migrant learners: Pursuing success for all in rural settings

Conducted by: Maila NL **Promoter**: Dr Mulaudzi P

I understand the purpose of the study and the extent to which I will be involved was explained to me clearly. I voluntarily agree to take part without any reservations.

All ethical issues have been explained to me. I am willing to take part and I have agreed to it.

Signed at_____ Date_____

By_____

Address_____

Witness: Name_____ Signature_____ Date_____

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APPENDIX H

	Gender	Age	Highest Qualification	Type of School	Teaching Experience	Leadership Experience
S1	Female	55	Masters in Education	Primary	28 years	8 years
S2	Female	59	Bed Honors	Primary	37 years	15 years
S3	Male	54	Bed Honors	Primary	32 year	15 years
S4	Male	47	Bed Honors	Secondary	26 years	7 years
S5	Male	49	ACE	Secondary	27 years	5 years
S6	Male	44	BA	Secondary	22 years	5 years
Total	**6 school principals**					

School Management Team

	Gender	Age	Highest Qualification	Type of School	Teaching Experience	Leadership Experience
S1	Male	57	ACE	Primary	36 years	6 years
	Female	46	Bed Honors		24 years	9 years
	Female	51	Bed Honors		29 years	9 years
S2	Male	48	BA	Primary	15 years	9 years
	Male	46	Bed Honors		20 years	9 years
	Male	43	ACE		18 years	6 years
S3	Female	42	Bed	Primary	18 years	6 years
	Female	49	BA		25 years	2 years

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	Male	59	NPDE		39 years	20 years
S4	Female	56	Bed Honors	Secondary	34 years	6 years
	Female	48	Bed Honors		27 years	7 years
	Female	53	Bed Honors		31 years	9 years
S5	Female	47	BA	Secondary	25 years	6 years
	Male	56	ACE		34 years	5 years
	Male	43	STD		17 years	4 years
S6	Female	46	ACE	Secondary	15 years	6 years
	Female	55	Bed		31 years	8 years
	Male	56	ACE		29 years	6 years
Total	18 SMT members					

School Governing Body

	Gender	Age	Component	Type of School	Leadership Experience (as SGB member)
S1	Male	45	Educator	Primary	3
	Female	36	Educator		6
	Female	44	Parent		9
	Male	50	Educator		3
S2	Female	31	Parent	Primary	6
	Female	42	Educator		3
	Male	29	Educator		3
	Male	59	Parent		3
S3	Female	41	Parent	Primary	6
	Female	47	Parent		9
	Male	52	Educator		6
	Female	33	Educator		6
	Male	56	Educator	Secondary	6

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S4	Female	58	Educator		9
	Male	62	Parent		6
	Male	53	Educator		3
S5	Male	42	Educator	Secondary	3
	Female	45	Parent		3
	Female	55	Parent		3
	Female	36	Educator		3
S6	Male	48	Parent	Secondary	3
	Female	50	Educator		6
	Female	44	Educator		3
	Male	38	Educator		3
Total	**24 SGB members**				

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Proofreading and Editing Report

This letter serves to confirm that I, Dr I. Ndlovu of the English Department, University of Venda, have proofread and edited the PhD thesis titled "Managing a School with Migrant Learners: Pursuing Success for all in Rural Settings" by Maila Ntshengedzeni Leyneth (11624249), to be submitted to the School of Education, University of Venda.

I carefully read through the proposal, focusing on proofreading and minor editorial issues. I have made recommendations which are clearly highlighted in red ink.

Yours Sincerely

Dr Isaac Ndlovu, PhD
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University of Venda
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South Africa
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Fax: +27 15 962 4749
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NAME OF RESEARCHER/INVESTIGATOR:
Ms NL Maila

Student No:
11624249

PROJECT TITLE: **Managing a school with migrant learners: Pursuing success for all in rural settings.**

PROJECT NO: **SEDU/15/CSEM/02/1604**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr RN Marishane	University of Venda	Promoter
Dr NB Sadiki	University of Venda	Co-Promoter
Ms NL Maila	University of Venda	Investigator - Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: April 2015
Decision by Ethical Clearance Committee Granted
Signature of Chairperson of the Committee: .....
Name of the Chairperson of the Committee: Prof. G.E. Ekosse

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Maila

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