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OVERSIGHT OF AND ACCESS TO EDUCATION FOR UNDOCUMENTED INTERNATIONAL CHILD MIGRANTS IN SOUTH AFRICA

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A research report submitted to the Faculty of Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management (in the field of Management, Governance and Public Development Sector: Monitoring and Evaluation)

ABSTRACT

A huge number of people migrate internationally every year because of different 'push' and 'pull' factors ranging from socio-economic challenges and lack of respect for political rights. Among the people who migrate internationally, there are also children involved who migrate with their families and there are many unaccompanied children. Due to the different challenges that are experienced in African countries including exorbitant passport fees, many people, including children, end up migrating illegally.

This study interrogates the oversight role and support of the Gauteng Department of Education (GDE) on ordinary public primary schools in Johannesburg East District. This is because undocumented child migrants' approach ordinary public primary schools in townships to access education. Research has shown that undocumented child migrants still experience challenges in accessing education regardless of the international and regional instruments that are in place to safeguard their rights. This study showed that oversight by the GDE is at play in the Alexandra township. There is an "open door" policy in which school officials can easily consult in the event that they do not understand something about the Schools Act and the Admission Policies that are adopted to allow undocumented international child migrants access to education. The study showed that schools generally tolerate undocumented child migrants as they are not turning them away on the basis of lack of documentation or inability to pay school fees.

The study showed that a positive relationship exists between implementation of policy and understanding of policy and support from the Gauteng Department of Education which shows that it is not the understanding of policy that matters when it comes to admitting undocumented international child migrants but support received from the Gauteng Department of Education.

DECLARATION

I declare that this thesis is my own work. It is submitted in partial fulfilment of the requirements of the degree of Master of Management (in the field of Governance and Public Development Sector: Monitoring and Evaluation) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.

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Roseline Hwati

DEDICATION

To you, my friend, confidante and ever supportive late sister Chipo Talent Hwati.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank God the Almighty for making this dream a reality. I would like to thank my supervisor Professor Pundy Pillay for guiding me all the way and for critically reading my work so that I could do better. I would not have done it without you. Many thanks go to my husband Arlington Mutazu for all the support that he gave during this program. I would also like to thank you and our son Munyaradzi Mutazu for your understanding and the lonely times you went through when I was busy with school.

Thank you so much my friend Desmond Munemo for coming through for me when I needed you the most. My sincere gratitude goes to the Gauteng Department of Education and Johannesburg East District for allowing me to do this research. I would also like to thank the 10 schools from Alexandra township that participated in this research. Many thanks also go to my mother and sisters for their emotional and moral support during the research and writing process. Lastly, I would like to thank my classmates for all the support they gave me in the course of this program.

LIST OF ABBREVIATIONS

ACRWC	African Charter on the Rights and Welfare of the Child
CRC	Convention on the Rights of the Child
CRRF	Comprehensive Refugee Response Framework
EU	European Union
GDE	Gauteng Department of Education
MDG's	Millennium Development Goals
UDCM	Undocumented Child Migrants
UDICM	Undocumented International Child Migrants
SDG's	Sustainable Development Goals
SJEF	Social Justice Education Framework

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY 11
1.1. INTRODUCTION 11
1.2. PROBLEM STATEMENT 15
1.3. RESEARCH PURPOSE 16
1.4. RESEARCH QUESTIONS 16
1.5. NULL HYPOTHESIS 17
1.6. RESEARCH HYPOTHESES 17
1.7. RESEARCH OBJECTIVES 17
1.8. CONCLUSION 18
CHAPTER 2: LITERATURE OVERVIEW 19
2.1. INTRODUCTION 19
2.2. MIGRATION 19
2.3. UNDOCUMENTED INTERNATIONAL CHILD MIGRANTS AND ACCESS TO EDUCATION 22
2.4. CHILDREN BORN IN DESTINATION COUNTRIES 25
2.5. INCLUSIVE EDUCATION GLOBALLY 26
2.6. INTERNATIONAL MIGRATION AND SOCIAL SECURITY 28
2.7. LEGISLATIVE INSTRUMENTS 29
2.7.1. International, Regional and National Laws on Children's rights 29
2.7.2. The Convention on the Rights of Children (CRC) 29
2.7.3. The African Charter on the Rights and Welfare of the Child (ACRWC) 31
2.7.6. The South African Constitution 33
2.7.7 The Children's Act no 38 of 2005 (as amended in 2007) 33
2.7.8. The South African Schools Act 84 of 1996 34
2.7.9. The Schools Education Policy Act 27 of 1996: Admission policy for ordinary public schools 35

2.8. THEORETICAL FRAMEWORK 37
2.8.1. The Social Justice Education Framework (SJEF) 37
2.8.1.1. Redistribution (economic)- ensuring access 38
2.8.1.2. Recognition (Cultural Inclusion) 39
2.8.1.3. Political Representation 40
2.9. CONCEPTUAL FRAMEWORK 44
2.9.1. Support from GDE 45
2.9.2. Understanding Policy 46
2.9.3. Implementation of Policy 47
2.10. CONCLUSION 48
3.1. INTRODUCTION 49
3.2. RESEARCH APPROACH 49
3.3 RESEARCH DESIGN 51
3.4 RESEARCH TOOLS AND APPLICATION 53
3.5 POPULATION OF THE STUDY 54
3.6 SAMPLING 55
3.7 PREPARING DATA FOR ANALYSIS/ DATA PROCESSING 56
3.7. PROCESS OF ANALYSIS 57
3.7.1 Descriptive statistics 57
3.7.2 Inferential Statistics 58
3.8. LIMITATIONS, FEASIBILITY, AND POSITIONALITY 58
3.9. ETHICS 60
3.10. VALIDITY, RELIABILITY, AND DEPENDABILITY 60
3.11 CONCLUSION 61
CHAPTER 4: PRESENTATION OF RESULTS 62
4.1. INTRODUCTION 62
4.2. DEMOGRAPHIC PROFILE OF THE RESPONDENTS 62

4.2.1. The age group of participants 63
4.2.2. Gender of participants 63
4.2.3. Race of participants 64
4.2.4. Profession of participants 64
4.2.5. Years of experience at the school 65
4.3. RELIABILITY AND VALIDITY OF RESULTS 66
4.4. DESCRIPTIVE ANALYSIS 69
4.5. RESPONSE ANALYSIS 71
4.5.1. Support from GDE 71
4.5.2. Understanding of Policy 72
4.5.3. Implementation of policy 73
4.6. NORMALITY TESTS 76
4.7. CORRELATION RESULTS 77
4.8. REGRESSION RESULTS 79
4.9. CONCLUSION 81
CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS 83
5. 1. INTRODUCTION 83
5.2 DISCUSSION OF RESULTS 83
5.3 FINDINGS AND RECOMMENDATIONS 90
5.4 CONCLUSIONS AND FURTHER RESEARCH 93
APPENDICES 102

LIST OF TABLES

Table 4.3.1: Interpretation of Cronbach's Alpha Coefficient page 68
Table 4.3.2 Reliability Statistics page 68
Table 4.3.3: Inter-Item Correlation Matrix page 69
Table 4.3.4: Item-Total Statistics page 69
Table 4.4.1: Descriptive Statistics page 71
Table 4.5.1.1: Support from GDE page 72
Table 4.5.2.1: Understanding of Policy page 74
Table 4.5.5.3.: Implementation of Policy page 76
Table 4.6.1: Tests of Normality page 78
Table 4.7.1: Spearman's rho Correlations page 80
Table 4.8.1: Model Summary page 81
Table 4.8.2: Regression Results page 81

LIST OF FIGURES

Figure 2.8.1.4.1: The Social Justice Education Framework page 45
Figure 2.9.1.1: Conceptual Framework for the Study page 46
Figure 4.2.1: Age group of participants page 64
Figure 4.2.2.1: Gender of Participants page 65
Figure 4.2.4.1: Profession of Participants page 66
Figure 4.2.5.1: Years of experience at school page 67
Figure 4.5.1.2: Frequency of GDE Follow-ups page 73

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. INTRODUCTION

Internationally, children face enormous challenges when it comes to accessing education in many parts of the globe. An additional factor that has worsened this situation is the fact that countries have failed to come up with one well-understood meaning of “inclusivity”. Some authors have argued that although most policies talk about inclusive education, there is a lack of a global definition of the word that can be used to foster inclusivity; while still sensitive and based on social justice (e.g.,Shyman, 2015). Following this, in the United States of America (USA), the law makes it complicated when it comes to discussing issues of inclusion in education, and the same challenges are seen in other rich countries (Shyman, 2015). Given this background, other states have decided to adopt the concept of institutional invisibility whereby they have decided not to talk about undocumented children and their access to education in their discussions, allowing people to make their own discretion when faced with such a case (Meloni et al., n.d.-a). This poses challenges for access to education by many children who are an important part of the groups that are continuously migrating internationally.

A huge number of people migrate internationally each year for socio-economic and political reasons. About 214 million of the world’s population are believed to be international migrants (Spreen & Vally, 2012; Van de Glind, 2010). Among these, 16.1 million are refugees of which half are children and 6 million are of primary and secondary school-going age (Sengupta et al., 2019). Of this number, 6.3 million refugees were those in Africa in 2018 (Carciotto & Ferraro, 2020). Because this number keeps growing, international migration has become a source of conflict. Bhabha (2014) notes that international migration to developed countries keeps growing. Migrants have come to be seen as a threat in host countries, competing for scarce resources with the citizens of the land. In addition to this, international migrants have been labelled as criminals

by most countries which eventually makes their stay in host countries difficult (Menjívar & Perreira, 2017). As a result, international migration has become heavily regulated under different migration laws. Regulations on migration are imposing very difficult conditions for international migrants to integrate into receiving countries (Brochmann & Hammar, 2020). Tighter international migration regulations are also fuelling illegal immigration by making it very difficult for international migrants to acquire proper traveling documents.

Closely related to the above, globally, restrictive migration laws in host countries limit the services that international immigrants can access in the host countries. Some authors have it that there is a similarity in how migrants in the SADC region are accessing social protection and social services compared to those in the EU region because social assistance is missing in both regions (Deacon & Nita, 2013). Children have been equally affected based on both the cost of education as well as the educational opportunities available to them. The education of migrants has higher costs and most EU countries have been struggling with providing decent educational opportunities to include refugees and migrants into mainstream education for several decades (Koehler & Schneider, 2019). A study done by Meloni et al., (n.d.) in Canada showed that even though access to education for all minors is both a requirement and a right, undocumented child migrants (UDCM) are denied that right and free education is only given to residents. The few lucky undocumented child migrants who are eventually admitted into school are made to pay more school fees than other pupils (Meloni et al., n.d.).

Apart from restrictive migration laws in destination countries, some people who wish to migrate internationally struggle to acquire passports in their home countries. This is because of administrative barriers to access, including exorbitant passports fees. This also contributes to illegal immigration. For instance, it has been noted that in one out of 10 countries, passports cost more than ten percent of an individual's income for the year (McKenzie, 2007). On the flip side of the coin, the status of being undocumented has also been exacerbated by host countries that are reluctant to legalise the stay of the

migrants that they host in their countries. Crepeau and Nakache(2006, as cited in, Meloni et al., n.d.) have argued that undocumented restrictive immigration policies as well as the negative opinions of migrants by receiving countries increase the prevalence of undocumented immigrants. In South Africa, arguments persist over the incidence of international migration and the social and legal status of immigrants in the country. Polzer (2005, as cited in Hemson, 2011) notes that unsubstantiated claims by South African politicians suggest that there are millions of illegal migrants in South Africa. However, he argues that the actual number of illegal foreign nationals in the country is much lower, between 1,6 and 2 million (Polzer, 2005, as cited in Hemson, 2011).

It is noted that, globally, most child migrants are those who would have travelled with their parents (Sloth-Nielsen & Ackermann, 2015; Spreen & Vally, 2012; Van de Glind, 2010). Also, those children who migrate unaccompanied internationally, tend to move illegally because they struggle to get access to documentation that enables them to migrate legally (Van de Glind, 2010). This is further reiterated by Menjívar and Perreira (2017) who have said that unaccompanied minors struggle to procure a Visa in their countries of origin and they end up taking their journeys in illegal ways. When parents settle in a host country with their undocumented children, the latter face challenges in accessing basic social services, including education and healthcare, which increases their vulnerability (Van de Glind, 2010). Lumayag (2016) also notes that without documentation, access to education for undocumented child migrants is problematic.

Simmons (2009) notes that South Africa has ratified international and regional instruments on children's rights, such as the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC). Also, South African laws contain some of the strongest guarantees of the rights of children and these are epitomized in its constitution, which is the highest law of the land, and the Children's Act 38 of 2005 as amended by Act 41 of 2007. All these laws call for children's rights to be respected at all levels. This includes the right to education even in circumstances where children are

undocumented. The South African Schools Act and the prevailing admissions policy (Department of Education, 1998) advocate for compulsory basic education as well as non-discrimination in public schools for all children residing in South Africa, especially those between the ages of 7 and 15 regardless of whether or not they are undocumented child migrants or natural citizens.

Interesting to note, however, is that despite the measures and safeguards that South Africa has put in place to guarantee the right to education for all children, international child migrants are still facing challenges when it comes to accessing education in the country. According to Spreen and Vally (2012), regardless of the measures put in place for children to access education, their rights to education in South Africa is yet to be fulfilled.

Families are forced to emigrate for different reasons including economic opportunities, conflict, and access to better education (Sloth-Nielsen & Ackermann, 2015; Van de Glind, 2010). Johannesburg is South Africa's economic hub (Grant & Thompson, 2015; Jinnah, 2010; Wotela & Letsiri, 2015). Therefore, a disproportionate number of international migrants are concentrated in Johannesburg. Since some of these international migrants are undocumented and are living with their children there is a need to further interrogate the issue of access to education for undocumented international child migrants (UDICM) in Johannesburg especially in the public schools where most undocumented immigrants try to access education in public schools.

The issue of access to education for undocumented child migrants is political in that there are conflicting policies that exist to address the problem of migration in the country. However, when looking at the Convention on Children's Rights and the African Charter, undocumented child migrants have a legal right to access education in host countries. It also is an issue of social circumstances because access to education for undocumented child migrants affects their circumstances in the societies that they live in.

1.2. PROBLEM STATEMENT

Research has shown that regardless of the admissions policy allowing parents of undocumented child migrants to register their children in school provisionally while being given time to bring documents, most school authorities deny undocumented child immigrants a chance to enrol (Crush & Tawodzera, 2011a; Spreen & Vally, 2012).

Local advocacy groups have tried to reach out to school principals in public schools in South Africa to encourage tolerance but with no success. So, the failure of undocumented child migrants to enrol in schools continues unabated (Spreen & Vally, 2012). Many public schools do not recognize refugee permits and insist that all school fees be paid by the children even though they are exempt from paying school fees. This has created further barriers for refugee children in accessing education (Dryden-Peterson, 2010). According to a study by “Inclusive Education South Africa”, 12 percent of migrant children of school-going age are not in school as are 24 percent of children of asylum seekers (Inclusive Education South Africa, 2020). This was because of reasons such as lack of necessary documentation and financial incapacitation (Dryden-Peterson, 2010; Spreen & Vally, 2012).

Research on education for migrants in South Africa has focused on access to education for undocumented international child migrants as well as on measures that have been put in place to allow them access to education (Bartlett, 2015; Crush & Tawodzera, 2011b; Spreen & Vally, 2012). However, there remains a gap in research on follow-up measures by provincial departments such as the GDE to establish whether the measures they put in place are clearly understood in the schools and are being implemented. Very few of the case studies on migration feature the stories of child migrants, their reasons for moving as well as the conditions in the places they live in, in the host countries (Bhabha, 2014). Thus, there is a need to further interrogate what the Department of Education is doing amidst these challenges and whether what they do has any mitigating effect on the challenges still faced by

undocumented international child migrants in accessing education. This will inform policy in that it highlights the need to conduct follow-up measures to strengthen access to education for undocumented international child migrants.

Undocumented international child migrants are still facing challenges when it comes to accessing education in South Africa. They are not admitted into schools and some are taken out of schools without following due procedure.

This study seeks to determine the extent to which the GDE's oversight and support efforts to regulate access to education in ordinary public primary schools address the problems faced by undocumented international child migrants.

1.3. RESEARCH PURPOSE

The purpose of this research is to determine whether follow-up measures and support by the GDE have an impact on compliance with and implementation of the admission policy by schools in the province. Furthermore, the research seeks to determine the extent to which South African legislation, particularly the Schools Act, allows undocumented international child migrants to access education in public schools in Johannesburg. This information was collected from teachers, administration clerks, principals, and vice-principals from public schools in Johannesburg. This allowed for an understanding of how follow-up measures and support work in processing access to education for undocumented international child migrants given the challenges that are still existing.

1.4. RESEARCH QUESTIONS

<u>The Primary Research Question is the following:</u>

How effective is oversight by the GDE with respect to compliance with school admissions policy in public schools for undocumented international child migrants in Johannesburg?

The Secondary Research question is:

How effective is oversight by the Gauteng Department of Education with respect to the administration of the Schools Act in public schools for undocumented international child migrants in Johannesburg?

1.5. NULL HYPOTHESIS

- There is no relationship between oversight and schools' admission policy and compliance with the Schools Act.

1.6. RESEARCH HYPOTHESES

- H1: There is a positive association between Support from GDE and Understanding of Policy.
- H2: There is a positive association between Support from GDE and Implementation of Policy.
- H3: There is a positive association between Understanding of Policy and Implementation of Policy.

1.7. RESEARCH OBJECTIVES

The research aims to interrogate the role being played by the GDE given the challenges that undocumented international child migrants are still facing. The objectives of the study are:

1. To establish whether the GDE is providing oversight to ordinary public schools in Johannesburg and the impact this has on schools' approach to admission;
2. To determine if the school officials have an understanding of policies that speak to access to education for undocumented international child migrants;

3. To assess how policies are implemented at schools to allow undocumented international child migrants to access education; and
4. To investigate if the support received by school officials from the GDE has an influence in enhancing access to school by undocumented international child migrants.

1.8. CONCLUSION

In conclusion, undocumented international child migrants are still facing challenges when it comes to accessing education globally and in South Africa in particular. This is despite the fact that South Africa has ratified regional and international laws that allow such children the right to access education. There is a need to look at issues of implementation and in particular, the way in which the GDE is overseeing the implementation of the School's Act and the Admission Policy in public schools.

