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**2013-03-19**
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# The Impact of Informal Social Networks on Integration

## - A Case Study of Migrant Learners at Jules High School in Central Johannesburg

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Date Submitted: 15 March 2012

A research report submitted to the Forced Migration Studies Programme, Faculty of Humanities of the University of the Witwatersrand, Johannesburg, in partial fulfillment of the requirements for the degree of Master of Arts.

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## Abstract

In the absence of governmental programs which facilitate and support integration, this study looks at strategies that migrants, and in particular migrant children themselves, develop and the experience they have of the process of integration into the South African host society.

Thereby, this study assesses the role that informal social networks play for migrant learners at inner-city schools in Johannesburg with regards to their integration into the school environment in particular and into the broader host society in general. Following a case study approach, I primarily focused on the school, namely Jules High School, as an environment where such networks exist since the school environment is considered as a place where social contacts and interactions with the host population necessarily occur that can be vital in support of integration.

In order to explore the role of informal social networks for migrant learners, quantitative interviews with 98 Jules High School students (survey) were conducted, complemented by a focus group discussion as well as qualitative interviews with three key informants.

# Declaration

I declare that this research report is my own unaided work. It is submitted in partial fulfillment of the requirement for the degree of Master of Arts in Forced Migration Studies at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination at any other university.



Dalia Hoehne 15 March 2012

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# Introduction

Compared to most other countries within Sub-Saharan Africa, South Africa's official response to immigration is somewhat more progressive as it allows non-nationals to settle locally instead of containing them in camps or planned local settlements (Motha and Ramadiro 2005; Landau 2003a and 2006a). However, South Africa does not have an established policy on the integration of migrants and "[s]pecific projects that ensure social integration of refugees and immigrants in South Africa are rare" (Motha and Ramadiro 2005:26), despite the fact that the government had already introduced the 'Refugee Act' in 1998 and the 'Immigration Act' in 2002.

Therefore, in the absence of governmental programs which facilitate and support integration, this study looks at strategies that migrants themselves develop and the experience they have of the process of integration into the South African host society. In this research, I aim to analyze the situation of migrant children[1] in Johannesburg since little is known about their integration levels and strategies (Palmary 2009). In this regard, I focused on the role which informal social networks play in their integration as it is widely recognized in both policy driven as well as academic literature that these networks play a central role throughout the integration process of migrants (see for example, Beirens et al. 2007; Korac 2005; Ager and Strang 2004; Castles et al. 2002; Zetter et al. 2005). In order to explore the quantity and quality of informal social networks available to migrant children, I primarily looked at the school, namely Jules High School in central Johannesburg, as an environment where such networks exist. The school environment is not only considered to be crucial for the acquisition of cultural capital (knowledge and language) but also as a place where social contacts and interactions with the host population necessarily occur that can be vital in support of integration (Ager and Strang 2008; Phillimore and Goodson 2008; Landau 2004; Motha and Ramadiro 2005).

The concept of social networks and especially the "the qualitative dimension" of these networks (CJD Eutin 2007:45) can be linked to social capital theory, which guides both the theoretical as well as the empirical part of this study. Empirical studies have shown a strong link between social capital theories and those of integration (e.g., Ager and Strang 2010; Beirens et al. 2007). However, most of the literature on social capital in relation to migration and integration refers to the role which social capital plays throughout the migration process

[1] The term child throughout this research report shall refer to all persons "below the age of eighteen years" in line with article 1 of the convention of the right of the child (UNCRC 1989: 2).

(e.g., Massey et al. 1993) or throughout the adaptation period, i.e. the first weeks/months after the arrival of migrants in the host society (Koser 1997); less attention has been paid to the role of social networks in facilitating integration in the intermediate and longer term (Boyd 1989). Accordingly, I looked at informal social networks at school among migrant learners as well as between migrant learners and their South African counterparts as it can be assumed that these networks have an impact on the integration of migrant children into the host society in the intermediate and longer term.

# 1. Literature Review: Theoretical and Conceptual Framework

For the purposes of this study, the literature review will provide a theoretical and conceptual framework on the one hand, and on the other, identify gaps in relation to my research question. The two theoretical key concepts that will be discussed below are: 'social capital' and 'integration' of migrants into a given host society respectively.

## 1.1 Social Capital

The concept of social capital is rooted in a variety of disciplines, and consequently there are many definitions attached to it, which leads to a "lack of conceptual clarity" (Social Analysis and Reporting Division for the office of National Statistics 2001: 6). For instance, definitions differ on whether social capital is considered to be an individual resource or a collective (community or civil) resource. A micro approach towards social capital defines social capital as the whole range of resources an individual can capitalize upon due to his/her integration into social networks or into broader social structures (Bourdieu 1983; Coleman 1988; Kazemipur 2002), whereas a macro approach refers to the capability of social networks to "produce resources for the whole community" (community perspective) (CJD Eutin 2007:3) or conceives social capital as "a resource or pre-requisite of civil society" (collective perspective) (CDJ Eutin 2007:4).

Irrespective of the differences relating to the concept, most authors agree that "social capital stands for the ability of actors to secure benefits by virtue of a membership in social networks and other social structures" (Portes 1998: 26) regardless of whether these benefits can be allocated on individual, community and/or collective levels.

### 1.1.1 A historical perspective on social capital: Putnam, Coleman and Bourdieu

Three authors, namely Robert Putnam, James S. Coleman and Pierre Bourdieu, are most commonly associated with the concept of social capital. Putnam defines social capital as

> features of social organization, such as networks, norms and trust that facilitate coordination and cooperation for mutual benefit (1995:67).

For Coleman, social capital is the quality of social relationships, i.e.

> a variety of entities with two elements in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors – whether persons or corporate actors – within the structure (1988:98).