CHAPTER 2: LITERATURE OVERVIEW

2.1. INTRODUCTION

The literature that has been reviewed to shape this study is from various disciplines that include migration studies, public health, education, politics, human rights and international law. This review looks at the following themes: Migration, undocumented international child migrants and their access to education; children born in destination countries; inclusive education globally; international migration and social security; and legislative instruments as well as the Social Justice Education Framework (SJEF).

2.2. MIGRATION

Migration is the movement of people either internally, where a person moves around within the same country, e.g., from one province to another, or internationally from their home country to another country. It is apparent to note that migration is dynamic than catches one's eye. This is because migration refers to different movements and different factors that are at play when one moves. Mobility is about both being willing and having the ability and resources to move, involuntary immobility is about being willing but without the ability to move then voluntary immobility is about having the ability to move but not willing to move (Schewel, 2020).

Another author has defined migration as a movement that is to some degree voluntary, but it involves risks and can take place within the country or across borders (Wilkinson et al., 2016). It is important to note that people move because of different reasons including seeking better lives. Different push and pull factors can operate to make people move either voluntarily or because of circumstances beyond their control (Vullnetari, 2012; Wilkinson et al., 2016; Wotela & Letsiri, 2015). In addition, other authors have said that migration helps different families in the world to have better economic and survival livelihoods (Van de Glind, 2010).

International migration presents many challenges for migrants compared to internal migration. When people move to other countries, they struggle to assimilate in the destination country because they are usually met with hostility and conflict based on competition over scarce resources (Van de Glind, 2010; Serfontein, 2019). Furthermore, certain regulations are usually adopted to control and restrict opportunities available to immigrants which further exacerbates their struggles when it comes to accessing resources in a foreign land. Lumayag (2016) states that the factor of being an illegal migrant leads to abuse and harassment by authorities in the receiving countries. Some authors have said that migration is being controlled by national laws since migrants are seen as a threat to the host country (e.g., Bourbeau, 2011). Migration does not only affect the people who move but also affects people in host countries which is one of the reasons why migrants face challenges of hatred by host communities when they move. Migration does not only affect the 3 % of people who move but also affects a lot of people who are not migrants (Bhabha, 2014).

Children are not immune to international migration and the challenges associated with it. Children also form a significant part of the number of international migrants as they may travel across borders alone or with their families, meaning that international migration also affects them (Sloth-Nielsen & Ackermann, 2015; Spreen & Vally, 2012; Van de Glind, 2010). It is noted that tens of thousands of children migrate internationally each year alone, some to join their family members who are also international migrants in host countries, others go in search of work or education, or to seek greener pastures (Bhabha, 2014; Punch, 2007). The number of unaccompanied minors continues to increase to the extent that media, policy circles and even the academic field has called them a crisis (Menjívar & Perreira, 2017).

Given the above, undocumented minors have been faced with harsh conditions in the receiving countries including harsh enforcement policies, detention and finally deportation to their countries of origin for some (Menjívar & Perreira, 2017). Furthermore, some children are smuggled through the borders and

travel separately from their parents (Bhabha, 2014). Following this, some of the effects of international migration expose children to exploitation, child labour to survive, trafficking for forced sex or forced labour and many more terrible things. A study done by the International Labour Organization found out that children of migrant workers in farms had to also work so that they could also secure their stay in these farms (Van de Glind, 2010). According to Bhabha (2014), when children are smuggled through the borders there is a risk of being exploited or abused. Other authors even go a step further to argue that not all children move willingly. It has been said that children migrate because of reasons like being forced by their parents or being trafficked by others (Punch, 2007).

Given all the factors that are at play when children move across borders, it is important to understand how vulnerable children are and how much work should be put in to ensure that their rights are protected and that they have access to education. Some authors note that many reasons are at play when children move to make it a complicated movement, yet a lot of people don't talk about it or even analyse their story (Bhabha, 2014). Meloni et al., (n.d.) reiterated on this in a study they did in Canada by saying that they were not surprised to find out that there were little discussions about undocumented children and their access to education whether in immigration stories or even in education policies.

These vulnerabilities increase further because access to legal travel documents is a challenge. According to Latham-Sprinkle et al., (2019) people who are most vulnerable to exploitation and abuse during migration are children and adolescents and what makes it worse is that for them the legal routes of travel are closed. Furthermore, these vulnerabilities increase in children who move without legal documents. In a study done in Mexico, it was observed that there was a link between violence among children and the state of being an undocumented child migrant (Donato & Perez, 2017).

2.3. UNDOCUMENTED INTERNATIONAL CHILD MIGRANTS AND ACCESS TO EDUCATION

The discourse on undocumented international child migration is of particular interest to this research because not all international migrants travel and reach their destination countries in legal ways. Wotela and Letsiri (2015) have argued that there are two groups or types of illegal immigrants: a) those that travel using proper documents but end up over-staying in the destination country and in so doing become illegal; and b) those that travel from their country to another illegally and remain there illegally. Undocumented international migrants have another name that portrays their status of being in host countries illegally. Another author has argued that when families travel across borders without legal documents, they are called migrants in an irregular situation (Van de Glind, 2010). This is further reiterated by Bartlett (2015b) who said that migrants in an irregular status may avoid formal education because of fear of deportation mainly because they do not have documents. This also makes undocumented international child migrants to be called a child in an irregular situation.

It is public knowledge that leaving a home country and entering another without valid travel documents is a criminal offense that warrants arrest and deportation. Entering a country without legal documents and staying there without proper documents is a criminal offense in many countries (Van de Glind, 2010). Children also become part of communities of illegal migrants when they too cross-national borders without documents that allow them to travel alone or with family members or parents who are illegal immigrants (Punch, 2007; Sloth-Nielsen & Ackermann, 2015; Van de Glind, 2010). This is because in most cases children are forced to take up the immigration status of their parents (Lumayag, 2016).

Some authors have drawn attention to illegal migrants' lack of documentation as a barrier to access essential services (Sloth-Nielsen & Ackermann, 2015; Van de Glind, 2010). Studies have shown that for this reason, undocumented child migrants struggle to access public services compared to other children

(Bartlett, 2015; Ramjathan-Keogh, 2017; Sloth-Nielsen & Ackermann, 2015; Van de Glind, 2010). This causes them to have a difficult upbringing separate from that of naturalised children in host countries. Meloni et al., (n.d.) have argued that undocumented international child migrants are in an unwarrantable position that prevents them from having a safe and nurturing environment that is needed for them to grow up as normal children.

Several studies have looked at issues of xenophobia, access to health, cross border trading, and other issues that affect migrants caused by either hatred of foreigners, competition over scarce resources, or regulatory frameworks (Crush, 2017; Crush et al., 2013; Crush & Tawodzera, 2011; Dodson, 2010; Landau & Freemantle, 2010). However, all these studies have been looking at adult international migrants and have left a huge gap in the research relating to undocumented international child migrants especially with a focus on how they access education.

Studies on undocumented international child migrants focusing on access to education are of particular interest in this research. Research has shown that work has been done to ensure that UDICM have access to education (Bartlett, 2015b; Sloth-Nielsen & Ackermann, 2015). However, among the work that has been done, it is still evident that their right to education has not been fully realized as the challenges in education still exist. Some authors have argued that besides improved economic responses in South Africa the political and cultural root causes of poverty and inequality continue to be left unaddressed (Hodgkinson-Williams, 2020). While migration serves as a common survival strategy for most migrants globally, it also makes most migrant children vulnerable especially in the absence of quality educational facilities or transfer certificates (Van de Glind, 2010).

There is still a huge gap in the research as undocumented international child migrants still “fall through the cracks” when it comes to their enjoyment of the right to education (Bartlett, 2015; Crush & Tawodzera, 2011b; Hadley, 2010; Serfontein, 2019; Spreen & Vally, 2012). This raises a lot of questions as it goes

contrary to what is believed and said globally. Some authors note that every person regardless of exceptionality is entitled to access both the academic environment as well as the resources that are required for them to access academic information (Shyman, 2015). She went on to argue that the concept of social justice cannot be separated from inclusion and that inclusive education should focus on the promotion of social justice in any society (Shyman, 2015). This is further reiterated by (Van de Glind, 2010) who states that states must ensure that no child is harmed because of migration issues regardless of their migration status.

Studies have shown that access to education for children, in general, has improved remarkably from 2000 to 2010 with the number of children excluded from education services falling from 115 million to 70 million globally (Dryden-Peterson, 2010). These improvements have also benefited undocumented child migrants, who are now enjoying better access to education services in host countries in light of the measures that have been put in place to safeguard their right to education (Dryden-Peterson, 2010; Serfontein, 2019; Sloth-Nielsen & Ackermann, 2015). Sloth-Nielsen and Ackermann (2015) established that children in child and youth care centres in South Africa can access education whether or not they were documented as 89% of them were in school. However, the fact that 11 percent of this demographic group were not in school and were not accounted for in terms of the reasons why they were not in school, suggests that undocumented child migrants still struggle to access education in their host countries (Sloth-Nielsen & Ackermann, 2015). Furthermore, some authors have established that refugee children struggle to access education because of issues like language and other barriers (Sengupta et al., 2019).

The fear of deportation among international child migrants without documentation discourages them from pursuing their right to access education. Some authors have stated that fear of deportation can make families hide their children and prevent them from accessing education (Meloni et al., n.d.; Van de Glind, 2010). Lundberg and Strange (2017) further went on to say that

undocumented child migrants and their families do not access education or ask for full information about access to education because they don't want to be included in the school register which will eventually make them visible and place them at risk. In addition, when enforcement agencies come across undocumented international child migrants, they send them to detention centres where they wait for deportation (Van de Glind, 2010). Besides the fear of deportation, issues of not succeeding to carry on with education after enrolment are also a challenge for international child migrants.

Some may manage to enrol, but they end up being expelled from schools along the way if they fail to produce immigration documents as and when requested by the school (Crush & Tawodzera, 2011b; Hemson, 2011; Ramjathan-Keogh, 2017; Spreen & Vally, 2012). All these factors have been established to force children into child labour or even prevent them from making efforts to access education as they might view it as a futile effort. Some authors note that when international child migrants are not in school, they spend time on the streets or are forced into child labour (Van de Glind, 2010).

2.4. CHILDREN BORN IN DESTINATION COUNTRIES

Another important factor to consider when addressing issues on access to education for UDIC is about children born in host countries to immigrant parents. Different countries tend to treat them differently. Some countries associate them with their undocumented parents and treat them the way they would treat their undocumented parents for example in the cases of most countries globally. Some authors state that there is a possibility that children who were born in host countries to undocumented parents will be deported when their parents get deported (e.g., Van de Glind, 2010). In addition, children born in host countries may not have access to documentation and this will reduce their chances to access education (Van de Glind, 2010). A study done by Lumayag (2016) in Malaysia which showed that thirty thousand children who were undocumented were those that were born by undocumented parents. However, there are other countries that are more welcoming to these children,

and they make life easier for them based on the fact that they were born in the host country. Some authors state that it is interesting to note that second-generation students access their education the same way as their peers who were born in non-migrant families meaning that systems can deal with them better than the newly arriving migrants (Koehler & Schneider, 2019).

2.5. INCLUSIVE EDUCATION GLOBALLY

Besides the issue of children born in “destination countries”, the principle of inclusive education has been viewed differently globally. To begin with, inclusive education has been defined for decades in a way that it excludes the issue of access to education for international child migrants. This aspect on its own puts undocumented child migrants in a vulnerable position because many states were not including them in their policies. Among most definitions that are popular in research and that have been used, the word inclusive education has been used to include children with disabilities. This is especially evident when authors like Nceki (1995); Sailor, Gerry, and Wilson (1990) argue for a definition of inclusive education to include issues of special learning, home placements, and zero rejection to accommodate children with disabilities (Shyman, 2015). This exclusion of international child migrants on the most important definitions that guide states in dealing with education minimizes their opportunities to access education. This further makes international migrant children be pushed from pillar to post and sent to different offices and departments when trying to access education as nothing is clear about how they should be treated and no one has been placed in a position where they have to take an obligation to take responsibility.

Few of these definitions can be applied to the issue of including UDIC in education. While these definitions use some of the concepts that relate to them, none of them specifically talks about international child migrants. Ferguson (1995); Ballard (1997) and Danforth and Rhodes (1987) are among a few of the authors that have a definition of inclusive education that includes issues of diversity and addressing social inequalities (Shyman, 2015). This poses

challenges when international child migrants have to be fitted into a plan that does not include them from the beginning and it even makes matters worse when these same children are undocumented. Some authors have highlighted that migration laws in most countries do not include children's rights or policies to protect them and most countries have not yet taken their specific conditions into account (Van de Glind, 2010). Furthermore, few schools may have problems with inclusion but many have challenges with dealing with it because those who want to be more inclusive will find themselves lacking support from government departments (Shyman, 2015).

Inclusive education in Europe has focused on including children with disabilities in the normal school environment and making them feel part of the rest of the students rather than segregating them and putting them in a special school. Some authors state that the focus has been on meeting the needs of children with disabilities as well as improving the classroom environment (O'Hanlon, 2017; Schwab, 2020). In addition to this, efforts and resources have been put into this principle and it has helped with the reduction of the segregation of children with disabilities. In almost all countries in Europe, the segregation of children with disabilities has been reduced and they can be accommodated in regular classrooms (Schwab, 2020). However, regardless of all these efforts, there remain challenges in some countries with the principle of inclusive education because its focus has been on native children with disabilities. The practical implementation of the principle is limited in some countries and inclusive education is poorly implemented (O'Hanlon, 2017; Schwab, 2020).

Europe tends to set precedents on what will eventually happen in Africa on the same principles. Both Europe and Africa focus on the principle of inclusive education for native children with disabilities. Inclusive education in the African context has also focused on meeting the needs of native children with disabilities as well as changing the classroom environment such that segregation can be reduced towards children with special needs (Botts & Owusu, 2013; Engelbrecht et al., 2017). Regardless of implementing inclusive education in Africa with a focus on native children with disabilities, there remain

challenges with the implementation of this principle. The authors state that there is evidence of challenges faced by children with disabilities as well as their families when it comes to inclusive education (Botts & Owusu, 2013; Engelbrecht et al., 2017).

2.6. INTERNATIONAL MIGRATION AND SOCIAL SECURITY

Globally, the assistance being given to international migrants has been viewed on a short-term basis which has made undocumented child migrants to be left behind in education. Europe has seen an increased number of refugees and asylum seekers between 2014 and 2016 which has put pressure on EU member states to develop short-term strategies of integrating them into the society (Koehler & Schneider, 2019). Some of these strategies include housing, language courses, and food which leaves the issue of mid-term and long-term strategies of social and structural participation out of the picture (Koehler & Schneider, 2019). One might argue that no country is prepared to take international migrants on a long-term basis. Some authors note that except for a few cases where some African governments have implemented an open-door policy the most common reaction has been to restrict their socio-economic rights (Carciotto & Ferraro, 2020).

There is a need to develop strategies that will ensure that undocumented international child migrants have maximum access to education in South Africa. Some authors note that an effective approach to handling refugee and migration issues requires strengthening and building solid African regional migration and refugee frameworks (Ndonga, Githinji, and Wood, as cited in Carciotto & Ferraro, 2020). In light of this, the AU has supported regional migration efforts that have incorporated international and migration policies to speak and address issues in the African region of which access to education is one of them (Carciotto & Ferraro, 2020). This becomes an issue of priority in South Africa since it is one of the countries that has taken part in implementing the Comprehensive Refugee Response Framework (CRRF) (Masuku, 2018).

2.7. LEGISLATIVE INSTRUMENTS

The legislative instruments that protect the rights of migrant children according to the international, regional, and national laws are there to assist in the realization of their rights (Serfontein, 2019). These include international protocols, regional protocols, and national protocols (Ramjathan-Keogh, 2017).

2.7.1. International, Regional and National Laws on Children's rights

Access to education is a fundamental right for every child regardless of status and this right is protected under international, regional and national instruments.

2.7.2. The Convention on the Rights of Children (CRC)

History shows that it has taken a lot of work and time for the CRC to be adopted because this process started with a variety of instruments that protected children's rights. The CRC is not the first international instrument on children but literature shows that it is the most important one because it is the first to consider children as separate persons with the right to be empowered to make their own decisions (Tobin, 2019). In addition to this, it confers power on children so that their voices can be heard and they could make their own decisions rather than decisions being made for them. The other instruments on children's rights that came before the CRC always viewed children from a Social Welfare perspective as people who needed assistance (Tobin, 2019).

The first instrument was the one based on Eglantyne Jebb, the founder of SAVE the Children UK and it was the 1924 Declaration on the Rights of the Child which was also known as the Geneva Declaration (Tobin, 2019). Jebb had seen children suffering during World War I and felt that children needed to be protected; hence she consolidated international efforts to make sure children were protected (Tobin, 2019).

Following this came the 1959 Declaration on the Rights of the Child which came after World War II and it was meant to build on the Geneva Declaration, however, it focused on non-discrimination and the protection of children and not on the empowerment of children (Tobin, 2019).

The CRC is an international instrument that was adopted by the UN General Assembly on 20 November 1989 and came into effect on 2 September 1990 (Tobin, 2019). In addition to this, the CRC is the most widely ratified instrument that protects children's rights (Ruck et al., 2016; Tobin, 2019; Unicef, 2019). The United States of America remains the only State that has not ratified the CRC, although they signed it on 16 February 1995 but have since refused to ratify it since then (Tobin, 2019). The impact of the CRC has been seen worldwide. Some authors note that the CRC has improved the lives of many children globally (Ruck et al., 2016).

In the CRC, both the preamble and Article 2 state clearly how the fundamental rights of all children including migrant children need to be respected at all times. The CRC in its preamble states that International Covenants on Human Rights, agree that every human being should enjoy the rights and freedoms stated in this instrument without discrimination based on race, colour, religion, sex, political or other opinions, nationality, birth, social origin or any other status (Unicef, 1989). This was further reiterated in Article 2 of the CRC which states that State Parties shall respect and make sure that the rights given to every child who is in their jurisdiction as stated in the convention must be respected, protected and promoted without discrimination based on race, colour, sex, language, religion, political, nationality, social origin, disability, birth or another status (Unicef, 1989). This shows how important states need to value and protect children's rights at all costs. Some authors note that the prevention of discrimination stated in Article 11 of the CRC as well as the responsibility imposed to States to ensure that discrimination doesn't take place was an important step towards the realization of children's rights (Tobin, 2019).