He further identifies three forms of social capital: "obligations and expectations" (trust), "information-flow capability of the social structure" and "norms accompanied by sanctions" (Coleman 1988: 119).

Bourdieu describes social capital as

> the aggregate of the actual or potential resources which are linked to possessions of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition (1986: 249).

Bourdieu's conceptualization is therefore somewhat more dynamic since he stresses the relation of social capital towards other forms of capital, i.e. social capital becomes a valuable resource when the individual is able to convert it into other forms of capital, especially into cultural capital (i.e., consisting of knowledge and education) and economic capital (Morrow 1999; Social Analysis and Reporting Division for the US office of National Statistics 2001). This can be closely linked to issues of (unequal) power relations in society[2], as individuals' access to social networks and structures differs in quantity and quality (Baum 2000).

In this regard, Bourdieu's conceptualization of social capital appears notably appealing for the purpose of this study as it can be inferred from the findings of the African cities study (2006)[3] that migrants in Johannesburg are in particular disadvantaged with regards to their access to bridging and linking social capital (Landau and Duponchel 2011). Bridging or exclusive social capital, according to Putnam (2000), refers to "social connections between individuals or groups" that are heterogeneous according to their social status, nationality etc. (CJD Eutin 2007:12), and is associated with the concept of "weak ties" (Social Analysis and Reporting Division for the office of National Statistics 2001: 11). Bonding or inclusive social capital refers to "social connections between individuals or groups" that are homogenous (CJD Eutin 2007:11) and can be related to the concept of "strong ties" (Social Analysis and Reporting Division for the office of National Statistics 2001: 11). In line with Putnam's conceptualization of social capital, 'bonding social capital' is necessary for "getting along" while only 'bridging social capital' facilitates "getting ahead" (Putnam 2000:19). Linking or

[2] A topic, which is also central in Bourdieu's work.
[3] A study that compares determinants of urban protection of migrants in four African cities

vertical social capital finally corresponds to social relations of individuals or groups towards more formal institutional structures such as government institutions (Beirens et al. 2007).

### 1.1.2 Social networks

Formal and informal social networks are a main aspect of social capital and consist of "personal relationships, which are accumulated when people interact with each other in families, workplaces, school, local associations and a range of informal and formal meeting places" (Harper and Kelly 2003). These personal relationships differ according to their levels of strength: while *strong ties* are associated with close or dense networks, e.g., relations among family members or close friends with frequent contact, *weak ties* relate to rather loose networks, i.e. relations towards neighbours, classmates, work colleagues etc. (Granovetter 1973; Hamer and Mazzucato 2010; CJD Eutin 2007). Particularly networks beyond the immediate family are central to the concept of social capital as benefits that arise from them are commonly considered to be a core function of social capital (Portes 1998).

However, it is important to note that formal and informal social networks cannot be equated with social capital. Although the two are interrelated, social networks do not automatically result in social capital. It is rather "the qualitative dimension of networks, like the type of relations within a network, strong and loose ties and relations based on trust" (CJD Eutin 2007:45) and/or reciprocity, that impact on the formation and accumulation of social capital (Wallman 2005).

For the purpose of this study, bonding social capital, which is associated with strong ties, shall relate to the quality of informal social networks among migrant children, while at the same time acknowledging that migrants do not form a homogenous group. However, they can be characterized as an *exclusive* group in terms of their (legal) status and perception in society. Bridging social capital, which is associated with weak ties, shall relate to the quality of informal social networks between migrant children and South African children. Nevertheless, the validity of this conceptualization of social capital and its relation to strong/weak ties with regards to informal social networks within the school environment at inner city schools in Johannesburg needed to be tested and modified throughout the research process.

### 1.1.3 Social capital and trust

Interpersonal trust, i.e. to believe someone to be reliable based on our own cognitive concept or perception that we have of that person (Offe 1999), is central within social capital theory. Or, in the words of Salem (2011:10), a "dynamic relationship" exists between trust and social capital. Thereby, some scholars view trust as a product of social capital (e.g. Woolcock 2001), whereas others consider it being a component or 'form' of social capital (e.g. Coleman 1988). In addition, authors like Cote and Healy (2001) or Salem (2011: 11) suggest that trust can constitute both an outcome as well as a "pre-condition" or "facilitator" of social interactions.

On the one hand, trusting each other can help to reduce social transaction costs and lead to more effective mutual cooperation, i.e. interpersonal trust 'facilitates' transfer and acquisition of social capital (Salem 2011). On the other hand, benefits in line with social capital secured through interactions within social networks (Portes 1998) can reinforce the trustworthiness of actors within these networks, i.e. social capital builds up trust (Salem 2011).

Authors like Alesina and Le Ferrara (2002) stress that we rather trust people whom we know more about and who are more similar to us in terms of age, gender, nationality, social background etc. Putnam (2000:136) differentiates in this regard between "thick" and "thin" trust. The former relates to persons that we are more familiar with, e.g. family members, close friends etc., whereas the latter refers to those we do not know much about. Other authors such as Sixsmith et al. (2001), however, challenge this dichotomous view and consider trust to be more multifaceted. Nevertheless, to conclude, knowing more about each other or at least showing interest in each other may well affect interpersonal trust levels or at least reduce distrust and/or intolerance.

### 1.1.4 Social capital and children

Most of the literature on social capital does not pay due attention to children's contributions. Instead, adults are frequently presented as the primary bearers of social capital assets, while children are considered to passively receive these assets. Correspondingly, much research notably identifies the family as well as the educational system as environments where social capital assets are *passed on* to children by parents, teachers and other adults (Morrow 1999; Leonard 2005). Such a simplistic perspective lacks an understanding of "how children

perceive and make use of existing networks and create and manage additional networks" (Leonard 2005:605).

Nevertheless, a few studies (e.g., Leonard 2005) have contested the construction of children as *passive objects* and have instead portrayed them as social actors who have agency and indeed shape and influence their own social worlds. In particular, the role of peer relationships throughout this process is likely to be of great significance (Morrow 1999; Coleman 1988).

Studies that relate social capital to migrant children often focus on the family and educational systems as environments where social networks are established. Although it is well acknowledged in the literature (Ager and Strang 2008; Phillimore and Goodson 2008; Landau 2004; Motha and Ramadiro 2005) that schools play a "key part" (Castles et al. 2002:87) in facilitating integration[4], most of these studies highlight the relation of social capital and educational performance (e.g., Kao and Taggart Rutherfort 2007; Sheldon 2008; Hébert et al. 2004; Wu et al. 2010) and to a lesser degree the impact of social networks within the school environment on integration. In light of this narrow focus in the academic literature, I aimed to take a different perspective on the role of social capital within the school environment by primarily having looked at the social interactions that necessarily occur in this environment and how these interactions influence the integration of migrant children in the school environment as well as outside the school environment.

## 1.2 Integration

Similar to the difficulties associated with defining social capital, there is no agreed universal definition of what integration of migrants into a given host society means, and many sometimes competing terms arise around the concept (Castles et al. 2002; Smyth et al. 2010). Di Bartolomeo and Di Bartolomeo (2007:3) for instance point out that "[a]lthough the term [integration] itself means joining parts (in) to an entity, its practical interpretation and social connotation may vary considerably: *Assimilation* as well as *multicultural society* may

[4] Schooling is generally considered to be one of the main factors in support of integration, not only because it helps to acquire important skills as language and cultural specifics of the host society but also because it offers an environment where social interactions necessarily occur (Castles et al 2002). Migrants also share this perspective. The study of unaccompanied minors in South Africa "Crossing borders" conducted by FMSP for Save the Children UK in 2007 revealed, for instance, that *"In spite of the low attendance at school, one quarter of the children still identified the school as the best thing about being in South Africa. This was even the case for some children who were not attending school" (Save the Children 2007:5).*

be considered synonyms or descriptions of (successful) integration". Furthermore, what is understood by integration depends heavily on those who attempt to define the term as well as on other contextual factors such as the history of immigration in the receiving society, the amount of migrants in the host country and existing policies on integration, perception of migrants in the public discourse etc.

However, there is a growing consensus in the literature that integration

- is a two-sided process of interchange, i.e. not only the migrants but also members and institutions of the host society must adapt (Phillimore and Goodson 2008; ECRE 1999; Ager and Strang 2010);
- begins with the arrival of migrants in the host country and ends ideally when they are in an "equal position to the majority" (Phillimore and Goodson 2008:309), for instance, facilitated through the offer of naturalization/citizenship with associated rights and obligations (Jacobson 2001) and
- is multidimensional, involving a range of factors and actors on different dimensions (Castles et al. 2002; Ager and Strang 2010; ECRE 1999).

### 1.2.1 Integration models

Corresponding with the various attempts to define integration, a number of different 'integration models' have been developed in order to better understand integration and further measure it by identifying indicators of integration.

In Sociology, the term integration first appeared in the work of Auguste Comte and Herbert Spencer, later Emile Durkheim (Peuckert 1998). In 1920, Robert Park (Chicago School of Sociology), who is considered to be the founder of the US-American sociology of migration, developed an integration stages model ("race relation cycle") with full assimilation as the final stage (Auernheimer 1996:86). This work was later taken up by Ronald Taft, Shmuel Eisenstadt and Milton Gordon with the development of integration models in the 1960s and 1970s whereas Gordon ('Assimilation of American Life') was the first who criticized the assimilation concept and regarded integration as a two-way process (Treibel 1999; Seifert 2000).

In Germany, Friedrich Heckman (1997) developed a model that consists of four interrelated dimensions of integration. The first dimension, 'structural integration', refers, among others,

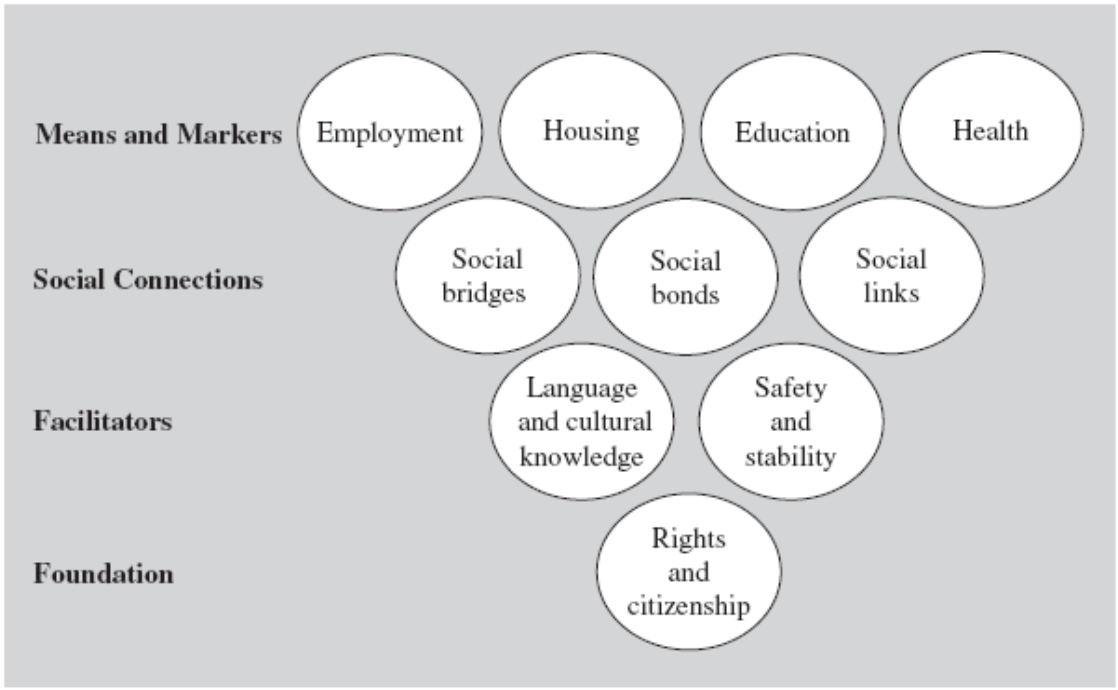
to the legal framework, the position of migrants within the employment market and education system etc. 'Cultural integration' (accommodation and acculturation) marks the second dimension and implies language acquisition, intercultural exchange etc. The third dimension, 'social integration', relates primarily to social contacts of individuals: group membership, intra- and interethnic relationships etc. A final dimension is 'identificatory integration' and is associated with feelings of belonging to an ethnic group or to the nation state (Heckman 1997).