2.7.3. The African Charter on the Rights and Welfare of the Child (ACRWC)

It is important to note that the ACRWC came about mainly as a reaction to the CRC. Some authors have noted that the ACRWC came as an instrument representing the African continent, especially given that African governments have not been adequately represented in the drafting of the CRC (Sloth-Nielsen, 2017; Mbise, 2017). African governments realized that the CRC had omitted some of the issues that were specific to Africa and developing a regional child rights instrument would help them to deal with such issues. The authors state that African governments developed their version of the CRC and that some of the issues that were omitted include but are not limited to disadvantages influencing the African child as well as female genital mutilation and other cultural practices (Sloth-Nielsen, 2017; Mbise, 2017).

Similar to the CRC, the ACRWC in its preamble states that everyone is entitled to all the rights and freedoms stated in the charter without discrimination based on race, ethnic group, colour, sex, language, religion, political or any other opinion, nationality, social origin, birth or any other status (Charter, 1990). This is further reiterated in article 3 of the ACRWC which states that every child is entitled to the full enjoyment of the rights and freedoms stated in the charter regardless of race, ethnic group, colour, sex, language, religion, political or other opinions, national and social origin, fortune, birth or another status (Charter, 1990). This shows how important it is for countries to have an obligation towards every child in their jurisdiction if children's rights are to be respected, protected and promoted.

According to both the CRC and the ACRWC, a child has a right to education and this right must be recognized by states as important for the child's development (CRC, 2010; Gose, 2002). States must therefore make sure that this right is respected and no child should be discriminated against (CRC, 2010; Kaime, 2009) based on their nationality or legal status. The ACRWC goes on to state that refugees and internationally displaced children, whether

accompanied or not, should receive protection and humanitarian assistance in the enjoyment of the rights that are set out in this instrument (Kaime, 2009). Among these rights is access to free and compulsory basic education.

2.7.4 Africa's Agenda 2040: Fostering an Africa fit for Children

Agenda 2040 came into play in January 2015 as a plan to foster a better Africa. Through the African Agenda 2063, the Agenda 2040 was set out because the vision in the Agenda 2063 will take longer time to achieve (Africa Union Commission, 2017). It is through Agenda 2040 that the gaps in the African Charter are set out when it comes to the realisation of children's rights, and it is through this Agenda that Africa is reminded of the issues that still need to be worked on as far as children's rights are concerned.

Agenda 2040 contains 10 Aspirations that are set out to produce an Africa fit for Children (Africa Union Commission, 2017). Among the Aspirations contained in the Agenda 2040, four of them are specific to issues of children and education regardless of them being documented or not. Aspiration1 draws people to the Africa Charter where the right to Education is articulated, Aspiration 2 talks about a child-friendly national legislative policy in all member states, Aspiration 6 articulates that every child should benefit from quality education and Aspiration 7 highlights that every child should be protected from neglect and abuse (Addaney, 2018; Africa Union Commission, 2017).

2.7.5 The Sustainable Development Goals (SDGs).

The SDGs came into play at the end of the Millennium Development Goals (MDGs) and 17 SDGs were adopted in 2015. While MDGs were mainly for developing countries, they were developed for all countries (Katila et al., 2019). It is through the SDGs that states are called to monitor the implementation of their policies to achieve common goals. SDG number 4 entrenches inclusive and equitable quality education for every child regardless of the child being documented or undocumented (Katila et al., 2019; Osborn et al., 2015).

2.7.6. The South African Constitution

The preamble to the South African Constitution presents statements to ensure that people are not discriminated against on the basis of their country of origin. Smith (n.d) states that because of the country's history of inequality, the equality clause and other related rights are at the centre of the Constitution. The Constitution is the highest law of the land which recognizes the diversity that exists in the country and promises to protect vulnerable people on the margins of the economic, political and social systems. The preamble as well as section 1 of the Constitution state that the Constitution is the supreme law of the land and promises to improve the quality of life of all citizens (Katila et al., 2019).

Besides the preamble, the Bill of Rights acknowledges that everyone in the country shall enjoy the full rights that are outlined in the Constitution. Chapter 2 of the Constitution states that the Bill of Rights is the citadel of democracy in South Africa and that it protects the rights of everyone in the country as well as giving the State the power to ensure that everyone's rights are protected (ÁFRICA, 2020). In addition to this, sections 9 and 28 of the Bill of Rights further entrench some of the rights that the country should protect when it comes to access to education for undocumented international child migrants. Section 9 states that everyone is equal before the law and has equal protection and benefit of the law. Section 28 states that every child has a right to education, including the right not to be subjected to conditions that place the child at risk. It also reiterates that a child's best interests are of paramount importance in every matter that concerns the child (ÁFRICA, 2020).

2.7.7 The Children's Act no 38 of 2005 (as amended in 2007)

Besides the South African Constitution, the South African Children's Act no 38 of 2005 stipulates in its preamble that it is designed to ensure the fulfilment of children's rights as protected in all the major instruments which are the CRC, the ACRWC, the South African Constitution and many others. In its preamble,

the Children's Act states that every child has rights as stated in section 28 of the Constitution and that the State has a responsibility to protect these rights which have been enumerated in other instruments like the CRC, ACRWC, and the Constitution. Thus, the legislation that deals with children in the country is in support of the rights of children that have already been set out which implies that a lot of policies will be designed to flesh out not just the scope and content of rights, but also the multi-dimensional obligations of state and non-state actors in this respect. In addition to this, the Act is said to be complying with existing international frameworks on children's rights (Anderson et al., 2017).

Besides the preamble, the Act vows to protect every child in its jurisdiction who needs care and protection (Anderson et al., 2017; Sloth-Nielsen & Ackermann, 2015). To this end, it speaks the same language as other regional and international laws that have been developed on children's rights. More so, it is said that the primary legal framework that protects even migrant children is the Children's Act and that it applies to all children regardless of legal status (Anderson et al., 2017) in South Africa.

2.7.8. The South African Schools Act 84 of 1996

In its preamble, the School's Act raises very important points when it comes to accessing education especially taking into account the past injustices that the country experienced and producing the Act to address them. The preamble to the Act states that since the country has attained democracy against the background of social injustices and an unequal education system, it is imperative for it to take a stand to address injustices such as racism and discrimination of any nature (Republic of South Africa, 1996). Furthermore, privileges of access to education are given to any learner who needs education. In Chapter Two, the School's Act states that public schools should admit all learners and allow them to get the education they require without discriminating against them in any way (Republic of South Africa, 1996). One author has stated that she has come to realize that what distinguishes one child from the other is not ability but access (Lauryn, as cited in Dass & Rinquest, 2017)

Closely related to the above, the Act puts another important clause concerning school fees. It provides that no one registering at a state school should be asked to pay fees upfront (Republic of South Africa, 1996). Some authors state that the Act allows students who cannot pay school fees to apply for full, partial, or conditional exemptions from paying school fees (Dass & Rinquest, 2017). In addition to this, some authors have argued that schools are allowed to charge school fees, but the inability to pay does not prevent admission into school (Turnbull, 2013).

2.7.9. The Schools Education Policy Act 27 of 1996: Admission policy for ordinary public schools

Education policy in South Africa points duty bearers namely government officials in the Department of Education and school authorities to both the Constitution and international child rights instruments. The policy states that it has a purpose to support the Constitution and the international instruments that the State ratified in ensuring the rights of children (Department of Education, 1998). Furthermore, the policy states that every person must be protected from discrimination of any nature in the schools (Department of Education, 1998). Besides reiterating what the other international, regional, and national instruments already provide for, the policy zooms in to address specific issues that should not lead to discrimination. The policy states that a learner must be admitted into school and must not be taken out of classes or denied access based on any activities that are social or cultural as well as financial status or issues of transfer letters (Department of Education, 1998).

When it comes to documents required for a learner to be admitted into school the admission policy states that a parent must present a birth certificate of the student to the school (Department of Education, 1998). However, provision is made for learners who might not be able to present documents when they are applying for placement. The admission policy states that if parents cannot present their child's birth certificate when they are applying for school, then their

children should be enrolled conditionally until they bring a birth certificate (Department of Education, 1998). More so, parents are said to be given three months to finalize their children's applications through bringing the required documents as well as using other documents that are available to enrol the child in school in the event that a child does not have a transfer letter (Department of Education, 1998). In addition to this, it is important to note that the policy states that both the School's Act and the admission policy apply also to children who are non-South African (Department of Education, 1998).

However, regardless of all the progressive legislative provisions and documents in place, UDICM still experience challenges when it comes to accessing education. Studies have shown that regardless of South Africa having ratified and domesticated these international and regional instruments regarding children's rights, they are poorly implemented and there is widespread abuse of children's right to education (Hemson, 2011; Spreen & Vally, 2012).

There was a need to further interrogate the impact of interventions by the GDE on the implementation of the admission policy and Schools Act in public schools. It is the role of the administrators and decision-makers to find a way of working with schools based on their experiences and have more effective inclusive practices (Shyman, 2015). As the administrators, it is important to determine how they support the schools when it comes to the issue of the challenges of undocumented child migrants when it comes to accessing education. Some authors note that few schools might not agree with the concept of inclusion but many have reservations about it and even those who wish to uphold the principle may find themselves lacking the necessary support they need (UNESCO, 1994, as cited by Shyman, 2015). Furthermore, a clear policy and direction from the Department of Basic Education on how to deal with these issues will be helpful (Spreen & Vally, 2012). It looks like years later there is still a lack of a clear directive.

2.8. THEORETICAL FRAMEWORK

The study made use of the Social Justice Education Framework to understand the issue of access to education for undocumented international child migrants.

2.8.1. The Social Justice Education Framework (SJEF)

The SJEF looks at oppression and how it manifests at the individual, cultural and institutional levels (Hemson, 2011). Social justice has to do with equality and treating people fairly in that their human rights are respected (Sensoy & DiAngelo, 2017). This framework is significant in the course of this study because it reveals the state of undocumented international child migrants' access to the fundamental right to education in South Africa as far as oppression is at play at different levels.

Cazden (2012) notes that the SJEF is derived from Nancy Fraser who articulated it at a time when there were debates about social justice and how it should be viewed. Fraser argues that the theory of justice must become three dimensional involving the political dimension of representation, the economic dimension of distribution and the cultural dimension of recognition (Fraser, as cited in Cazden, 2012; Fraser, 2009). Fraser has argued that socio-economic injustices come up when there is unequal distribution or class inequality for certain groups and cultural injustice happens when patterns of cultural value in institutions do not recognize certain groups (Hodgkinson-Williams & Trotter, 2018; Keddie, n.d.). On the other hand, political injustices happen when certain groups are not given an equal voice in making decisions that have to do with justice (Hodgkinson-Williams & Trotter, 2018; Keddie, n.d.).

In other words, Fraser (2009) argues that people can be prevented from participating fully by economic structures that deny them the resources they need to do so, they can also be prevented from participating culturally by cultural institutions that will side-line them and they can also be denied participation politically by being subjected to boundaries and rules that prevent

them from being part of certain groups (Fraser, 2009). This theory is described as one which advocates that education be provided in a way that is at par with social justice and according to Fraser this is called “parity of participation” (Fraser, 2009). The key dimensions of this theory of social justice are discussed in detail below:

2.8.1.1. Redistribution (economic)- ensuring access

In view of participatory parity, redistribution has to do with equal distribution of resources (Comber, 2015; Fraser, 2009, as cited in Keddie, n.d.; North, 2008). In addition to this, Keddie (n.d.) states that Fraser argued that economic redistribution will be seen when the economy permits for the equal distribution of material resources. In light of the issue of undocumented child migrants, it is clear that economic resources will need to be equally distributed in schools and schools should allow undocumented child migrants to benefit equally like other students in terms of material resources. When this happens, then according to Fraser, it means participatory parity is at play.

According to Keddie (n.d.), distributive principles have been part of the education policies and frameworks in the western context and they have helped in recognizing that schools do not distribute material resources equally as well as recognizing that students are not placed on an equal level that allows them to take up the so-called benefits. It has been the order of the day in South Africa, as observed in previous research, that undocumented child migrants do not have the freedom to benefit from material resources meant for South African citizens in schools. In terms of participatory parity, redistribution will entail addressing these issues and recognizing that undocumented international child migrants have to be placed at par with South African children so that they have the freedom and power to take advantage of economic benefits and enjoy them like any other child.

Closely related to the above, it is important to note that for participatory parity to be achieved in the interest of economic justice, economic justice does not

only speak about the now but that whatever measures that are put in place will have to accord undocumented international child migrants a place and opportunity for them to access economic opportunities and climb the corporate ladder on an equal footing with their peers. This will allow them to develop at the same level as other children and eventually access the world in the same way (Hodgkinson-Williams & Trotter, 2018; Keddie, n.d.).

The effects of not allowing redistribution to take place should be considered and addressed for participatory parity to take place. It is argued that in principle distributive justice needs to recognize that there is a link between poverty, non-performance at school, school dropout as well as not doing well economically during adulthood (Bozalek et al., 2020; Keddie, n.d.). There is a need to see the major impacts that are caused by not placing undocumented international child migrants in a position where they will enjoy economic benefits at par with their peers. The impact of doing so has to be addressed in a manner that the issues of concern are mitigated. To this end, there are overlaps between participatory equality and the principle of non-discrimination which is one of the foundational pillars of children's rights under international and regional child law.

2.8.1.2. Recognition (Cultural Inclusion)

Cultural inclusion exists when the status quo reflects that the cultural patterns are evident of equal cultural recognition (Keddie, n.d.; Young, 1990, as cited in North, 2008). In addition to this, cultural inclusion entails including the cultural education contexts of everyone and creating learning environments that embrace cultural knowledge from marginalized groups since people can be prevented from participating by institutions that have created hierarchies of cultural value (Hodgkinson-Williams & Trotter, 2018; Keddie, n.d.). This will entail that education has to be offered in a way that involves classroom instruction in languages of the undocumented international child migrants so as to assist them to do well in school. In Europe it was observed that the students who were underperforming at school were those that were being culturally

excluded in favour of the western educational contexts of their counterparts (Keddie, n.d.).

The other way in which recognition can be achieved is in learning about the cultural contexts of the undocumented international child migrants. This will allow them to continue with the curriculum in ways that do not disrupt what they have been learning in their countries of origin. In addition, cultural recognition seeks to ensure that the curriculum includes the histories, cultures and perspectives of non-dominant groups as well as being well represented (Hodgkinson-Williams & Trotter, 2018; Keddie, n.d.).

When dealing with the principle of recognition, Fraser proposes to approach recognition as an issue of social status (Fraser, as cited in Keddie, n.d.). This means that recognition will have to integrate redistribution for it to be effective. Recognition also rejects group identity and instead supports overcoming status subordination (Hodgkinson-Williams & Trotter, 2018; Keddie, n.d.). It is clear that even to address the issue of recognition, redistribution also comes into play. According to Fraser integrating the two will ensure that the issue of cultural recognition is dealt with because providing economic resources that are sufficient will ensure that the curriculum that speaks to marginalized groups is in place. It is clear that enough economic resources will need to be in place so that there can be cultural recognition of undocumented international child migrants.

2.8.1.3. Political Representation

Political representation can be achieved "…when the constitution of political space ensures equitable representation" (Keddie, n.d., p. 2). This entails that politically everyone is represented in the constitution or the group (Hodgkinson-Williams & Trotter, 2018; Keddie, n.d.). This means that in the context of undocumented international child migrants they need to be equally represented and to be accorded a voice. It is argued that the political constitution globally in schooling contexts is just a constitution as it tends to silence the marginalized

groups and because of this they are subjected to political injustice and being misrepresented (Keddie, n.d.). This is because people can be prevented from participating by political injustices (Fraser, n.d.; Hodgkinson-Williams & Trotter, 2018).

In a study by Lundberg and Strange (2017) in Sweden, it was found that undocumented child migrants were subjected to abuse of their rights. The same problems exists in research done in Malaysia and Canada, where researchers found that undocumented child migrants are not represented politically as they are either not spoken about in political spheres or associated with their parents' illegal status so that no one takes responsibility for them (Lumayag, 2016; Meloni et al., n.d.). Policy makers should consult with the marginalized groups so that their voice can be heard and when that happens then there is representation. This concept was practised in Canada after the researchers found the issues that undocumented child migrants were facing when it comes to accessing education. They created a platform with policy makers for the participants they had interviewed to be heard and eventually there was a policy change. Meloni et al. (n.d.) states that they were able to address the challenges they had collected from their research, which eventually led to the school boards, community health centres and youth protection agencies to feel that they were given the capacity to address these challenges.

It was also vital to understand the policies that are at play if there are any factors contributing to the challenges still faced by undocumented international child migrants in accessing education. Keddie (n.d) have also argued that the constitutions of many countries in the West just like the others globally refuse to give a voice to the marginalized groups. The political space has been deemed to be very powerful as it is a place where all the struggles for justice are handled and also decide who and what is involved in issues of distribution, representation and recognition as far as justice is concerned (Hodgkinson-Williams & Trotter, 2018; Keddie, n.d.). Political justice as explained by Fraser looks into a way that starts with defeating insubordination status which will then solve the other underlying injustices (Keddie, n.d.).

Closely related to the above, migration policy plays a major role in making it difficult for undocumented international child migrants to access education. This is because there are conflicting policies that determine how an undocumented person should be treated in South Africa. For example, it is public knowledge that the migration policy allows every undocumented individual to be deported out of the Republic. Keddie (n.d.) have stated that the forms of identity politics that are in existence have encouraged justice to separate and marginalize certain people and this approach must not only look at recognizing group identity, but rather on destroying the existing arrangements that prevent participatory parity.

2.8.1. 4. Research Focus in terms of Participatory Parity

This particular study focuses on redistribution and representation. This is because in the opinion of the researcher these are the core elements that need to be in place to cater for cultural recognition. According to Fraser, the three elements are inseparable and when redistribution and representation are in place then automatically recognition will be in place too. South Africa is well known for xenophobia against foreign nationals and it is in this view that the issues of economic distribution and political representation have not been dealt with first to allow for cultural recognition to take place in the schools. Fraser argues that the three components of justice cannot be viewed in isolation because the issues of distribution are not necessarily about the economy, but also about cultural recognition and political representation (Fraser, 2009; Keddie, n.d.).