***"The Indicators of Integration Framework" (Ager and Strang 2004)***

Another integration model, "Indicators of Integration" that has been elaborated by Ager and Strang (2004) for the UK Home office shall be described here in more detail as it provides a "theoretical framework to identify key indicators of refugee integration […] which has been **explored empirically**" (Smyth et al. 2010:412; emphasis added):

***Figure 1*:**

**The Indicators of Integration Framework (Ager and Strang 2004)**




(Source: Phillimore and Goodson 2008:310)

Integration indicators are related to four domains. 'Means and Markers' as the first domain, consist of "functional indicators: employment, housing, education and health" (Phillimore and Goodson 2008:310). 'Means and Markers' are conceived to be important for the integration of migrants, not only because they *mark* the status of integration referring to access to

services and basic needs but also because they assist as *means* the "progression to other aspects of integration" (ibid). The second domain 'Social Connections' is characterized by "social bridges, social bonds and social links" (ibid), a terminology adopted from Putnam's theoretical conceptualization of social capital (cf. chapter 1.1.1). "[L]anguage and cultural knowledge" as well as "safety and stability" are indicators that constitute the third domain, 'Facilitators', and are argued to *facilitate* interactions and engagement of migrants within communities (Phillimore and Goodson 2008: 311). The fourth domain 'Foundation' refers to the rights and duties that migrants, the state as well as other people living in the host country have. It ideally also includes (the offer of) citizenship with associated rights and duties (ibid).

However, it should be noted that the four domains are interrelated, and it is not very clear how to separate them from each other. For instance, it can be assumed that the acquisition of the host country's language and knowledge about specific cultural practices may help migrants to build up social bridges and links that further ease their access to basic needs and services. Moreover, it is questionable whether this integration model, which was developed in the UK context, can be adapted to the specific situation of migrants and particularly migrant children in Johannesburg.

Despite these difficulties, I conclude that Ager and Strang's integration model provides a useful, although very basic, conceptual framework. Since domains and indicators have been defined only very broadly, there is still room for context-specific modifications and amendments, and therefore the model can be seen as a 'starting point' that guided the empirical part of this study with regards to questions on integration. I consider Ager and Strang's model useful for the purpose of this study as it shows a clear link between integration and social capital: the indicators within the domain of 'social connections' refer to the three types of capital identified by Putnam (2000).

### 1.2.2 The South African context

After having discussed what integration of migrants into a given host society means as well as having elaborated on different integration models, in the following pages, I will give a brief overview of the integration of migrants in South Africa and finally outline the situation of migrant children in South Africa with regards to integration.

### 1.2.2.1 Overview

As demonstrated above, most of the integration models have been discussed and applied in relation to academic and policy discourses in western societies. While such models have sometimes informed the formulation of integration policies and related programs to support integration, the majority of the African states have no or only underdeveloped policies relating to immigration and integration (GCIM, 2005; Adepoju, 2006; Bakewell, 2009).

South Africa does not have an established policy on the integration of migrants either and "[s]pecific projects that ensure social integration of refugees and migrants in South Africa are rare" (Motha and Ramadiro 2005:26), despite the fact that the government had already introduced the 'Refugee Act' in 1998 and the 'Immigration Act' in 2002[5] (Crush 2005). Nevertheless, compared to most other countries within Sub-Saharan Africa, South Africa's official response to immigration is somewhat more progressive as it allows non-nationals to settle locally instead of containing them in camps or planned local settlements (Motha and Ramadiro 2005; Landau 2003a and 2006a). In legal terms that means, for instance, that once migrants apply for asylum they have the right to access social services, education, the labour and housing markets etc. (Landau 2006a). However, Landau (2006a:308) argues that many "refugees and asylum seekers are effectively unable to convert these legal entitlements into effective protection".

Barriers to access rights and services include among others: "institutional failures in determining refugee status and issuing recognizable identity documents; denial of essential social services; and abuse at the hands of law enforcement agents" (Landau 2006a: 308). Additionally, xenophobic sentiments - not only among the host population but also among governmental officials and other state actors at the local and national levels - create further barriers for non-nationals to access rights and services which have implications for their integration into the host society (Landau 2006a; Harris 2001; IOM 2009; Landau 2003; Bikoko 2006).

However, Landau (2011:1) suggests interestingly in this regard, drawing on data from the African cities study (2006), that "the primary determinants of urban protection have less to do with direct assistance and policy frameworks than individuals' choices and positions in social and institutional networks". He further concludes that for some migrants "silent integration"

[5] Both the Refugee Act as well as the Immigration act can be criticized for adopting a too narrow focus on controlling migration and particularly preventing *illegal* migration (Harris 2001; South African Refugees Act, 1998; South African Immigration Act, 2002). Consequently, those non-nationals who have no legal status as well as those whose asylum decisions are still pending are prevented from accessing services (or have only restricted access) with regards to housing, income opportunities, education etc. (Harris, 2001; Crush 2005).

without claiming refugee status might be a "more effective protection strategy" (Landau 2011:3). These findings shift the focus when thinking of migrant integration towards the question: Who actually defines integration? What does integration from a migrant's perspective imply? Expanding on this thought, Polzer (2008:3) argues that the provisions set out in international and national laws referring to the "refugee label" are only 'one side of the coin' when one attempts to understand integration. For her it is equally important to acknowledge the "social and political *process* of integration", as well as "the **local actors involved**", including migrants themselves (Polzer 2008:3; emphasis added). Accordingly, she defines integration as "a process of negotiating access to local legitimacy and entitlement on the basis of a variety of value systems determined by local power holders in dialogue with refugees" (Polzer 2008:3).

As already indicated above, xenophobic attitudes and violence among the host population hamper migrants' integration into the host society. The African cities study (2006), cited in Palmary 2009, for instance, uncovered that 64.8% of the South Africans in Johannesburg surveyed would prefer that migrants leave the country. Many South Africans blame migrants (notably from the SADC[6] region) for the high crime levels in the cities, unemployment and other social problems (Palmary 2009; Crush 2001). However, also the majority of foreigners questioned in the African cities study (2006) did not express positive sentiments towards South Africa (cited in Palmary 2009). Correspondingly, many non-South Africans do not see Johannesburg as their place of permanent residence (Landau 2006b). The Wits-Tufts survey (2003)[7] further revealed that 76% of the surveyed migrants consider it important to "retain their distinct identities and loyalties while staying in South Africa" and some even avoid close personal contacts with South Africans (cited in Landau 2006b: 137).

In light of these research findings, I conclude that integration of migrants in Johannesburg needs to be understood in more indefinite terms, depending on the migrants' and local communities' intentions on the one hand and on the government's response on the other[8]. While it might be the choice of some migrants to settle permanently in Johannesburg, others might prefer to stay only temporarily and accordingly integration can constitute both, a durable as well as an intermediate solution[9].

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[6] Southern African Development Community

[7] The Wits-Tufts survey is a joint study which was undertaken by researchers of the University of the Witwatersrand, Johannesburg and the Tufts University, Boston in 2003 and which primarily seeked to analyze the situation of forced migrants versus South Africans in Johannesburg with regrads to integration.

[8] In this regard, Landau (2006a:314), referring to Handmaker 2001, points out that "the Refugees Act makes no specific provision for a durable solution within South Africa and the Government has consistently resisted efforts to allow naturalization for refugees who have remained in the country for extended periods".

[9] Baki (2004:2), for instance, defines integration in the intermediate term as "the ability of the refugee to participate with relative freedom in the economic and communal life of the host region. While local integration

The previous section discussed integration of migrants in South Africa and Johannesburg respectively. However, this was a rather general discussion and no references were made to the specific situation of migrant children. Therefore, the last section of the second chapter of the literature review will look at what is known about migrant children's integration into the South African host society.

### 1.2.2.2 Integration of migrant children in South Africa

It is difficult to identify studies that have specifically researched the levels of integration of migrant children in South Africa in general and in Johannesburg in particular. While census data or other statistics compiled by research institutions or organizations (governmental, nongovernmental, intergovernmental) might be helpful to get a broad overview of migrant children's access to education, health facilities and other services, information on social interactions between migrant children and other members of the host community cannot necessarily be inferred from such data sources. However, Palmary (2009:33) points out, drawing from data from the African cities study, (2006) that "[w]hilst one cannot directly infer the levels of children's integration from this data, it is an indicator of families' social interaction patterns, and so, although children may have more contact with South Africans through school, it is a reflection of isolation from South African communities".

Little is known about social interactions between migrant learners and their South African counterparts at inner-city schools in Johannesburg. For instance, a study with the title "Education Rights of Migrants in the Inner city of Johannesburg" (Motha and Ramadiro 2005), which was carried out by the Wits Education rights project, primarily only focuses on migrant children's barriers to access education[10] and does not make explicit references to social interactions relating to the integration of these children into the school environment and outside the school environment.

A Master's dissertation by Osman (2009: 59) on xenophobia at inner-city schools of Johannesburg found out that interactions between migrants and South Africans occur only on "a limited scale" and in "distinct groups": "Congolese on one side and South Africans on

might also include cultural and political participation, integration in the intermediate term does not emphasize the latter two".

[10] These include among others: School fees (i.e. many migrant parents do not send their children to school because they cannot effort the school fees or they are not aware of their right to apply for an exemption from school fees in public schools (Belvedere 2003; Chaykowsi 2011); denial of admission to schools because public schools claim to be oversubscribed and private schools are too expensive for most migrants (Motha and Ramadiro 2005); xenophobic attitudes and violence at schools among classmates and teachers towards migrants (Osman 2009); language barriers as many South African public schools are not delivering on the language policy in education and sometimes even denial of admission of non-English speakers (Osman 2009; Chaykowski 2011).

the other side." However, she only conducted qualitative interviews with a small number of respondents (24 ''immigrant learners"[11] and 5 South Africans) and notably focused on topics around the concept of xenophobia. Furthermore, Osman did not systematically research the quantity and quality of informal social networks among migrant learners, nor did she analyze to what degree social interactions at school impact on the integration of migrant learners outside the school environment.

However, another master's dissertation by Hlobo (2004:103) with the title "Local Integration as a Durable Solution: A Study of Congolese Refugees in Johannesburg" concluded that children and youth overall appear to be better integrated into the South African host society than adults and that "friendships [that] started particularly at schools" would support the integration of both the migrant learners as well as their parents. Nevertheless, Hlobo (2004:88) also concluded, drawing from data of key informant interviews, that whether the school environment is supportive of migrant learners' integration highly depends on the respective school's values and available resources, i.e. while some schools may be "sympathetic" towards migrant learners, others may be "xenophobic".