Justice is cantered around social arrangements that allow everyone to participate as peers in social life and destroying injustice which is caused by institutionalized obstacles that prevent other people from participating with their peers in social life (Hodgkinson-Williams & Trotter, 2018; Fraser, 2009; Keddie, n.d.). This is further reiterated by (Hodgkinson-Williams and Trotter (2018) who observe that justice is the first virtue in that it is by defeating institutionalized

injustice that we can allow other virtues to grow. Since undocumented international child migrants are still having challenges in accessing education it means that they are not able to participate with their peers in the same way. This means that eventually their choices of deciding on the education they would like to get and deciding on the path they would like to follow as far as education is concerned is limited. There have been some arguments that when it comes to social justice as participatory parity, developing social arrangements that foster such parity has to do with understanding and acting on “who” students are, so as to improve their education opportunities (Keddie, n.d.).

Keddie (n.d.) notes that in Europe it was identified that schools are not equal in how they distribute resources and also that students are not treated the same way, which increases the high rate of school dropout as well as impacting on their future. There are other authors who have also found out that the same problems exist elsewhere. In the Global South, several countries are experiencing challenges of unequal access to education, unequal distribution of resources as well as increasing costs of education (C. Hodgkinson-Williams & Arinto, 2017). In South Africa the same problem exists when it comes to issues of justice. Hodgkinson-Williams (2020) have argued that there is lack of participatory parity in higher education and students in particular face unequal distribution of resources, lack of recognition and exploitation.

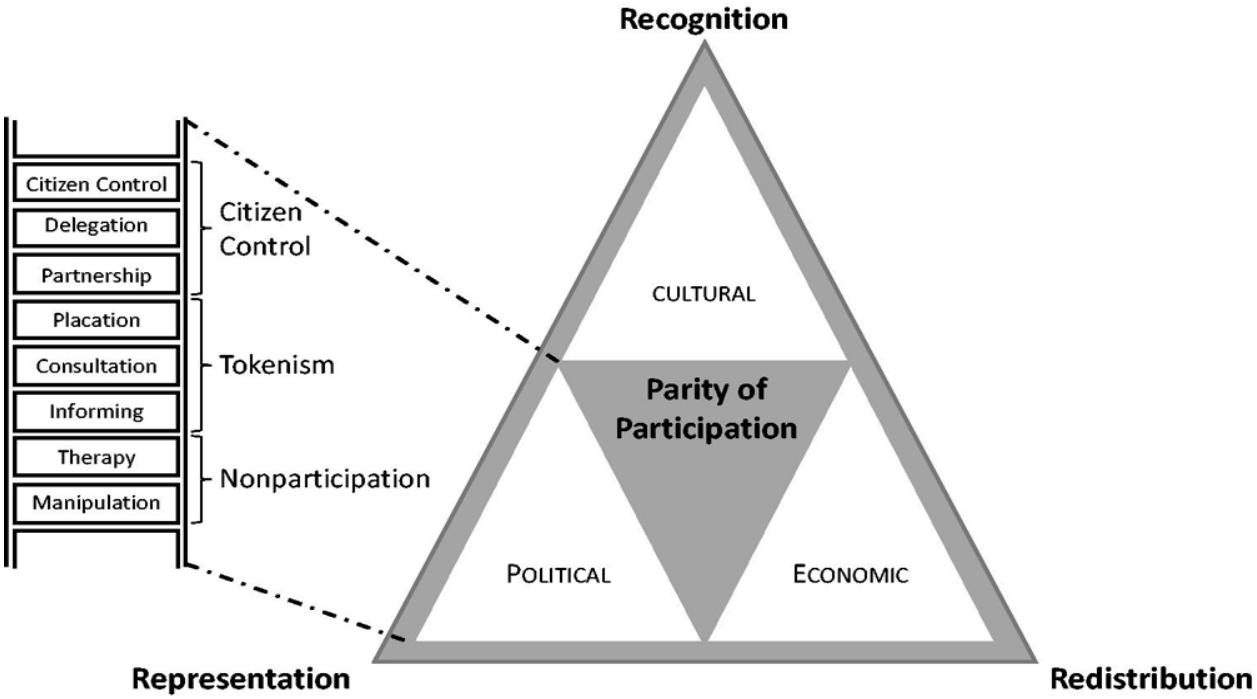

Figure 2.8.1.4.1: The Social Justice Education Framework
Source: *American Planning Association Revisiting Arnstein's Ladder: Justice as Parity of Participation* (n.d.)

2.9. CONCEPTUAL FRAMEWORK

Based on the theoretical framework described above, especially the economic dimension and the literature reviewed, the following conceptual framework was developed for the study.

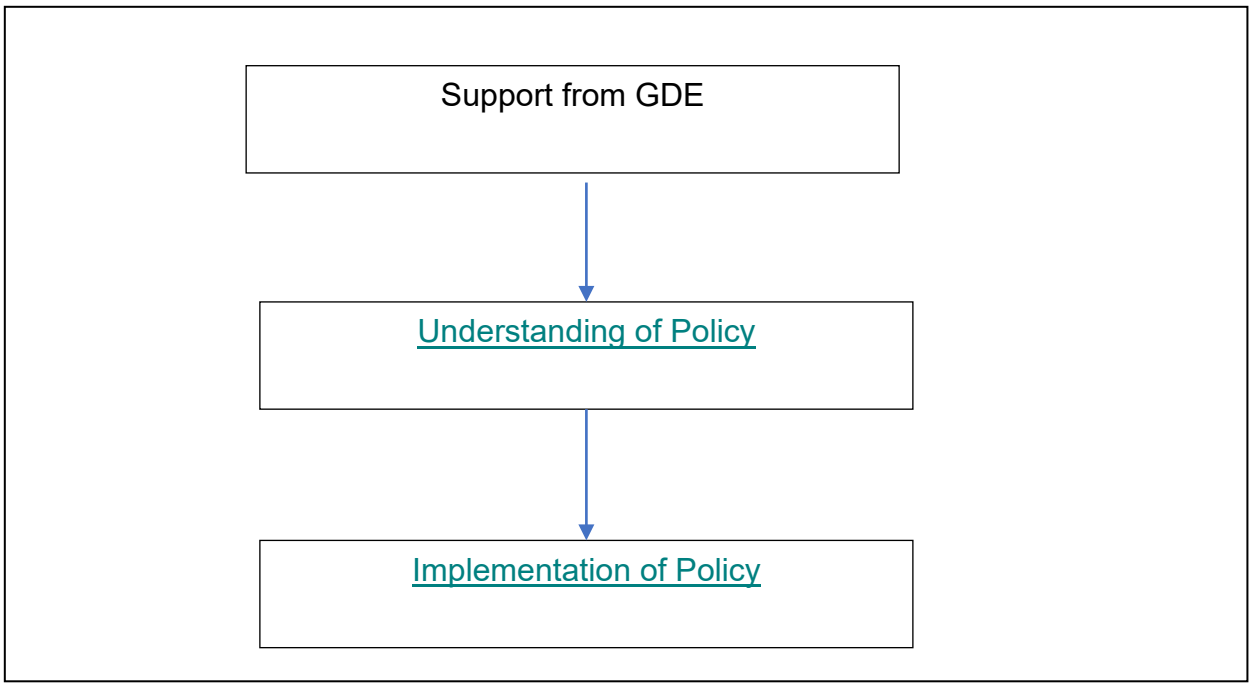

Figure 2.9.1.1.: The Conceptual Framework for the Study

2.9.1. Support from GDE

Support means giving assistance and making the burden of managing the enrolment of undocumented child immigrants lighter. In this study, support from GDE means open paths between school officials and the GDE that helps in allowing access for undocumented international child migrants. These open paths should involve the way in which the GDE oversees how the policies are implemented in allowing access to education for undocumented international child migrants and the way that school officials are able to seek for guidance and way forward in the event that they are not clear about any procedure that has to do with access to education for undocumented international child migrants.

This construct is measured by determining if GDE comes to the schools to provide oversight and how often they come to do that. It is also measured by whether the school officials agree to having open access to consulting with GDE when they are unclear about anything. In a study done in the Netherlands when government departments collaborated to work together (including education departments) instead of working in isolation, there was improved

access to education for migrants (Crul & Doomernik, 2003). The construct of support from GDE is also measured by whether schools are no longer turning away undocumented child migrants and refugee children because of lack of documentation or failure to pay school fees separately.

In another study by Taylor and Sidhu (2012) the concept of “support” was used to address issues of access to education that refugees and migrants were facing in the nation states globally. They measured it by conducting studies in Australian schools in which the concept of support came as good practice in providing education resources for refugees. In their study they found that in Queensland the education department for Catholic schools supported schools by freeing them from spending time going through the funding process which is a very tedious process. Rather, the department did that on behalf of each school and they sent the desired funding which helped schools to carry out the social justice work (Taylor & Sidhu, 2012). This was measured by interviewing the Catholic schools who have seen the positive impact of such support using a qualitative study.

Support from the GDE is linked to understanding policy in that the GDE symbolises system level support where all decisions are made. When decisions are made at the support level they are then distributed to the schools for implementation. It is then the duty of GDE to ensure that the desired implementation takes place by making sure that whatever policies are in place are clearly understood for implementation to take place. It is also their duty to oversee that whatever changes that have been made are complemented properly.

2.9.2. Understanding Policy

“Understanding” refers to the ability of a person to comprehend something. In this study understanding of policy refers to the extent to which the school officials comprehend the Schools Act and the Admission policy which are the two policies that allow access to education for undocumented international child

migrants. Their understanding should be in line with how they respond to issues of admission when approached with an undocumented international child migrant who seeks education in their school. This construct is measured by how they answer to the understanding of these policies. In Lebanon, research found that there was no understanding of the education framework that governs how Syrian migrants should be treated as what was stated in the framework and what was being done in the schools and the communities was different (Buckner et al., 2018). This was also seen in a study done by Tuangratananon et al. (2019) in Thailand which showed that policy was not fully comprehended as there was a disconnect between what the policy was saying and what was being done in Thai schools; thereby affecting migrant children's access to education.

Understanding policy is linked to implementation of policy in that if the policy is not fully comprehended then it affects how school officials will respond when undocumented international child migrants approach them to seek education. The implementation of the policies that allow them access to education will not be correct and it will be contradictory to what is supposed to be done.

2.9.3. Implementation of Policy

Implementation means the process of putting a decision into action. Implementation of policy in this study refers to whether the way the school officials are implementing the policies has to do with the way the policies say it should be done. This refers to not turning away an undocumented international child migrant based on lack of documentation, giving them a grace period of allowing them to come with documents as stipulated in the admissions policy and not turning away a refugee child because of lack of finance.

This construct is measured by how they are no longer turning away undocumented child migrants and refugee children because of lack of documentation or failure to pay school fees separately. It is also measured by them agreeing to the fact that they allow undocumented children time to bring

documents as stipulated in the admissions policy. In China, it was seen that regardless of education policies in place there was a lot of inequality and migrant children were subjected to stricter admission procedures (Liu et al., 2017). O'Hanlon (2017) identified that inclusive education was poorly implemented and disadvantaged migrant children.

In a study conducted by Tuangratananon et al. (2019) in Thailand, the education policy that allows migrant children to access education for free and equally with their peers was not being comprehended. Their study showed that in as much as education for every child regardless of who they are is being subsidised by the government, migrant families preferred to send their children to migrant learning centres because in Thai public schools they have to pay for transport which is unaffordable and education is offered in Thai language and while this is not written in policy it is accepted and done (Tuangratananon et al., 2019). In addition to this there is a routine in Thai public schools to continually check for identity documents which other children might not have and this again is contradictory to policy (Tuangratananon et al., 2019). This was measured by doing a qualitative study with Thai public schools in Ranong province. This shows that the theory of social justice is not at play.

2.10. CONCLUSION

This chapter provided an overview of the literature that was consulted in doing this study. The literature shows that there are enough policies in South Africa to guide the schools on access to education for undocumented international child migrants. It is also clear from the literature consulted that undocumented child migrants are not enjoying their full rights to accessing education. The theoretical framework suggests that for participatory parity to be at play there has to be three components that have to be addressed, namely economic, cultural and political justice.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter explains the research methodology used to assess the impact of oversight and support by the GDE to public schools in Johannesburg on the challenges still faced by undocumented international child migrants in accessing education. The methodology entails the research approach, the research tools, and application, sampling, the process of analysis, limitations, feasibility, and positionality. In addition, the chapter also reports on the ethical procedures followed to maintain professionalism and protect participants, as well as the validity, reliability, and dependability of the research.

3.2. RESEARCH APPROACH

The study made use of quantitative research techniques in collecting primary data. Fallon (2016) states that primary data collection involves collecting first-hand information from respondents. Quantitative research methodology is based on the philosophy of positivism. Positivists argue for objectivity in the process of data collection rather than subjectivity, which is prone to personal bias (Braun & Clarke, 2013). A quantitative research approach was deemed appropriate for this study because of its ability to measure and assess the support and follow-up measures by the GDE quantitatively and empirically. This assessment focused on the South African Admissions Policy as well as the South African School's Act in terms of compliance and implementation in public schools in Johannesburg.

To understand the phenomenon under study in depth and to acquire an accurate picture of the state of access to education by undocumented international child migrants in Johannesburg, there was a need to include many participants from different schools. Only the quantitative approach could allow for the inclusion of the appropriate number of participants. Using the quantitative research approach, the researcher was able to collect data from 58

participants in the schools. Another advantage of quantitative research which made it attractive for this study is that findings from a quantitative study can also be generalized to a larger population since the data sets are large (Goertzen, 2017).

Some authors insist that a quantitative research approach seeks to find accurate and objective measures of variables (Braun & Clarke, 2013; Mack, 2010; Rich et al., 2018). Other authors have gone further to say a quantitative study has a particular scientific focus when it comes to the way data is collected and analysed (Bryman, 2012; Fallon, 2016). Collecting data from different schools and using a bigger sample than one would normally use when using a qualitative approach helped to achieve a better understanding of the issue of the role of oversight by the GDE in public schools in Johannesburg especially by getting information from school officials who are on the ground in the implementation process.

A quantitative research technique was also suitable for this research because the research sought to determine the relationship between oversight and support by the GDE on the Admissions Policy and the Schools Act and the challenges encountered by undocumented international child migrants in accessing education. Testing of such a relationship could only be done using a quantitative approach. Some authors (e.g., Bryman, 2012; Creswell & Creswell, 2017; Edmonds & Kennedy, 2016; Mack, 2010) note that a quantitative research approach is a deductive process that relies on the testing of a theory and relationships. Furthermore, some authors state that since quantitative data make use of data that needs to be measured, it is ideal in answering the ‘what’ and ‘how’ in a given situation (Goertzen, 2017).

The other technique which could have been used was the qualitative approach. However, this approach was not the best one for the study because a comprehensive literature review has been done on existing information on the state of undocumented international child migrants in Johannesburg. The literature already exists on research done using qualitative methods on how life

was for them before, the measures that have been put in place to ensure their access to education, what other countries are doing and the challenges that still exist for them in accessing education. The aspect that the researcher found to be missing in the literature is information on oversight by the GDE on public schools, which this research focused on. The authors state that qualitative research aims to understand local meanings and produces knowledge that increases general understanding of a certain phenomenon (Braun & Clarke, 2013).

3.3 RESEARCH DESIGN

A cross-sectional design was adopted in the study because of its ability to allow for the collection of data from different groups at the same time. Bryman (2012) observes that people who usually employ this study design are interested in a lot more than two cases in the search for variation. A cross-section design was ideal for the study as the intention was to collect information from different schools. Adams et al. (2014) also state that in a cross-sectional design, data is collected from different groups at the same time.

The application of this design enabled the researcher to collect data from 10 schools in the Johannesburg East District which is where a majority of public schools in the range of clusters 1, 2, and 3 are located. This was ideal to measure the impact of the phenomenon in question because these schools are also not allowed to charge school fees. Collecting data from them would indicate how international undocumented child migrants are treated when it comes to the payment of school fees. There is information in the literature that suggests that undocumented child migrants are either made to pay school fees or forced to pay more school fees than locals. Collecting data from these schools helped in understanding this aspect.

A cross-sectional design was also suitable for the study because of its ability to measure different variables. In a cross-sectional design, data can be collected on different variables (Adams et al., 2014; Creswell & Creswell, 2017; Johnson

& Christensen, 2019). In addition to this, Bryman (2012) notes that data on different variables to be measured is essentially collected at the same time as participants can answer on different variables asked on the questionnaire at once. This was important for the study as it sought to measure different variables which are Oversight, Support, and Implementation, as they relate to the implementation of the Schools Act and Admission policy in dealing with child immigrants. Oversight and Support were being measured as the independent variables and implementation was being measured as the dependent variable. Some authors state that the independent variable is the variable that is used to test the impact on the dependent variable (Edmonds & Kennedy, 2016).

Besides measuring the different variables at the same time, the study also sought to interrogate the relationship between oversight and support by GDE and implementation of the policies in question in public schools concerning the challenges experienced by undocumented international child migrants in accessing education. This relationship could best be measured with a cross-sectional design. Bryman (2016) states that with a cross-sectional design, it is possible to draw relationships between variables though there can never be certainty about whether or not there could be a causal relationship between the variables. This perspective is further supported by other authors who also argue that a cross-sectional design does not say anything about causation, but only about relationships in which we look at whether the variables are correlated (Salkind, n.d.).

A cross-sectional design was also deemed suitable for this study because it allows for an understanding of issues related to social livelihoods. Hence this method ties in with the study's objective to further interrogate the issue of access to education for undocumented international child migrants. A cross-sectional design is commonly used to understand the public's thoughts on issues related to political or social circumstances (Edmonds & Kennedy, 2016). As the phenomenon of access to education for undocumented international child migrants is both a political and a social matter, it was easier to study this phenomenon by using a cross-sectional design.

3.4 RESEARCH TOOLS AND APPLICATION

A face-to-face close-ended questionnaire/survey was used to collect primary data as it was deemed suitable for this research. However, because of COVID 19 regulations and protocols by the GDE and Johannesburg East District, no face-to-face contact was allowed and hence the surveys were to be administered telephonically or online through emails, Zoom, or Microsoft Teams. Because of limited resources and time on the part of the schools, other schools could not participate in online or telephonic questionnaires and surveys and the researcher had to drop the surveys at their school gates with the school security personnel. Alternatively, the researcher would leave the questionnaires with the principal and go back to the school to collect them after they had been completed.