## 1.3 Linking social capital and integration

The crucial role that social connections play throughout the integration process of migrants is widely recognized in both policy driven as well as academic literature (Beirens et al. 2007; Korac 2005; Ager and Strang 2004; Castles et al. 2002; Zetter et al. 2005). For instance, as demonstrated above, the "Indicators of Integration Framework" by Ager and Strang (2004) shows a clear reference to the three types of social capital (bonding, bridging and linking) conceptualized by Putnam (2000). In the following pages, in particular the value of bonding and bridging social networks in the context of integration shall be explained in more detail as it directly relates to my research question.

Drawing from the findings of a study on forced migrants living in London and Birmingham (Atfield et al. 2007 cited in Ager and Strang 2010), Ager and Strang (2010:597) argue that bonding social networks contribute to the integration process of migrants in "three key areas: information and material resources; emotional resources which enhance confidence, and finally capacity building resources". In this regard, Bourdieu's conceptualization of social

[11] Osman (2009:12) defines "immigrant learners" as "learners from any African country who have crossed the border to enter South Africa and are now attending South African schools".

capital in relation to other forms of capital becomes apparent (cf. chapter 1.1.1). Ager and Strang further point out that **access** to information and resources in particular is facilitated by "co-ethnic communities" (2010:597). In certain contexts, e.g. when suspicion towards foreigners, xenophobic attitudes, violence etc. are widespread, newly arriving migrants may almost solely rely on bonding rather than on bridging social networks (Beirens et al. 2007).

However, while bonding social capital may be important for migrants particularly when they first arrive in their new environment, in the intermediate and long term bridging social capital becomes at least equally important in order to encounter exclusion and eventually have access to a greater amount of resources. In general, the existence and interplay of both types of social capital is considered to spur the integration of migrants into the host society. In this regard, Ager and Strang (2010: 598) argue that bonding social networks as a source of "emotional support, self esteem and confidence" can lead to "strong social capital" which furthermore can help to build up connections between different bonding networks and ideally results in the development of bridging social capital. Nevertheless, this process premises that opportunities exist for migrants and locals "to meet and exchange resources in ways which are mutually beneficial" (Ager and Strang 2010: 599). 'Everyday settings' for such exchange processes are for instance "schools, local shops" etc. (Ager and Strang 2010: 599).

## 1.4 Conclusion: Identified gaps

Throughout the literature review, the following gaps could be identified:

First, both concepts - social capital as well as integration of migrants into a given host society - have been developed in western societies and can be criticized for being ethnocentric and simplistic, and thus not paying due attention to the specific situation of migrants in other contexts, particularly in the absence of national or local integration policies and laws. Considering the South African context, two questions around the concept of integration are important to raise: Who actually defines integration and should integration be considered as a durable solution for migrants or should it be considered as a temporary solution or as both? These two questions also relate to the experiences of migrants and the strategies they develop in the process of integration into a given host society (Castles et al. 2002). The latter may be well linked to social capital theory.

Second, most of the literature on social capital as well as on integration does not pay due attention to children's contributions. Considering the South African context, it was difficult to

identify information on the levels of integration of migrant children, particularly in relation to social networks. Although some studies (e.g., Monche 2007; Mavungu 2007) exist that relate social networks and/or social capital to the integration of migrants into the South African society, children's accounts within this process remain under researched.

Third, most of the literature on social capital in relation to migration and integration refers to the role which social networks play throughout the migration process (e.g. the influence of (transnational) social networks on the decision to migrate; cf. Massey et al. 1993) or throughout the adaptation period, i.e. the first weeks/months after the arrival of migrants in the host society (Koser 1997), less attention has been paid to the role of social networks in facilitating integration in the intermediate and longer term (Boyd 1989).

# 2. Methodology

In the second chapter of this paper, I will explain which study design was adopted and how access to the field was negotiated, including different sampling strategies that were applied during the three main phases of the data collection process. Moreover, I will describe the three data collection techniques: key informant interviews, quantitative interviews conducted at Jules High School and a focus groups discussion. And finally, I will elaborate on how the data was analyzed. Thereby, the study follows a case study approach since contrary to the initial idea to conduct research at 3-5 secondary schools in Johannesburg, access to only one school, namely Jules High School, could be granted. According to Thomas (2011:512), a case study is an analysis "of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one ore more methods". The methodology chapter further points out ethical considerations with regards to the study subjects and concludes with a summary of delimitations. But first, the research question, rationale and aim of the study (including general objectives) need to be clarified:

## 2.1 Research question and rationale

### 2.1.1 Research question

What is the impact of informal social networks at secondary schools in central Johannesburg on the integration of migrant children into the host society?

### 2.1.2 Rationale

In light of the gaps identified throughout the literature review, this study aims to contribute to the narrowing of the gap that exists between the conceptualization of social capital and children's role of being active agents who shape and influence their own social worlds.

While particularly looking at the role that informal social networks (associated with bonding and bridging social capital) play for migrant learners regarding their integration into the school environment as well as into the broader host society of Johannesburg, I will further

address the need for more research that goes beyond the conceptualizing of the quantity and quality of social networks in relation to pre-migration decision making or in relation to the initial period of arrival in the receiving country.

The school as a setting for exploring the quantity and quality of informal social networks available to migrant students was chosen since the school environment is not only considered to be crucial for the acquisition of cultural capital (knowledge and language) but also as a place where social contacts and interactions with the host population are established that can be vital in support of integration.

When looking at the role that social networks play within the school environment, this study can be linked to a Master's dissertation by Osman (2009) on xenophobia at inner-city schools of Johannesburg. However, I analyzed social interactions between migrants and South Africans from a different perspective. Rather than focusing on the experience of xenophobia, I primarily attempted to analyze potential benefits that arise from social networks at school, in line with social capital theory.