School staff were not able to wait after school hours to participate in the interviews as they had other commitments. Neither could they avail themselves before schools started because it was too early for them to report for work. During business hours, the schools' administrative offices were very busy and there was no room for confidentiality as anyone could walk in and out of the office. This made it practically impossible to do the interviews telephonically. The other challenge was that some participants were not comfortable sharing their contact information with the researcher and wanted to use the school contact details, which made privacy a challenge. Online surveys also did not work for the schools because the school representatives were not comfortable participating and for those that were sent online, follow-ups were unsuccessful. The only option was to take the surveys to the schools as had been suggested.

Making use of the closed questionnaires/survey was deemed suitable because it allowed for the collection of quantitative data that is suitable for quantitative research as it could be structured in a close-ended form to allow for that purpose. Other authors have stated that a close-ended questionnaire will provide primarily quantitative data (Johnson & Christensen, 2019). The survey

consisted of closed questions that were coded to allow for easy analysis. Gillham (2008) argues that making use of a closed questionnaire makes it very tidy for the researcher and the data becomes easier to analyse.

In addition, making use of a survey was ideal because it allowed getting data on oversight and support to complement the data that already exists on access to education for undocumented international child migrants and to be able to confirm this hypothesis. Some authors state that close-ended questionnaires are used in confirmatory studies where a certain hypothesis needs to be confirmed (Johnson & Christensen, 2019).

The participants were given the close-ended questionnaires that included a Likert scale with three points to select their answers. This was used to determine the attitudes of the school authorities towards oversight on the policies used to allow access to education for undocumented international child migrants. It was also used on their understanding of policies as well as on financial exclusion. A Likert scale is a psychometric scale that has different categories from which participants can choose to indicate their opinions, attitudes, or feelings (Brown, 2011; Nemoto & Beglar, 2014). However, the disadvantage of using surveys is that participants do not have the flexibility of providing additional answers. Gillham (2008) argues that a questionnaire seeks to get answers by asking questions and that you only have the answer to go on since no one knows what lies behind the selection of a certain answer.

3.5 POPULATION OF THE STUDY

The population of the study was the staff from the ordinary public primary schools in Johannesburg East District. This included management which comprised the principals and vice-principals as well as administration and teaching staff. Some authors have indicated that a population refers to the entire case from which the sample is derived from (Taherdoost, n.d.).

3.6 SAMPLING

The study used probability sampling in the form of simple random sampling to give units in the schools in the Johannesburg East District an equal chance of being included in the study. Bryman (2016), Edmonds and Kennedy (2016) note that probability sampling allows participants to better represent the population because all participants have an equal chance of being included in the study. Probability sampling was also used because of its ability to generalize the findings to the larger population. Probability sampling allows researchers to make inferences about the sample to the larger population (Bryman, 2016).

The Data-Driven Districts (DDD) school submissions Report for Gauteng for 2019 to 2020 was used to identify ordinary schools from Johannesburg East District to participate in the study. The researcher selected primary schools only and excluded secondary schools since the research sought to adhere to the definition of children as given by the CRC and African Charter. According to these instruments, a child is any person who has not yet reached the age of 18 years. The selected primary schools belong to clusters 1, 2, and 3 of the ordinary schools because they belong in the category of non-fee-paying schools. These are the schools which undocumented international child migrants are likely to approach to access education. Ten schools were selected from the list.

Schools differ on who is responsible for admitting learners into schools. In some schools, principals, deputy principals and the administrative clerk are the responsible authority, in other schools when principals have a busy schedule, they assign educators who have been in the schools for a long period and understand the processes of admission. Everyone had an equal chance of being included in the research and 6 participants were interviewed per school. In total 58 participants were interviewed in the schools. This type of simple random sampling helped in reducing bias because the researcher did not have information on who was going to be selected. Some authors note that using

simple random sampling helps to reduce human bias and also the fact that the units will not be selected on such subjective features (Bryman, 2016).

3.7 PREPARING DATA FOR ANALYSIS/ DATA PROCESSING

The process of preparing data for analysis was done to make sure that data was ready for analysis and that an accurate conclusion could be made. The process of preparing data for analysis involved data coding, cleaning, and formatting of variables.

Coding was the first step that the researcher took in data processing before the data was entered into a worksheet. This process was done so that the researcher could input data that is quantitative. The codes were pre-assigned on the surveys. These codes were assigned so that variables could fall within pre-defined categories. Examples of codes that were assigned included 1 for Yes and 2 for No, 1 for Male, and 2 for Female. On the Likert scale, the same codes were assigned, ranging from 1 for Yes, 2 for No and 3 for Maybe. Bryman, (2016) states that coding is a very important step in quantitative research as it allows the researcher to assign numbers to the categories that have been created which is a way of simply tagging that will allow the material to be processed quantitatively.

Data cleaning was the second step that the researcher took in preparing the data for analysis. In this step, the researcher went through the data to check for errors in the data which could include errors like duplication of data, inconsistencies in naming the variables as well as checking for outliers and blanks. This process was necessary because the researcher needed to make sure that the data represent the information that the participants provided and nothing more. Chu et al., (2016) state that checking for data and correcting dirty data is one of the challenges in data analytics and that failure to perform data cleaning can lead to incorrect analysis and may lead to inaccurate conclusions.

The other step that the researcher took in data processing was the formatting of variables. This process was done to allow the software program that was being used for analysis to read the variables correctly. This was done by organizing the data correctly in the rows and columns in the worksheet, removing double spaces where there were any, ensuring that the variables were in the right cases, either uppercase or lower cases, and also ensuring that the variables from the same schools were recognized and treated accordingly. Corti et al., (2019) have acknowledged that formatting data is an important skill in organizing data.

3.7. PROCESS OF ANALYSIS

In analysing the data, the study made use of both descriptive statistics and inferential statistics.

3.7.1 Descriptive statistics

Descriptive statistics in the form of univariate analysis was used to describe and organize the data that was collected for the purpose of the study. Descriptive statistics are used to organize the information as well as giving a description of the nature of the participants or the sample (Salkind, n.d.). Some authors have put it differently to say descriptive statistics are used to organize and summarize the data in a way that is understandable to the audience (Adams et al., 2014). In addition to this, data was organised through computing the measures of central tendency that were selected for the study. The easiest way of organizing the information is through computing an average which is also called the measures of central tendency; the one value that best represents an entire population (Salkind, n.d.). The measures of central tendency come in three forms which are mean, median, or mode which provides different information about how the scores are distributed (Salkind, n.d.).

3.7.2 Inferential Statistics

Inferential statistics were used to determine if a relationship exists between oversight and support by the GDE and compliance by public schools. Inferential statistics are used to answer some types of research questions (Salkind, n.d.). Inferential statistics were used to infer the findings of the study to the larger population. Salkind (n.d.) states that inferential statistics are used to talk about the population of the study based on the sample. The test that was used for this purpose was the Spearman rank for the correlation coefficient and a regression test. These tests are useful in examining the relationship between variables (Salkind, n.d.). The study was measuring the impact of the following variables: support, oversight, and implementation hence these tests were the most suitable ones.

The level of significance for this study was set at 5% which was the level of risk the researcher was willing to take in rejecting the null hypothesis when it was true. According to Salkind (n.d., p. 241) "If the level of significance is .05, it means that on any one test of the null hypothesis, there is a 5% chance you will reject it (and conclude that there is a group difference) when the null is true and there is no group difference at all". This helped in determining if the challenges that were being experienced by undocumented international child migrants were because of issues of oversight and support by the GDE on the public school which was, in turn, affecting the implementation of the policies or just by chance by looking at statistical significance. What significance implies is that any difference that is observed is not due to some systematic influence and not due to chance or error (Salkind, n.d.).

3.8. LIMITATIONS, FEASIBILITY, AND POSITIONALITY

The limitations of the study are that it was not looking at the subjective experiences of the school officials in working with undocumented international child migrants in terms of how they relate to them at an individual level. Therefore, there is a possibility that some issues that could be crucial to note

for the study were left out. The study also did not interview undocumented international child migrants themselves which could have led to missing of some crucial information from the affected population. However, it is important to note that previous studies have looked at their subjective experiences. These studies have shown that challenges still exist in access to education for undocumented international child migrants so this research was addressing this issue by looking at the oversight provided by the GDE. The other limitation is that the schools that were included in the research were only those in Johannesburg East District and not in all the areas and this could have an effect on the general applicability of the study findings since other areas could possibly operate differently.

An additional limitation is that during the course of the research, a new policy on the protection of personal information was enacted in the GDE. This made it difficult for the researcher to get personal details of the GDE officials to contact them for data collection. Faced with this challenge, the researcher ended up excluding some key participants from the research, therefore, the limitation of this study is that some information from GDE officials that are involved in the process of admission of child migrants into schools is not available. In as much as there were official channels to request for data collection, the people contacted were not willing to provide contact details of the GDE officials and based their refusal on the policy for the protection of personal information.

In terms of feasibility, undertaking the study was easier in that it was conducted in Johannesburg East District which is very close to the researcher's place of work and residence. The schools that the researcher was interested in are in this district where many undocumented international child migrants seem to access most frequently.

In terms of positionality, the researcher is an international migrant so working with issues of international migrants became very personal and could prevent the researcher from having an objective view of how such issues are handled. The researcher needed to practice professionalism and refrain from taking

issues out of context while also adhering to standards and guidelines for ethical conduct in research at all times. Other school authorities even asked the researcher where she was from in terms of country of origin. When approached with this question the researcher sometimes felt worried that it could jeopardize the research judging from the xenophobia that exists in the country but then eventually decided to respond professionally at all times and the research was conducted professionally.

3.9. ETHICS

The study was focusing on a vulnerable population: child migrants. Ethical clearance was sought from the ethics committee (non-medical), from the GDE as well as from the Johannesburg East District. South Africa has a history and contemporary manifestations of xenophobia targeting mostly fellow Africans and so steps had to be taken to protect participants in the study. However, the study was not collecting data from the international child migrants themselves but from the educators, administrative clerks, vice-principals, and principals of various schools. This was another way in which these undocumented international child migrants were being protected.

Confidentiality and safety of participants were maintained at all times. Anonymity was maintained in the sense that no information that could be used to easily identify participants was used. The questionnaires were pre-coded so that no names of participants could be used when the data was analysed.

3.10. VALIDITY, RELIABILITY, AND DEPENDABILITY

Validity concerns were addressed in the research through interviews designed for participants from different schools in Johannesburg East District to make sure that the research is a true reflection of the follow-up measures by the department. Validity has to do with how research captures reality (Braun & Clarke, 2013).

Reliability was maintained through the use of standardized questionnaires which were designed to minimize the researcher's bias. The questionnaires were first piloted so that they could be adjusted if some questions needed rephrasing. This assisted in making sure that the questionnaire could be utilized by someone else with different participants and still come to the same conclusions. During piloting the researcher found out that there were mistakes that existed in the survey and adjustments were made. Reliability is concerned with the ability to produce the same results about the study if different researchers want to collect data on different participants (Braun & Clarke, 2013; Bryman, 2012).

In the study, data was collected in such a way as to preserve generalization and dependability was possible. When it comes to issues of access to education for undocumented international child migrants the study will apply during times that are different from the time that the study was done. Dependability has been said to be related to the ability of study procedures and findings to be consistent (Bryman, 2012).

3.11 CONCLUSION

This chapter has outlined the methodology that was used in this study. The study followed a positivist approach by doing a quantitative methodology. A cross sectional design was used in the township of Alexandra in Johannesburg East District. In doing this study, the researcher went through the non-medical ethics committee. Permission was also requested from GDE and Johannesburg East District and participants from 10 schools were interviewed for this study. The next chapter explores issues relating to the presentation of results.

CHAPTER 4: PRESENTATION OF RESULTS

4.1. INTRODUCTION

This chapter presents the results based on the primary data obtained from the survey questionnaire completed by the school staff who participated in the study. The survey questionnaire which was the primary data collection tool, was distributed to 10 schools in Alexandra Township in Johannesburg. The data collected from the respondents were quantitatively analysed using the SPSS software package version 27.0. The chapter starts with a description of the demographic profile of the respondents. The second section presents the reliability results. The third section provides a descriptive analysis of the responses. The first part of this section deals with descriptive items such as the mean, standard deviation, skewness and Kurtosis for each responses item. The second part deals with the description of how the respondents rated each responses items, based on the various rating scales provided in the survey questionnaire. The fourth section deals with the normality test results, which were performed to determine the appropriate statistical methods to follow. The fifth section provides results from the correlation analysis and the sixth section presents the regression results.

4.2. DEMOGRAPHIC PROFILE OF THE RESPONDENTS

This section describes the demographic profiles of the respondents who participated in the study. The demographic features considered include age, gender, race, profession and years of experience at the school. This demographic information is pertinent to ensure that the reader gets a full appreciation of the context of the respondents from which the primary data was collected. A discussion of these demographic characteristics is important to gain a full understanding of the contextual background in which the admission policy is mainly implemented in schools and how oversight by the Department of Education has improved access to education for undocumented international child migrants in Johannesburg.

4.2.1. The age group of participants

Figure 4.2.1 shows that the majority of the respondents were between 40 and 49 years old, representing 46.6% of the sample, followed by those aged between 50 years and above (34.5%) and those aged between 30 and 39 years old (12.1%). There was a small representation of the age groups between 19 years and below, and between 20 and 29 years old, each presenting 3.4%.

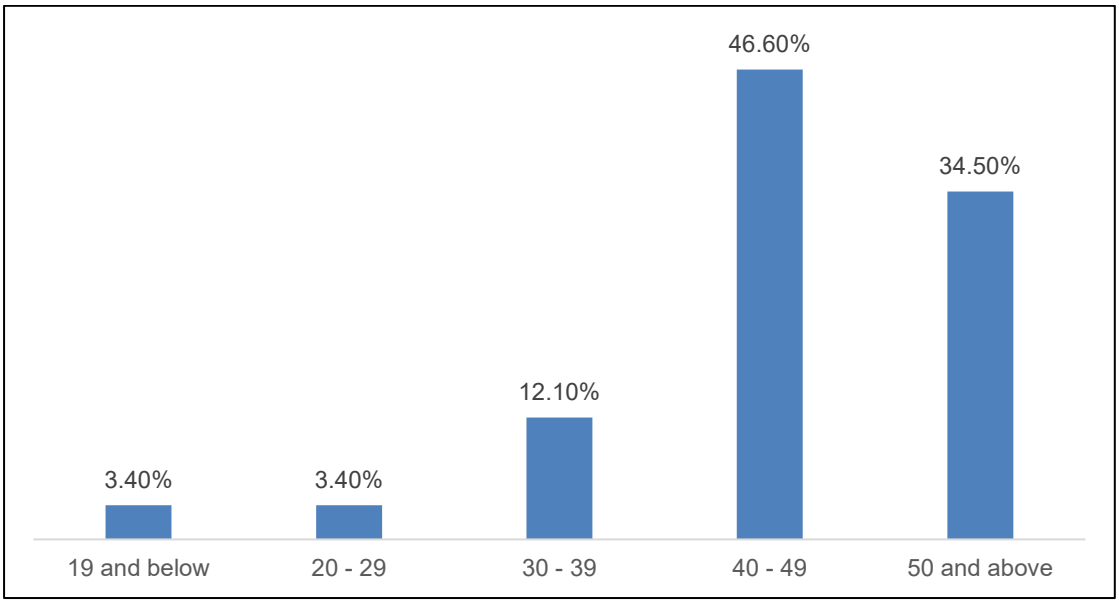

Figure 4.2.1: Age group of participants

4.2.2. Gender of participants

Figure 4.2.2.1. shows that the majority of the respondents were female, who made up 53.4% of the sample, followed by males, with a proportion of 44.8%. The remaining 1.6% of the respondents did not indicate their gender.

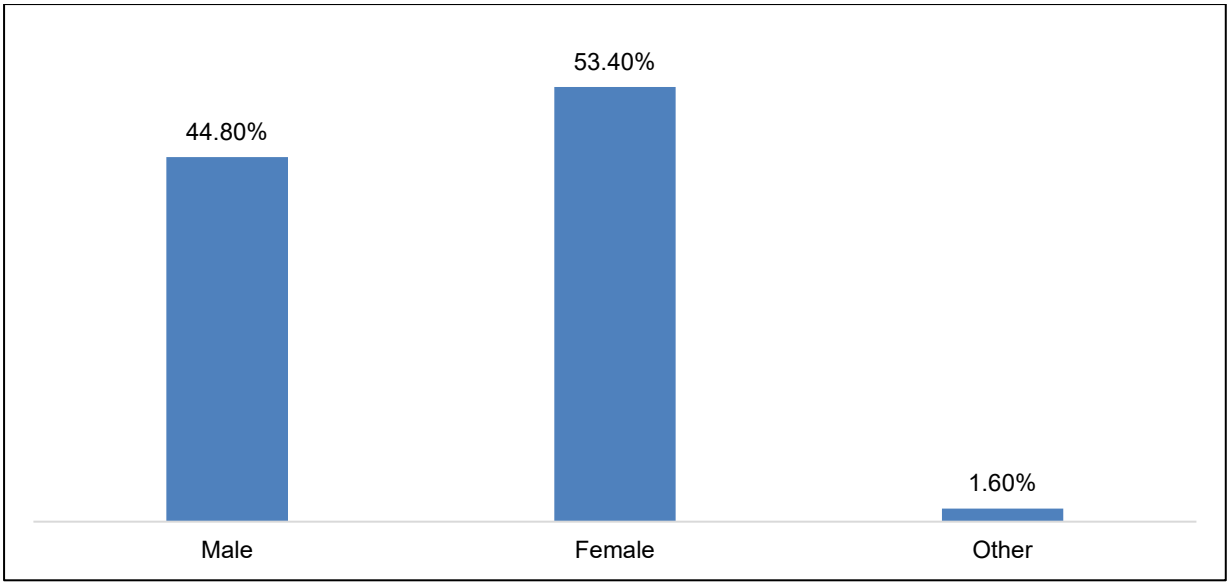

Figure 4.2.2.1: Gender of participants

4.2.3. Race of participants

All the participants were of African origin.

4.2.4. Profession of participants

Figure 4.2.4.1 shows that the majority of the participants were Vice Principals (34.5%), followed by Administrative Clerks (25.9%), educators (22.4%) and Principals 17.2%. While the study mainly targeted Principals, their small representation could be due to the business schedules that required them to delegate to other staff members that are directly involved in the school administration processes. This is not expected to adversely influence the outcome of the study since the core aspect that is of interest is the implementation of the admission policy and Schools Act in public schools, for everyone involved in the process should be fully aware.

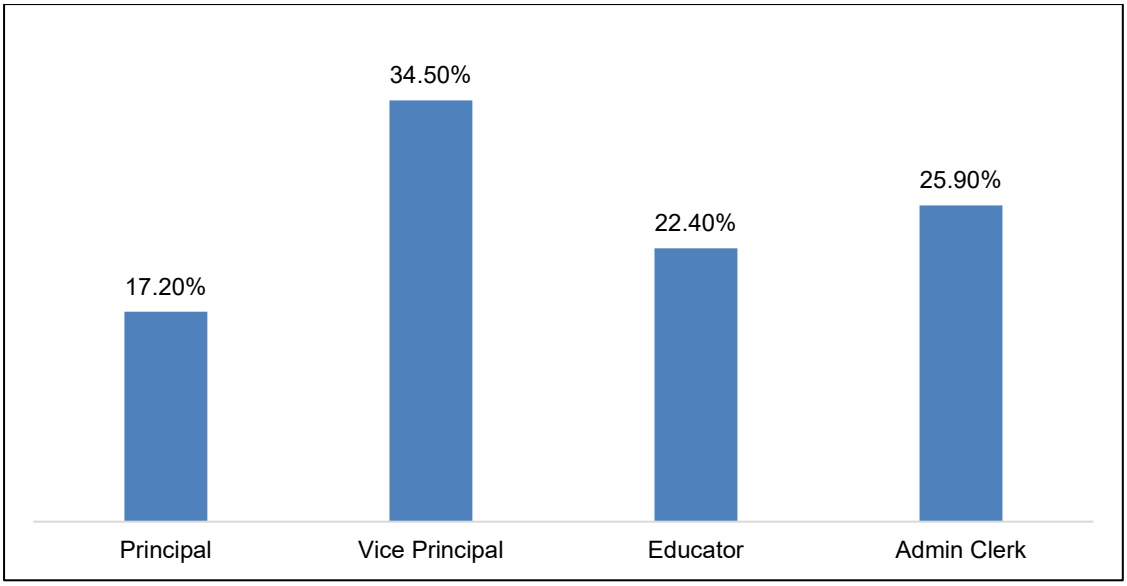

Figure 4.2.4.1: Profession of participants

4.2.5. Years of experience at the school

Figure 4.2.5.1 shows that the majority of the respondents (34.5%) has been at the respective schools for a period between 5 and 10 years, followed by those that have spent more tha15 years at the school (25.9%), and those that had been at the schools for between 10 and 15 years (24.1%). The remaining 13.8% were those respondents that have been at the school between 1 and 5 years and a significantly small proportion (1.7%) of the respondents were with the schools for less than 1 year. The fact that a large proportion of the respondents were at the schools for several years (more than five years) assures that the responses provided are based on informed individual positions.

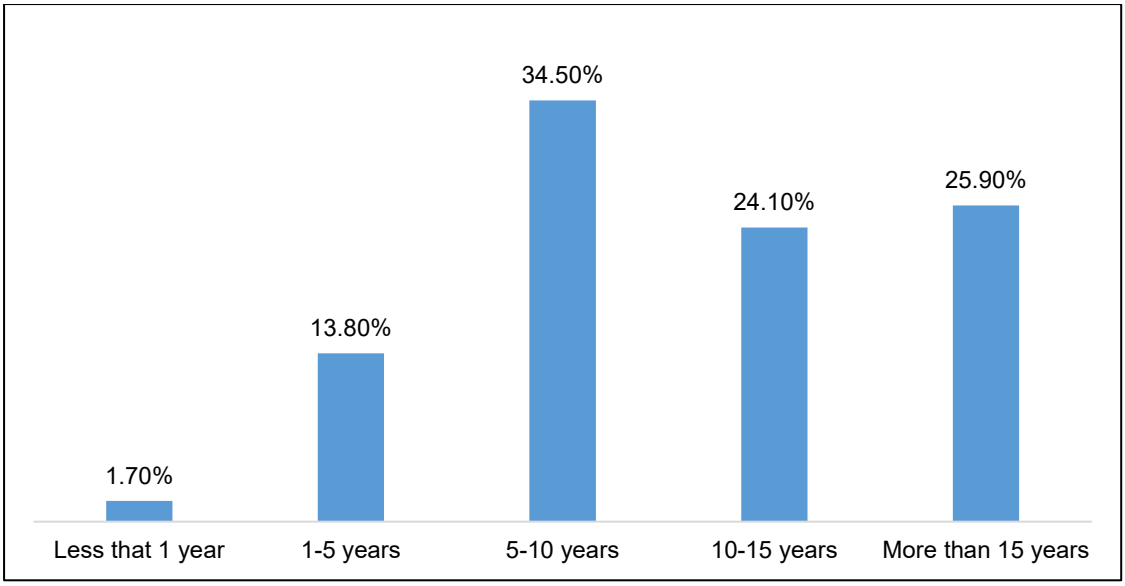

Figure 4.2.5.1: Years of experience at the school

4.3. RELIABILITY AND VALIDITY OF RESULTS

The researcher endeavoured to produce results that reflect the actual situation at hand. This entails that the data collection employed should be able to capture data that produces reliable results. In this regard, the survey questionnaire should be designed to accurately reflect the concepts it intends to measure. This section describes the procedures that were undertaken to ensure that the study results are reliable and valid. Reliability is assessed using the SPSS version 27 and is computed based on the computation of several measures that fall under each construct. According to George and Mallery (2003, p.231), “a reliability score of 0.7 is acceptable, 0.8 is good and 0.9 or more is considered excellent”. While there are different interpretations of the Cronbach Alpha, Sürücü and Maşlakçı (2020: 2714) suggested the most acceptable approach as shown in Table 4.3.1.

Table 4.3.1: Interpretation of Cronbach's Alpha Coefficient

Cronbach's Alpha Coefficient	Interpretation of Cronbach's Alpha Coefficient
≥ 0.9	The internal consistency of the scale is high
0.7 ≤ α < 0.9	The scale has internal consistency
0.6 ≤ α < 0.7	The internal consistency of the scale is acceptable
0.5 ≤ α < 0.6	The internal consistency of the scale is weak
α ≤ 0,5	The scale has no internal consistency

Source: Sürücü and Maşlakçı (2020: 2714),

Table 4.3.2 shows that the Cronbach reliability score for the survey questionnaire encompassing all the three constructs was 0.72, which is considered acceptable, suggesting that the research instrument had an internal consistency. This value indicates that there are expressions in the questionnaire that are similar and do not in any way have distinctive features. In this regard, the researcher was not compelled to alter the research instrument to increase its reliability.

The three constructs contained in the questionnaire comprise Implementation of Policy, Understanding of Policy, and Support from GDE. The reliability score obtained, which is above 0.70 confirms that the survey questionnaire employed for the study has an acceptable level of reliability, suggesting that the results produced can be trusted.

Table 4.3.2: Reliability Statistics

Cronbach's Alpha	**No. of Items**
.72	3

The validity of the questionnaire is another important consideration that was taken into account. In this regard, Table 4.3.3 shows the correlation between the constructs: Implementation of Policy, Understanding of Policy, and Support from GDE. The table shows a fairly high correlation between the constructs, suggesting that they indeed measure the same thing. There is therefore a high probability that if the same questionnaire is to be used again within the same

setting, similar conclusions can be drawn. The table shows that besides the correlation between Implementation of Policy and Understanding of Policy constructs, which is fairly low, the rest of the constructs are highly correlated, which is an indication that they measure the same thing.

Table 4.3.3: Inter-Item Correlation Matrix

Construct	**Implementation of Policy**	**Understanding of Policy**	**Support from GDE**
Implementation of Policy	1.000	.307	.620
Understanding of Policy	.307	1.000	.585
Support from GDE	.620	.585	1.000

The Inter-Item Correlation Matrix was complemented through further tests of Item-Total Statistics, which seeks to assess the importance of each construct in the survey questionnaire. A reliability score of 0.72 was obtained for all three constructs as reported in Table 4.3.2. To check if a construct is genuine or not, Table 4.3.4 shows the value of Cronbach's alpha after that construct has been deleted. This is shown in the column "Cronbach's Alpha if Deleted" indicating the value of the Cronbach's Alpha that is obtained when that particular construct is deleted. In this regard, a construct is considered not genuine if the Cronbach's alpha value increases after it has been deleted. Table 4.3.4 demonstrates that the removal of all three constructs results in a lower Cronbach's alpha, suggesting that all of them are suitable for inclusion in the study.

Table 4.3.4: Item-Total Statistics

Construct	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**

Implementation of Policy	2.8345	.319	.568	.653
Understanding of Policy	3.1616	.313	.540	.663
Support from GDE	3.0651	.116	.745	.469

4.4. DESCRIPTIVE ANALYSIS

Descriptive statistics is concerned with analysing, summarising and presenting the findings from the sample data that represents the entire population being targeted. There are two main reasons to present descriptive statistics, which includes the provision of some basic information about the variables of interest, and to identify some potential relationships between them. In some cases, descriptive statistics help in visualising the data. While conclusions cannot be reached from a descriptive analysis, a general description of the data can be provided with a simplified interpretation of the data.

The descriptive statistics obtained for the study concerning the implementation of the admission policy and the Schools Act are presented in Table 4.4.1. The table indicates the means, standard deviations (*SD*), skewness and kurtosis for the three constructs related to the implementation of the admission policy and the Schools Act. For the construct of implementation of policy, a mean value of 1.70 was obtained suggesting that the respondents mostly agreed to the question asked. For this construct, there was a small distribution of responses around the mean value which was obtained (*SD* = 0.62), suggesting that the respondents had a common understanding of the question. The skewness for this construct is .21 which is positive and closer to zero, suggesting that the distribution of the data is relatively flat on the right. The positive Kurtosis of .67 that was obtained suggests a relatively peaked distribution or a leptokurtic distribution. The skewness and Kurtosis results obtained show that the data for this construct follow a normal distribution.

Concerning the Understanding of Policy construct, a mean value of 1.37 was obtained suggesting that the respondents mostly agreed to the question asked. There is a small distribution of responses around the mean value which was obtained (*SD* = 0.22), suggesting that the respondents had a mutual understanding of what the question required. The skewness for this construct is .82 which is positive, suggesting that the distribution of the data is relatively doomed slightly to the right. The negative Kurtosis of -.18 that was obtained suggests a relatively doomed distribution or platykurtic. The skewness and Kurtosis results obtained show that the data for this construct does not follow a normal distribution.

Lastly, for the Support from the GDE construct, a mean value of 1.47 was obtained suggesting that the respondents mostly agreed to the questions asked. There is a small distribution of responses around the mean value that was obtained (*SD* = 0.41), suggesting that the respondents had a mutual understanding of what the questions required. The skewness for this construct is .13 which is positive, suggesting that the distribution of the data is relatively flat on the right. The negative Kurtosis of -1.59 that was obtained suggests a relatively flat distribution or platykurtic. The skewness and Kurtosis results obtained show that the data for this construct does not follow a normal distribution.

Table 4.4.1: Descriptive Statistics

Construct	**N**	**Min**	**Max**	**Mean**	**Std. Deviation**	**Skewness**		**Kurtosis**	
						Statistic	**Std. error**	**Statistic**	**Std. error**
Implementation of Policy	58	1.25	2.25	1.6961	.20427	.210	.314	.034	.618
Understanding of Policy	58	1.00	2.00	1.3690	.21781	.826	.314	-.177	.618
Support from GDE	58	1.00	2.00	1.4655	.40915	.130	.314	-1.588	.618

4.5. RESPONSE ANALYSIS

This section presents a description of the analysis of the responses per scale item. It provides a detailed analysis of how each scale item was rated by the respondents.

4.5.1. Support from GDE

This section is concerned with the responses provided on the support from the GDE. According to Table 4.5.1.1, 81% of the respondents agreed that the GDE advises them on what to do when documents cannot be found/produced for an undocumented international child migrant, with only 19.0% indicating that the GDE does not provide support. Furthermore, the results show that 48.30% of the respondents agreed that the department of education provides them with the support needed to help undocumented international child migrants to continue with education and 50.0% indicated otherwise. While 56.9% of the respondents indicated that they have multiple ways of seeking clarity and accessing information about the Schools Act and Admission Policy, 19.0% suggested that they do not have and 24.1% were not certain.

Table 4.5.1.1: Support from the GDE

Question	Yes	No	Maybe
3.1. Does the department of education advise you on what to do when documents cannot be found/produced for an undocumented international child migrant?	81.00%	19.00%	0.00%
3.2. Does the department of education provide you with the support needed to help undocumented international child migrants to continue with education?	48.30%	50.00%	1.70%
3.3. As a school staff working with undocumented international child migrants, do you have multiple ways of seeking clarity and accessing information	56.90%	19.00%	24.10%

Question	Yes	No	Maybe
about the Schools Act and Admission Policy?			

In addition to the above, it was also found that the GDE visits schools in order to inquire about the implementation of the Schools Act and the Admission Policy when dealing with undocumented child migrants in school quarterly as shown in Figure 4.5.1. 2.

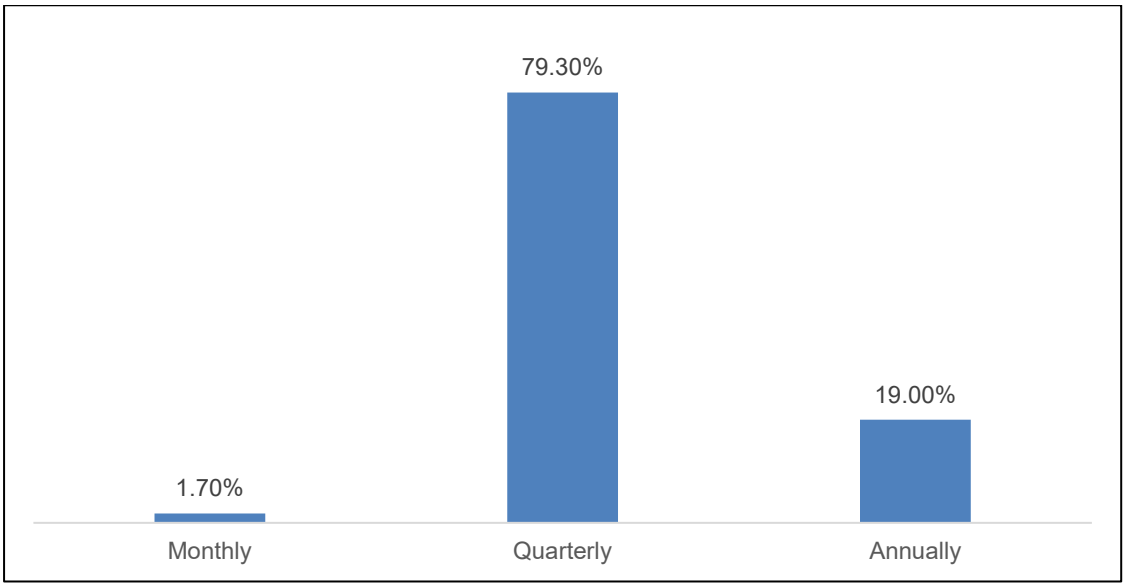

Figure 4.5.1.2: Frequency of GDE follow-ups

4.5.2. Understanding of Policy

This section presents the results in terms of how the respondents show their understanding of the admission policy. In this regard, Table 4.5.2.1 shows that a significant proportion of the respondents (94.8%) clearly understands the process of admission of undocumented international child migrants in school, with only a small fraction (5.2%) indicating that they do not know. Furthermore, 96.6% of the respondents indicated that they clearly understand the Admission Policy and the Schools Act as it relates to the admission of undocumented international child migrants in school, with only 3.4% indicating otherwise.

Table 4.5.2.1 also shows that most of the respondents (62.1%) feel comfortable admitting an undocumented international child migrant in their school without fear of repercussions, while 37.9% indicated that they do not feel comfortable. Less than half of the respondents agreed that the Admission Policy and Schools Act criteria are inclusive of undocumented international child migrants, with 17.2% not agreeing and 34.5% not sure. Half of the respondents agreed that they understand that refugee children are exempted from paying school fees in the Republic of South Africa, with nearly half indicating that they don't understand.

Table 4.5.2.1: Understanding of Policy

Question	Yes	No	Maybe
2.1. Do you clearly understand the process of admission of undocumented international child migrants in school?	94.80%	5.20%	0.00%
2.2. Do you clearly understand the Admission Policy and the Schools Act as it relates to the admission of undocumented international child migrants in school?	96.60%	3.40%	0.00%
2.3. Do you feel comfortable admitting an undocumented international child migrant in your school without fear of repercussions?	62.10%	37.90 %	0.00%
2.4. In your understanding, do you think the Admission Policy and Schools Act criteria are inclusive of undocumented international child migrants?	48.30%	17.20 %	34.50 %
2.5. Do you understand that refugee and asylum seeker children are exempted from paying school fees in South Africa?	50.00%	48.30 %	1.70%

4.5.3. Implementation of policy

Table 4.5.3.1 shows how the respondents answered to each scale item that falls under the construct of Implementation of Policy. The majority of the participants (70.7%) indicated that they have never turned away an undocumented international child migrant from the schools for not having documentation. Similarly, 72.4% indicated that they have not turned away a refugee child from school for not having a refugee permit. All the schools in the sample indicated that they have never turned away a refugee child for not

having school fees. Just over half of the respondents (53.4%) highlighted that the Admission Policy makes it easy for undocumented international child migrants to access education. The remaining 39.7% of the respondents were of the sentiment that the Admission Policy does not make it easy for undocumented international child migrants to access education. This could be an indication that there are some gaps in the Admission Policy that need to be given serious consideration to make it easy for undocumented international child migrants to access education. The results are indicative of the fact that the international and regional frameworks are being adhered to and they are indeed improving the lives of undocumented international child migrants as far as education is concerned.