Finally, by looking at the role of social networks at school in relation to the integration process of migrant children into the broader host society, this study can be seen as a continuation of findings from previous work of FMSP/ACMS (research reports as well as master theses) on social networks of migrants in Johannesburg. However, as already mentioned above, few references are made in these studies to children.

## 2.2 Aim of the study and general objectives

This study aims to explore the role that informal social networks play for migrant learners at inner-city schools in Johannesburg concerning their integration into the school environment in particular and into the broader host society in general. It will do this through desk research on the general situation of migrant children in Johannesburg in relation to their integration into the host society. Furthermore, I conducted fieldwork with key informants and school children (migrants as well as South Africans). Additionally, my objectives were to:

1. Research social networks beyond immediate family relations and thereby focus on children's agency, i.e. how children influence and shape their own social worlds in order to narrow a conceptual gap within social capital theory.

2. Measure the quantity and quality of informal social networks (bonding and bridging) at inner-city schools in Johannesburg in relation to the integration of migrant learners into the school environment as well as into the host society using the questions:
   > What are the effects on overall integration levels in general and what are the effects on identified integration indicators in particular?
   > How do identified integration indicators and social capital indicators relate to each other?
   > Does network type, i.e. bridging versus bonding network, have an influence on overall integration levels as well as on each of the identified integration indicators and social capital indicators respectively?
   > Is there a difference between integration into the school environment and integration into the host society?

## 2.3 Study design, access to the field and data collection process

To research the impact of informal social networks, the data collection process followed three main phases (cf. appendix 1):

1. Desk review of statistics and related studies in order to identify functional integration indicators such as (access to) housing, employment, education and health + key informant interviews in order to supplement archival data analysis and facilitate sampling.
2. Structured interviews with migrant learners and their South African counterparts (quantitative) using a questionnaire of closed questions around informal social networks/social capital and integration.
3. Focus group discussion (qualitative) with migrant learners to evaluate the findings from phase two together with them.

### 2.3.1 Study design

As different methods were applied at different stages of the research process, this study can be classified as adopting a mixed methods approach. Moreover, since there is a lack of similar research within the field of migrant integration in Johannesburg, this study is further based on an exploratory research design (Bickman et al. 1998).

Johnson and Onwuegbuzie (2004:17) define "[m]ixed methods research as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study". Pragmatists who support mixed methods research believe that the benefits from both qualitative as well as quantitative research can be utilized in order to gain a deeper understanding of the phenomenon under study by "adopting multiple perspectives" (Li et al. 2000:117). In this fashion, a mixed methods approach pays due account to a general premise of social science research, which is that social science research constitutes both a deductive as well as an inductive process (Diekmann 2008). For instance, while a theory or hypothesis may be tested in a certain research project, the same theory or hypothesis may also be changed and/or modified throughout the research process (Diekmann 2008).

Johnson and Onwuegbuzie (2004:20) differentiate between a *"mixed-model*" and a "*mixed method*" design within mixed method research. For the purpose of this study, a mixed method design was applied, i.e. "the inclusion of a quantitative *phase* and a qualitative *phase* in an overall research study" (Johnson and Onwuegbuzie 2004:20). First, I conducted desk research supplemented by qualitative key informant interviews, which eventually led to quantitative interviews that were evaluated by a qualitative focus group discussion. The design can therefore be summarized as the following:

Qual → Quan → Qual (sequential)

The initial qualitative phase can be characterized as an exploration of the problem, informing the development of methods applied in the quantitative phase. In this regard, Johnson and Onwuegbuzie (2004:21f) point out "five major purposes or rationales for conducting mixed methods research: (a) triangulation […]; (b) complementarity […]; (c) initiation […]; (d) development […]; and (e) expansion". For the purpose of this study, a mixed method approach was primarily applied for informing subsequent phases of this study and to develop the tools that were applied ('development'): The combination of desk research and key informant interviews, on the one hand, facilitated sampling of interview partners for the quantitative interviews in the second phase, and on the other hand helped to develop the questionnaire for these interviews (Green et al. 1989). To a lesser degree, a mixed methods approach was further adopted for complementarity reasons. The findings of all three phases were integrated in the final discussion whilst also examining to what degree they complement each other in order to yield an "enriched, elaborated understanding" of the phenomenon under study (Green et al. 1989:258). Further justifications for a mixed methods approach will be given in chapter 2.4.3: Data collection techniques.

### 2.3.2 Sampling and study site

Different sampling strategies were applied in the three phases of this research project:

***Phase 1: Selection of key informants***

Key informants were selected *purposively*. According to Neuman (1994:198) "*purposive sampling*" is appropriate in situations in which the "researcher uses it to select unique cases that are especially informative". Therefore, key informants were selected according to their engagement with migrant children. A list of organizations surveyed by Palmary (2009:47 ff) for UNICEF (United Nations Children's Fund) informed the selection of these *experts* from organizations such as Jesuit Refugee Service (JRS), Refugee Children's Project (RCP), Coordinating Body of Refugee and Migrant Communities (CBRC), United Nations High Commissioner for Refugees (UNHCR) etc. However, it was difficult to make appointments due to time constraints of both the researcher's and key informants' side, and in addition, some of the contacted potential key informants did not respond at all. Correspondingly, only three key informant interviews were conducted with representatives of JRS, CBRC and 'Kgosi neighbourhood foundation'[12]. Nevertheless, all of the three interview partners were open and cooperative with regards to the research project and sufficient useful information could be gathered to develop the questionnaire and complement the other data sources.