The table further shows that a significant proportion of the respondents (60.3%) were of the perception that the process of applying for access to education for undocumented international child migrants allows flexibility in terms of which they can bring documents after they have been admitted if they don't have them during enrolment. The remaining 22.4% of the respondents indicated that there is no flexibility while 22.4% indicated that there may be some flexibility. This suggests that while the process of application for undocumented international child migrants is largely considered flexible, there might be some elements that are rigid in the process. This also shows that when we look at the concept of social justice there are still gaps in this process because it means that not everyone is being fully accepted to access education.

While the majority of the respondents (74.1%) alluded that the process of not being required to pay fees allows undocumented international child migrants in their school to also negotiate, 24.1% indicated that it does not. About 72.4% highlighted that their schools do not offer any financial support or exemptions to undocumented international child migrants, with nearly a third of the respondents indicating that they do offer financial support or exemptions. The results also show that the majority (98.3%) of the schools do not make undocumented international child migrants in their schools pay more school fees than the others, with only a insignificant fraction of schools indicating

otherwise. Furthermore, more than two-thirds of the respondents thought that international child migrants should not be made to pay school fees to access education. This is also evident that the South African Schools Act is being implemented in the schools.

Table 4.5.3.1: Implementation of Policy

Question	Yes	No	Maybe
1.1. Have you ever turned away an undocumented international child migrant from your school for not having documentation?	29.30%	70.70%	0.00%
1.2. Have you ever turned away a refugee or asylum seeker child from school for not having a refugee permit?	27.60%	72.40%	0.00%
1.3. Have you ever turned away a refugee or asylum seeker child for not having school fees?	0.00%	100.0%	0.00%
1.4. Do you think the Admission Policy makes it easy for undocumented international child migrants to access education?	53.40%	39.70%	6.90%
1.5. Does the process of applying for admission into school for undocumented international child migrants allow flexibility in terms of which they can bring documents after they have been admitted if they don't have them during enrolment?	60.30%	22.40%	17.20 %
1.6. Are there financial exemptions or rules that allow undocumented international child migrants in your school to also negotiate?	74.10%	24.10%	1.70%
1.7. Does your school offer any financial support to undocumented international child migrants?	27.60%	72.40%	0.00%
1.8. Do undocumented international child migrants in your school pay more school fees than the others?	1.70%	98.30%	0.00%
1.9. Do you think refugee or asylum seeker children should be made to pay school fees to access education?	22.4%	77.6%	0.00%

4.6. NORMALITY TESTS

According to Ghasemi and Zahediasl (2012), statistical procedures such as correlation and regression analysis are conducted based on the assumption that the data follows a normal distribution. This suggests that the data has to follow a normal distribution, also known as the Gaussian distribution. In this regard, a normal distribution is observed when a probability distribution is symmetric around the mean (Gordon, 2013). This demonstrates that more data is distributed around the mean as opposed to being far from the mean, that is, it is entirely symmetrical around the mean. The shape of this distribution is “bell shaped” also known as the “bell curve” (Musselwhite & Wesolowski, 2018).

For correlation analysis, the first task is to determine the best technique to use between Spearman rank correlation and Pearson correlation. This is done using the normality tests, which is a critical assumption and requirement of the Pearson correlation. Thus, to run inferential statistics using a Pearson correlation, it is important to demonstrate that the data satisfies the bivariate assumption. Spearman rank correlation can be used as a measure of monotonic association in the event that the data does not meet the normality assumption either due to it being ordinal or containing relevant outliers (Schober, Boer & Schwarte, 2018).

To test if the data meets the normality assumption, a Shapiro-Wilk W-test was conducted. In terms of the Shapiro-Wilk W-test, the results are significant when the *W* obtained is small enough relative to the sample size *p*. In this regard, when *p* is low it suggests that there is a low probability of Type I error. This is when the null hypothesis (H0) is rejected when it is in fact true.
The rejection criteria are shown as:

a) If *p* is high, we do not reject *H0.*
b) If P is low, there is a low probability of Type I error

Based on the above, the normality hypotheses are set out as follows:

a) H0: the observed distribution is normally distributed.
b) H1: the observed distribution is not normally distributed.

We conclude that the data follows a normal distribution if *H0* is accepted and we conclude that the data does not follow a normal distribution if *H0* is rejected (Ghasemi & Zahediasl, 2012). Table 4.6.1 shows the "Statistic", which is the test statistic of *W*, and "sig", which is the significant level of the normality test, represented by the *p*-value. In this regard, we reject *H0* if $p < 0.05$, and conclude that the test is significant.

Table 4.6.1 shows the results of the normality tests conducted based on the Shapiro-Wilk W-test as highlighted above. If the *p*-value is greater than 0.05 it shows that the data follows a normal distribution and if the *p*-value is less than 0.05, the data does not follow a normal distribution. The results presented in Table 4.6.1 shows that the Implementation of Policy construct has a p-value that is greater than 0.05, suggesting that it follows a normal distribution. The p-values for the Understanding of Policy and Support from GDE constructs are less than 0.05, suggesting their data does not follow a normal distribution. Since two of the three constructs of interest in this study do not follow a normal distribution, a Spearman rank correlation test is conducted.

Table 4.6.1: Tests of Normality

Construct	**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**
Implementation of Policy	.960	58	.055
Understanding of Policy	.809	58	.000
Support from GDE	.817	58	.000

4.7. CORRELATION RESULTS

The purpose of the research was to investigate the relationship between follow-up measures by the GDE and the implementation of the Admission Policy and Schools Act in public schools. This suggests the need to empirically confirm some theoretical relationships. Based on the data collected for the study,

correlation analysis can be used to establish possible linear relationships between the pertinent variables.

Correlation is a statistical method of determining the general association between two variables. It is a measure of strength of the relationship between two variables. It should be noted that when performing correlation tests, the purpose is not to attribute causality, but rather to determine how strongly and which direction the two variables co-vary (Schober, Boer & Schwarte, 2018). The concept of correlation is normally used in the context where the relationship between two variables is assumed to be linear.

A correlation coefficient statistic (r) is used to measure the association between two variables. The r- statistic represents the strength of the assumed linear association between the two variables of interest and it takes any value between -1 and +1. A correlation coefficient (r) of zero suggests that there is no linear association between the two variables. A correlation coefficient (r) of -1 or +1 indicates a perfect linear association between the two variables. While a positive correlation coefficient (r) shows that there is a positive association between the two variables, a negative correlation coefficient (r) represents a negative association between variables. The closure of the correlation coefficient (r) to -1 or +1, the stronger the association.
The correlation analysis for this study was performed based on three hypotheses, which are outlined below:

- H1: There is a positive association between Implementation of Policy and Understanding of Policy.
- H2: There is a positive association between Implementation of Policy and Support from GDE.
- H3: There is a positive association between Understanding Policy and Support from GDE.

Based on the above-stated hypotheses, Table 4.7.1 shows that there is a statistically significant positive association between Implementation of Policy and Understanding of Policy (r = .33, p = .05). This confirms the hypothesis that

there is a positive association between Implementation of Policy and Understanding of Policy and this association is considered weak. The table also shows that there is a statistically significant positive association between Implementation of Policy and Support from GDE (r = .66, p = .00). This confirms the hypothesis that there is a positive association between Implementation of Policy and Support from GDE and this association is considered strong. The results further show that there is a statistically significant positive association between Understanding of Policy and Support from GDE (r = .67, p = .00). This confirms the hypothesis that there is a positive association between Understanding of Policy and Support from GDE and this association is considered strong.

Table 4.7.1: Spearman's rho correlations

Construct		**1**	**2**	**3**
Implementation of Policy (1)	Correlation Coefficient	1.000		
	Sig. (1-tailed)	.		
Understanding of Policy (2)	Correlation Coefficient	.334**	1.000	
	Sig. (1-tailed)	.005	.	
Support from GDE (3)	Correlation Coefficient	.656**	.569**	1.000
	Sig. (1-tailed)	.000	.000	.

Having established the degree of association between the key variables of interest in the study, the next section provides a detailed presentation of how the two independent variables of Understanding of Policy and Support from GDE contribute toward the variation in the dependent variable, i.e. Implementation of Policy.

4.8. REGRESSION RESULTS

In the above section, correlation analysis was conducted to gain insight into the strengths of the association between the constructs. In this section, regression

analysis is carried out to establish the nature of the relationship between constructs or variables. It also helps the researcher to determine the direction of the relationship between variables of interest. Before subjecting the data to regression analysis, a model of fit test was conducted to determine the variation in Implementation of Policy that is explained by both the Understanding of Policy and Support from GDE. In this regard, Table 4.8.1 shows that the value of the Adjusted R^2 is 0.37, which indicates that 37% variability in Implementation of Policy is explained by both the Understanding of Policy and Support from GDE, combined. This suggested that the implementation of the admission policy at the schools is explained by other factors that are not included in the model. These factors make up 63% of the variation in the Implementation of Policy.

Table 4.8.1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624[a]	.389	.367	.16249
a. Predictors: (Constant), Support from GDE, Understanding of Policy				

The regression results are presented in Table 4.8.2. According to the table, there is a negative relationship between Understanding of Policy and Implementation of Policy, which is statistically insignificant (β = -.085, p = .52). The table further shows that there is a positive relationship between Support from GDE and Implementation of Policy, which is statistically significant (β = .67, p = .00). This suggests that a one-unit improvement or incremental Support from GDE results in a 67% improvement in the Implementation of Policy.

Table 4.8.2: Regression results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	1.315	.137		9.602	.000
	Understanding of Policy	-.080	.122	-.085	-.655	.515
	Support from GDE	.335	.065	.670	5.158	.000
a. Dependent Variable: Implementation of Policy						

4.9. CONCLUSION

This chapter presented the results from the quantitative data obtained through a survey conducted across primary schools located in the township of Alexandra in Johannesburg. The demographic information of the respondents was discussed in detail to provide context to the study. Reliability and validity tests were conducted to confirm that the survey questionnaire had the potential to collect data that produces credible results. Descriptive analysis was conducted to assess the extent to which respondents answered the questions asked and variability around their understanding of the question. These tests confirmed that the respondents had a common understanding of the questions posed and there was little variability in how they responded to those questions.

Normality tests confirmed that the data for all the three constructs did not follow a normal distribution, prompting the researcher to choose Spearman rank for the correlation test. The correlation analysis shows that while there is a positive association between Implementation of Policy and Understanding of Policy, the relationship is considered weak. These results also indicated that there is a positive association between Implementation of Policy and Support from GDE, which is considered strong. The correlation results further show that there is a positive association between Understanding of Policy and Support from GDE, which is strong.

The regression analysis revealed that there is a negative relationship between Understanding of Policy and Implementation of Policy, which was found to be statistically insignificant. A positive relationship was found to exist between Support from GDE and Implementation of Policy and is statistically significant. Thus, a one-unit improvement or incremental Support from GDE results in a 67% improvement in the Implementation of Policy. The results tell us that it is not an understanding of the policy that matters when it comes to the implementation of admission policy for undocumented international child migrants in public schools in Johannesburg, but Support from GDE.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5. 1. INTRODUCTION

This research sought to interrogate and establish if there is a relationship between support and oversight by the GDE and the challenges still faced by undocumented international child migrants when it comes to their access to education in Johannesburg. Research has shown that undocumented child migrants are facing challenges in accessing education in South Africa. This study intended to establish where the gaps still exist by looking at whether the GDE is either mitigating or worsening the challenges experienced by undocumented international child migrants.

5.2 DISCUSSION OF RESULTS

This study found that undocumented international child migrants are largely able to access education in the township of Alexandra. Similarly, refugee or asylum seeker children are also able to access education even without refugee permits. Compliance with the international, regional and national laws is at play in the public schools. The laws have improved the lives of many undocumented international child migrants and they are being afforded access to education. In other studies, the laws on children's rights have been seen to be improving the lives of many undocumented child migrants (Dryden-Peterson, 2010; Serfontein, 2019; Sloth-Nielsen & Ackermann, 2015).

In the same light, the study showed that none of the students was being made to pay more school fees than others just because they are undocumented child migrants.

5.2.1 Establishing whether the GDE is providing oversight to ordinary public schools in Johannesburg and its impact on school admission.

The study showed that the GDE is providing oversight[1] to ordinary public schools in Johannesburg. Most of the participants in the study agreed to the fact that the GDE does provide oversight in their schools especially when it comes to how they are implementing policies. Most of the participants also agreed that they received oversight quarterly, followed by those who receive it annually and a few receiving it monthly. It is evident that the GDE is working together with ordinary public schools so as to improve access to education for undocumented international child migrants.

Interesting to note also is the fact that the findings in this study reflect that less than half of the respondents perceived that the support offered by the GDE was adequate in facilitating the enrolment and support for undocumented international child migrants to continue with education and 50.0% indicated otherwise. It can therefore be argued that the GDE, although it has been instrumental to an extent, is still lacking in terms of providing support for public schools in dealing with issues of immigration policy and undocumented child immigrants. However, channels of communication between the school authorities and the GDE apparently remain open since slightly above half of the respondents indicated that they have multiple ways of seeking clarity and accessing information about the Schools Act and Admission Policy. This means that there is still room for improvement in the oversight activities of public schools.

Based on the responses of the majority of the participants, the study came to the conclusion that principals and other school authorities at a significant proportion of public schools had an open-door policy for undocumented international child immigrants. Principals who participated in the study were not

[1] Oversight in this context refers to supervisory activities of the GDE regarding the enrolment of undocumented child immigrants in public schools in Johannesburg

turning away an undocumented international child migrant from the schools for not having documentation because they were aware that they were accountable to GDE officials for such decisions. This suggests that oversight by the GDE plays a pivotal role in addressing the challenges faced by undocumented child immigrants especially in as far as enrolment is concerned. Similarly, 72.4% of respondents indicated that they had never turned away a refugee child from school for not having a refugee permit.

The same can be said regarding compliance with school fees policies. Principals are placing no financial conditionalities to access school premises and resources for undocumented international child migrants. All the schools in the sample indicated that they had never turned away a refugee or asylum-seeking child for not having school fees. These findings support the conclusion that there have been improvements in education systems in host countries that have benefited undocumented international child migrants. Such children are now enjoying better access to education services in host countries in light of the measures that have been put in place to safeguard their right to education. Dryden-Peterson (2010b) and Serfontein (2019) also made the same observations in their studies. They noticed that compliance with school fees policies has been encouraged by oversight from the Department of Education (Dryden-Peterson, 2010b; Serfontein, 2019). Therefore, access to education for undocumented child immigrants is improving owing to intervention and oversight by the GDE.

This study also determined, based on responses of 59.3% of the respondents, that the GDE intervened in cases where the Admission Policy was ambiguous or silent regarding any aspect of the enrolment of undocumented international child migrants. The remaining 39.7% of the respondents were of the view that the Admission Policy does not make it easy for undocumented international child migrants to access education. Applying the social justice framework, it can be argued that there is a need to develop transformative and affirmative responses to address gaps in the Admission Policy's regulation of access to education by undocumented international child immigrants.

5.2.2 To determine if school officials have an understanding of policies that speaks to access to education for undocumented international child migrants.

The study also sets out to determine the extent to which school authorities understood policies on access to education and school enrolment by undocumented international child migrants. The study finds that school authorities have a firm grasp of both the Schools Act and Admissions Policy, which puts them in a position to deal appropriately with the process of admission of undocumented international child migrants in public schools. Principals' knowledge and understanding of the Schools Act and the GDE's Admissions Policy mean that undocumented child immigrants' enrolment, if done procedurally, is unproblematic. However, in spite of the fact that these policies, as they relate to the admission of undocumented child immigrants, are apparently understood by Principals, Hemson (2011) and Spreen and Vally (2012) still hold that the Schools Act and the Admissions Policy are poorly implemented and there is widespread abuse of the right to education of undocumented child immigrants in South African public schools.

The findings reflect that school authorities in public schools generally have a grasp of the importance of policies relating to the enrolment of undocumented child immigrants to the extent that most of the respondents feel comfortable admitting such children into their schools without fear of repercussions. However, the fact that a considerable proportion of respondents were uncomfortable with enrolling undocumented child migrants, points to an enduring lack of understanding of policy pronouncements on their enrolment in public schools. A theoretical understanding of the policy is failing to translate into practical success in dealing with admission of undocumented child immigrants in public schools in South Africa in general and in Johannesburg in particular. This becomes even more apparent if one considers that less than half of the respondents agreed that the Admission Policy and Schools Act criteria are inclusive of undocumented international child migrants.

Applying the principles of the Social Justice Education Framework (SJEF), it can therefore be concluded that there is limited recognition and representation for undocumented child immigrants in public schools, which presents a bottleneck for universal access to education in Johannesburg. Half of the respondents agreed that they understand that refugee or asylum-seeking children are exempted from paying school fees in South Africa, with nearly half indicating they do not understand. This suggests that principals may not have as fuller an understanding of the Schools Act and the Admissions Policy than they would like to believe. Seamless admission into public schools is therefore far from being a reality for undocumented child immigrants in Johannesburg.

5.2.3 To assess how policies are implemented at schools to allow undocumented international child migrants to access education.

It is clear, from the perceptions of respondents, that the GDE's Admission Policy and Schools Act do not deal sufficiently with inclusivity of undocumented international child migrants in public schools. The policies lack recognition and redistribution. To achieve participatory parity, admission policies in schools have to embrace redistribution which will involve addressing the disparities in admission of undocumented child immigrants in public schools. Policies have to recognize that undocumented international child migrants have to be accorded the same educational opportunities as South African children. The conclusion can be reached that notwithstanding the global, regional and domestic law and policy frameworks that are meant to guarantee access to education for undocumented child immigrants in many countries, discrimination still exists in one form or another in South Africa. Laws and policies are not sufficiently responsive to the special educational and cultural needs of undocumented child immigrants and states make it difficult for them to get educated. Another layer of challenges relates to the non-implementation of the relevant laws and policies.

These findings support the view by Hemson, (2011) and Spreen and Valley (2012) who point out that regardless of all the legislation and policy prescriptions in place, undocumented international child migrants still experience challenges when it comes to accessing education. The current study has indicated that regardless of the international and regional instruments on the rights of undocumented child immigrants, to which South Africa is a signatory, and the existence of laws and policies, there is still a gap in access to education caused by ambiguous implementation of such policies. There is still room to develop strategies that will ensure that undocumented international child migrants have maximum access to education in South Africa. Some authors, such as Ndonga, Githinji, and Wood (as cited in Carciotto & Ferraro, 2020), recommend that an approach to handle refugee and migration issues requires strengthening and building solid African regional migration and refugee frameworks.

While information from the majority of the respondents points out that in the interest of inclusion of all socioeconomic strata, public schools allow undocumented international child migrants in their school to also negotiate flexible payment terms for payment of school fees, the study discovered that public schools do not offer any financial support to undocumented international child migrants. Financial barriers to access to education therefore still exist for undocumented child immigrants attending some skills. Some authors have noted that when talking about accessibility, education has to be affordable to everyone (Kumar & Misra, 2016; Tomaševski, 2001). From the foregoing, it is evident that the South African Schools Act is not being implemented fully in the public schools, especially with regards to the issue of school fees payment by undocumented international child immigrants. As much as education is critically needed by refugee or asylum-seeking children, access is still a big challenge. From a social justice perspective, this is evidence of economic injustices in access to life chances such as education. Refugee and asylum-seeking children are finding it hard to enrol in schools and they get little to no support in their endeavours to attain an education from public schools. Ameliorative reforms are required to address this shortcoming

5.2.4 To investigate whether the support received by school officials from the GDE has an influence in enhancing access to education by undocumented international child migrants.

Considering that more than half of the respondents believed that the GDE provides school authorities with the support needed to help undocumented international child migrants to continue with their education, it can be deduced that the GDE support has mitigated challenges to some extent, but the challenges are still far from being resolved decisively. This means that undocumented international child migrants do not enjoy as much protection as they should, in line with the requirements of the Constitution, and regional and international conventions which South Africa is party to. This corresponds to findings in the research by Bartlett (2015b) and Sloth-Nielsen and Ackermann, (2015) which indicates that although some effort has been expended to protect and guarantee the right of undocumented international child migrants to access to education, there are still some noticeable gaps. However, among the work that has been done, it is still evident that international child migrants' right to education has not been fully realized as the challenges in education still exist. According to the social justice framework, these injustices can be addressed by means of affirmative responses which call for improved cultural recognition and political representation.

On a positive note, the study determined that, based on the research findings, there is support from the GDE in dealing with admission of undocumented international child immigrants into public schools. As reflected in the data from the research, the GDE advises principals and school authorities on appropriate measures in dealing with child immigrants whose documents cannot be found or produced. Of note, however, is the fact that a section of the respondents still indicated that the support from the GDE is inadequate. Furthermore, the results reflected that less than half of the respondents supported the assumption that the GDE provided public schools with the support needed to help undocumented international child migrants to carry on with their education.

Regardless of these concerns, the GDE has made efforts to ensure that principals have multiple ways of seeking clarity and accessing information about the Schools Act and Admissions Policy. Thus, support from the GDE has been instrumental in ameliorating the challenges of undocumented child immigrants in admission and enrolment in South African public schools.

5.3FINDINGS AND RECOMMENDATIONS

Given the challenges still being encountered by undocumented child immigrants with regard to admission in public schools in Johannesburg, and the shortcomings of the GDE in monitoring and oversight, which were discussed in the section above, this study makes the following recommendations:

Personnel Development

Principals are important people in implementing the Schools Act and the Admissions Policy in public schools appropriately when dealing with admission of undocumented child immigrants. Principals and school authorities need to be trained in dealing with and applying these policies at the organisational level to enhance their support to undocumented child immigrants. Training principals and school administrators entails creating capacity-building and awareness to improve comprehension of the right to education of undocumented international child immigrants so that Principals develop the appropriate values, attitudes, skills and knowledge necessary for treating undocumented child immigrants in an inclusive manner. According to the United Nations Human Rights Council (UNHCR) 2010 (as cited by Marishane, 2013, p. 4), “almost throughout the world, school staff have insufficient pedagogical, psychological and didactical training and experience necessary to address the challenges incidental to admission of undocumented child immigrants in public schools”. This study therefore recommends that the GDE must necessarily develop staff development programmes to provide principals with the requisite competencies to assist undocumented international child immigrants in public schools.

Office of Child Immigrants Ombudsman

There is a need to build special protection for migrant children through establishing an Office of Child Immigrants Ombudsman in Gauteng which can perform investigations into any alleged abuses of rights in cases of admission or non-admission of undocumented child immigrants in public schools. Such an office would be in a position to engage with issues of access to education by undocumented child immigrants through legal counselling. According to Mweni (2017, p. 49), “such a method has enjoyed success in some schools in Cape Town where legal counselling on refugee rights and understanding the protection of human rights afforded to refugees by the Constitution has improved some attitudes”. Through such counselling, some parents were provided with an insight into the rights of undocumented child immigrants. Through the Office of Child Immigrants Ombudsman, the State can be regularly informed of infringements to the right to education of any child in South Africa and would be able to act to protect undocumented child immigrants’ right to education. This will be what Fraser argues for in terms of participatory parity when she says that the political aspect of social justice will entail equal representation politically (Keddie, n.d.).

Policies

Given the different ways in which schools in the district address the educational needs of immigrant learners, an appropriate model for managing a school with international immigrant learners is needed. Once developed, such a model can be applied in a structured and coordinated manner to facilitate capacity building and development programmes for school principals and teachers. It is also important to note from this study that addressing immigrant learners’ educational barriers and needs is a responsibility that cannot be left to schools alone. It is a shared responsibility that requires district policy guidelines on how schools and other social partners can work effectively with international immigrant learners and their parents, guardians or caregivers, if available. The

lack of policy guidelines at both the national and provincial levels does not absolve school boards and principals from working in partnerships with schools to develop such guidelines, given the generally acceptable view that schools are better managed by those situated closer to them. In line with participatory parity, cultural recognition becomes key in that there will be relevant personnel in schools to ensure that undocumented international migrants will be allowed to access education services in the same manner with their peers when education is offered from their contexts.

Aligning Legislation

The legislature should harmonise domestic legal and policy frameworks on access to education with regional and international standards promoting access to education for all without discrimination based on nationality or immigration status.

It is apparent from the findings that principals and school authorities are caught between contradictory instructions from the GDE and the Department of Home Affairs. Crush and Tawodzera (2011b, p. 1) note that, “while the Department of Education, in compliance with the Bill of Rights, proscribes schools to deny admission to any child based on the child’s legal status in the country or nationality, the Department of Home Affairs, conversely, is duty-bound to adhere to the dictum of the 2002 Immigration Act, which places schools in a position of having to implement immigration policy”. Such a contradiction certainly needs to be addressed if the right to education of undocumented child immigrants is to be championed. The researcher therefore recommends that the Government amends immigration legislation and regulations to make it clear that schools have the duty to facilitate access to education for all children and, therefore, have no duty to report undocumented child immigrants to the police.

While it is not unreasonable for government schools to request identification upon enrolment of a pupil, non-compliance or lack of documentation should not be used as an excuse to deny children the right to education.

5.4 CONCLUSIONS AND FURTHER RESEARCH

The study set out to determine the challenges encountered by undocumented international child immigrants and the role of oversight from the GDE in addressing these challenges. The literature germane to the subject matter of the study and the conceptual and theoretical frameworks were discussed. A quantitative methodology was applied in data gathering, presentation and analysis. In addressing the research questions, with data collection being done through the use of surveys. The study explained the relationship between oversight by the GDE and access to education for undocumented international child immigrants in South Africa. The study concluded that the GDE actively provides support to schools and principals in interpreting and implementing the Schools Act and the Admissions Policy in a way that is legally permissible, to the advantage of undocumented child immigrants. From the findings, there is clear evidence that more often than not, immigrant learners face barriers in access to educational facilities in Johannesburg. However, the GDE, which has the responsibility to ensure compliance with the Schools Act and the Admissions Policy, plays an oversight and support role to ensure that undocumented child immigrants are not being denied access to education by educational institutions. In spite of some successes, barriers to access still exist and these continue to keep undocumented child immigrants away from school.

The researcher recommends that this study be replicated in private schools and also at former Model C schools in South Africa since the situation may be different in these contexts. Furthermore, while this study focused on admission into schools, gaining physical access to learning facilities is only one aspect of

the right to education. Undocumented international child immigrants who have enrolled in schools still have to engage fully with the curriculum and get the same quality of education as South African children. It is therefore essential that further studies pursue questions of the quality of education accessed by undocumented child immigrants in public and private schools to determine if instructional activities in South African schools are compatible with the specific needs of immigrant children. Such studies can determine if undocumented international child immigrants are integrating and adjusting properly in South African schools. The right to access education is often merely restricted to the admission into school but rather it should guarantee continuous access to school education until completion, as reflected in section 29 of the South African Constitution.

Closely related to the above, there is need for a study that will interrogate the ordinary public schools in Johannesburg with regards to what happens to international child migrants who eventually can never produce their documentation after the three-month period that they get from the schools. There is a need to understand how the continuity of education of such children can be guaranteed.

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APPENDICES

Appendix A: Consent Form

Consent Form

Title of project: Oversight and access to Education for Undocumented International Child Migrants IN south Africa.

Purpose of Research: The purpose of this research is to determine whether follow up measures by the department of education have an impact on the understanding and implementation of the admission policy by schools. Furthermore, to what extent is the Schools Act that allows undocumented international child migrants to access education in public schools being implemented in the inner city of Johannesburg?

Name of researcher: Roseline Hwati.

I, ……., agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I agree to the following:

(Please circle the relevant options below).

I agree that my participation will remain anonymous	YES	NO
I agree that the researcher may use anonymous quotes in his / her research report	YES	NO

I agree that the interview may be audio recorded	YES	NO
I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.	YES	NO

…… (signature)
…… (name of participant)
…… (date)

…… (signature)
…… (name of person seeking consent)
…… (date)

Appendix B: Information Sheet

Participant Information Sheet

Dear Sir / Madam,

My name is Roseline Hwati and I am a Masters student in Management at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating "**Oversight and access to Education for Undocumented International Child Migrants in South Africa"** under the supervision of Prof Pundy Pillay. The aim of this research project is to determine whether follow up measures by the Department of Education have an impact on compliance with and implementation of the admission policy by schools. Furthermore, the research seeks to determine the extent to which South African legislation, particularly the Schools Act, allows undocumented international child migrants to access education in public schools in the inner city of Johannesburg.

As part of this project, I would like to invite you to take part in an interview / answering a questionnaire. This activity will involve ticking the answer that you feel is correct for you and will take around 30 minutes. With your permission, I would also like to record the interview using a digital device (optional).

There will be no personal costs to you if you participate in this project. You will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You

may withdraw at any time or not answer any question if you do not want to. The interview investigating "**Oversight and access to Education for Undocumented International Child Migrants in South Africa"** will be completely confidential and anonymous as I will not be asking for your name or any identifying information, and the information you give to me will be held securely and not disclosed to anyone else. I will be using a code to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you (optional). The data collected from this research project will be stored in in password protected computer and online data base. With your permission the data collected from this research project may be used by other researchers (optional). If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrec-medical.researchoffice@wits.ac.za

Yours sincerely,

Researcher:
Roseline, 683975@students.wits.ac.za, 0731494561

Supervisor:

Prof Pundy Pillay

Appendix C: Fully-structured research data collection instrument/ Survey

Questionnaire for School Staff

Introduction

Research Study Title: Oversight and access to education for undocumented international child migrants in Johannesburg

Purpose of Research Study: The purpose of the research study is to investigate the relationship between follow up measures by the department of education and the implementation of the admission policy and Schools Act in public schools.

Part 1:

Please select the answer applicable to you.

Section A: Demographical/Personal Information

1.	In what age group are you?

1. 19 and below
2. 20 - 29
3. 30 - 39
4. 40 - 49
5. 50 and above

2. Gender

1. Male
2. Female
3. Other

3. What is your race?

1. African
2. White
3. Indian
4. Colored
5. Other

4. What is your profession?

1. Principal
4. Vice principal
3. Educator
4. Education assistant
5. Admin Clerk
6. Other (Please specify)_____

5.Which school are you currently working with?

- Bovet Primary School
- Emfundisweni Primary School
- Ikage Primary school
- Iphuteng Primary School
- Pholosho Primary School
- Carter Primary School
- Zenzeleni Primary School
- Dr Knak Primary School
- Ithute Primary School

- Ekukhanyiseni Primary School

6.How many years have you been working at the school that you are currently at?

1. Less that 1 year
2. 1-5 years
3. 5-10 years
4. 10-15 years
5. More than 15 years

Section B: Questions about implementation and oversight by the GDE

1. . Have you ever turned away a undocumented international child migrant from your school for not having documentation?

1.Yes 2. No

2. Have you ever turned away a refugee child from school for not being in possession of a refugee permit?

   1. Yes 2. No

3. Have you ever turned away a refugee child for not having school fees?

   1.Yes 2. No

4. Do you clearly understand the process of admission of undocumented international child migrants in school?

   1. Yes 2. No

5. Do you clearly understand the admission policy and the schools Act as it relates to the admission of undocumented international child migrants in school?

   1. Yes 2. No

6. Do you feel comfortable to admit a undocumented international child migrant in your school without fear of repercussions?

   1.Yes 2. No

7. Does the GDE do follow ups on how you are admitting undocumented child migrants in school?

   1.Yes 2. No

8. . How often does the GDE come to inquire about your implementation of the Schools Act and the Admission Policy when dealing with undocumented child migrants in school?

1 Monthly 2. Quarterly 3. Annually

Part 2: Perception about Oversight by the GDE Top of Form

1. Do you think that conducting regular follow up by department of education with the public schools concerning the Schools Act and the Admission Policy will have a positive or negative impact on access to education for undocumented international child migrants?

1.Positive impact 2.Negative impact

Part 3: Admission Policy and Schools Act

Understanding of the Admission Policy and Schools Act and Oversight Questions

	1.Yes	**2.No**	**3.Maybe**
In your own understanding, do you think the Admission Policy and Schools Act criteria is inclusive of undocumented international child migrants?			
Do you think the Admission Policy makes it easy for undocumented international child migrants to access education?			
Does the process of applying for access to education for undocumented international child migrants allow flexibility where they can bring documents after they have been admitted if they don't have them during enrolment?			

Does the department of education advice you on what to do when documents cannot be found/ produced for a undocumented international child migrant?			
Does the department of education provide you with support needed to help undocumented international child migrants to continue with education?			
As a school staff working with undocumented international child migrants, do you have multiple ways of seeking clarity and accessing information about the Schools Act and Admission Policy?			

Part 4: Financial exclusion

Financial Exclusion Questions

	1. YES	**2. NO**	**3. MAYBE**
Does the process of financial exclusion allow undocumented international child migrants in your school to also negotiate?			
Do you have an understand that refugee children are exempted from paying school fees in the Republic of South Africa?			
Does your school offer any financial support to undocumented international child migrants?			
Do undocumented international child migrants in your school pay more school fees than the others			

4 (i). Do you think refugee children should be made to pay school fees to access education

1. Yes 2. No

Appendix D: Ethics Approval Letter

Research Office:
Sithembile Xaba Tel: 011 717 3133 Email: Sithembile.Xaba@wits.ac.za

Research Ethics Chair:
Rekgotsofetse Chikane Tel: 0117173869 Email: rekgotsofetse.chikane@wits.ac.za



08 April 2021
Dear, Ms Roseline Hwati

Title: Oversight And Access To Education For Undocumented International Child Migrants In South Africa

Student Number: 683975

Degree: Masters in Management: Monitoring & Evaluation

Ethics Clearance Number: *WSG-2021-15*
All candidates must satisfy the University's ethical standards for research. Your ethics application has been received and reviewed by the Wits School of Governance Human Research Ethics Committee.

Your ethical clearance has been approved subject to you getting permission to conduct research from all sites where research is conducted. The letter(s) of permission to undertake research must be submitted to the WSG Research Office and kept on file with your final proposal and other ethics documents.

You may commence your data collection under the guidance of your supervisor. In the event that the scope, methodology or nature of the research changes, you are required to submit another ethics application reflecting the changes. The onus is on you as the candidate, with

support from your supervisor, to ensure your research complies with university human research ethics policies and protocols at all stages of the research process.

It is recommended that you keep this letter in a safe place as you are responsible for ensuring you have proof of ethics clearance and have lodged the ethics clearance / protocol number with Faculty before final submission of your research report. If you do not have an ethics clearance number, you are not permitted to graduate.
Please do not hesitate to contact me if you have any queries.

Yours sincerely,
Rekgotsofetse Chikane WSG Research Ethics Chair



www.wits.ac.za/wsg

2 St David's Place, Johannesburg, 2050, Parktown, South Africa
E: admissions.wsg@wits.ac.za or shortcourses.wsg@wits.ac.za | T: +27 717 3520

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	**18 May 2021**
Validity of Research Approval:	**08 February 2021– 30 September 2021** **2021/135**
Name of Researcher:	**Hwati R**
Address of Researcher:	**77 Summerfields**
	16 Gibson Dr West
	Bucchleuch
Telephone Number:	**073 1494 561**
Email address:	**683975@students.wits.ac.za**
Research Topic:	**Oversight and Access to Education for non-documented international child migrants in South Africa**
Type of qualification	**Master of Management and Governance**
Number and type of schools:	**10 Primary Schools**
District/s/HO	**Johannesburg East**

Re: Approval in Respect of Request to Conduct Research

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

18/05/2021

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

1. *Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

Appendix F: Approval from Johannesburg East District

GAUTENG PROVINCE

REPUBLIC OF SOUTH AFRICA

Enquiries: Gumani Mukatuni
Directorate: ER & KM
Tel: (011) 355 0775/ 082 515 5412

MEMO

TO: **Head of the Department, DDGs, Chief Directors, Directors, Districts, Principals, Universities and Research organisations**

FROM: **Faith Tshabalala**
Acting Director: Education Research and Knowledge Management

SUBJECT: **Regulations on access to schools by Researchers due to COVID 19 pandemic**

DATE: 10/06/2020

Dear Sir/madam

Kindly note that visitors are currently NOT permitted into the GDE school premises because of the pandemic (Covid 19) challenges, as the Department is not certain of the status of the learners or teachers; this includes Researchers.

Researchers may, however collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.

The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.

Yours sincerely

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Ms Faith Tshabalala
Acting Director: Education Research and Knowledge Management
Date: 10/06/2020

Regulations on access
Gumani.Mukatuni aten . ov.za 0/06/2020 currently N
D1 permitted into the GDE school premises because