***Phase 2: Selection of interview partners for quantitative interviews at schools***

For the quantitative interviews with migrant students and their South African counterparts, the initial idea was to apply an overall random cluster sampling strategy. According to Neuman (2004:198), the advantage of this strategy is that "[r]andom samples are most likely to yield a sample that truly represents the population. In addition, random sampling lets a researcher statistically calculate the relationship between the sample and the population - that is, the size of the *sampling error*". Random cluster sampling implies that the researcher first "randomly samples clusters, then [he] randomly samples elements from within each cluster" (Neuman 2004: 208).

Accordingly, it was intended to first purposively sample at least three out of all secondary schools within central Johannesburg with a high percentage of migrant learners. Central Johannesburg as the primary research site was chosen since it is well known that inner-city districts have a dense migrant population (Landau 2006b; Crush 2005). Further, as already

[12] The decision to interview a representative of 'Kgosi neighbourhood foundation' was based on a previous informal visit, which revealed that the foundation among other activities also offers their services to former and current students of Jules High School and is located in the immediate vicinity of the school (Jeppestown).

explained above, schools were chosen as the interview setting since schools are generally considered to play a key role in facilitating integration (Ager and Strang 2008; Phillimore and Goodson 2008; Landau 2004; Motha and Ramadiro 2005). Moreover, the school as the interview setting allows the researcher to interview a larger number of children at the same time.

In order to identify schools with a migrant-dense population, JRS was first consulted to provide contact details of such schools. Additionally, the Department of Education was consulted in order to provide further information and to grant official permission for conducting research at selected schools. Unfortunately, the required permission could not be obtained since the Department of Education does not allow external researchers to conduct research at any public schools during exam periods, which coincided with the given period for the fieldwork. Correspondingly, the research approach had to be modified to a case study approach, and eventually only one secondary school, namely Jules High School in Jeppestown, central Johannesburg, was selected for the quantitative interviews. Jules High School was chosen since it was recommended by all three key informants to have a high migrant percentage and furthermore to be open for research projects. Hence, the principal of Jules High School was contacted, and after being informed in detail on the intended research project, he was in fact supportive.

The second step of the sampling process was initially to randomly sample one class out of each grade out of each school. However, since students do not have regular lessons during exam periods, another strategy had to be adopted. The principal allowed me to introduce my research project at a general assembly and ask students to sign up to lists. For that purpose, he separated migrant learners from South African students and once all migrant students had signed up to the lists, the same number of South African students was asked to sign up. At the same time, participant information sheets and informed consent/assent forms were distributed to the students. Interview dates were tentatively scheduled for the following weeks and potential participants were asked to bring the informed consent/assent forms with them on those dates.

However, the fact that all students had to write exams on the scheduled dates complicated the sampling process, e.g. some students did not want to participate in the quantitative interviews after 2 – 4 hours of exams, while others finished their exams earlier and had already left school before the interviews started. Furthermore, the principal advised me not to include grade 13 since they were already overwhelmed with writing their matric exams. As a result, some of the students' names that had been randomly sampled from the lists had to be

substituted with ‘new’ names, i.e. with students who had not been on the lists before but agreed to voluntarily participate. Accordingly, a mixture of random and ‘convenient’ sampling was applied and over a period of five consecutive days only those students who were available were selected, until a sufficient number of respondents was obtained.

***Phase 3: Selection of focus group participants:***

During the survey (research phase two) all participants were informed about the intended subsequent focus group discussion and asked to provide me with their contact details in case they were interested in participating. Eventually, 12 volunteers (5 South Africans and 7 migrants) were invited to take part in the focus group discussion, albeit 4 invited participants (3 South Africans and 1 migrant) did not show up. However, 2 additional students (1 South African and 1 migrant, both above 16 years old) who only happened to be around since they had collected their exam results, spontaneously agreed to participate. Correspondingly, the focus group consisted of 10 participants, 3 South Africans and 7 migrants.

It is important to acknowledge at this stage that the final composition of the focus group participants does not ideally reflect the survey population (quantitative interviews), which was almost equally distributed according to migrant status and sex of respondents. Thus, the initially intended quota sampling strategy (Kromrey 2006; Przyborski und Wohlrab-Sahr 2009) could not be realized. Nevertheless, the final composition of the focus group participants can still be justified since the goal of the third phase of the research process was not to generalize information to the population of this study, but to get in-depth information around the concepts of social capital and integration from a migrants’ perspective, i.e. to evaluate the findings from phase two. Accordingly, it was more important to select cases that were believed to be able to provide this type of information, i.e. those who speak English fluently and who had already been enrolled at school for a longer period, i.e. at least for one year.

Furthermore, only those cases were selected that were believed to feel confident within the setting of a group discussion. Correspondingly, the participants were explicitly informed before the beginning of the focus group discussion and obtainment of informed consent/assent from the focus group participants was considered an on-going process.

### 2.3.3 Data collection techniques

As already indicated above, a mixture of qualitative and quantitative data collection techniques was applied for this study, and shall now be explained in more detail in the following pages:

***Key informant interviews***

Key informant interviews were conducted with three key informants representing JRS, CBRC and 'Kgosi Neighborhood Foundation' respectively. According to Flick (2010:216), interviews with 'experts' or key informants are useful to "generate context information" (*own translation from German*). Hence, key informant interviews helped to analyze the situation of migrant school children in Johannesburg in relation to their integration into the host society from an organizational perspective and primarily touched on topics around "functional" integration indicators such as (access to) employment, housing, education and health" (cf. chapter 2.1; Phillimore and Goodson 2008:310).

Moreover, interviews with key informants served to facilitate sampling in the second phase of this research project (cf. chapter 2.4.2) and eventually informed the development of the questionnaire for the quantitative interviews. The data collection tool for the key informant interviews was a structured interview guide with open questions, which was developed based on the information gathered from the desk review (cf. appendix 2).

***Quantitative interviews***

Quantitative interviews, using a group-administered structured questionnaire, were conducted with 98 students of Jules High School between 11 and 20 years old, of which 5 questionnaires were eventually excluded from the data analysis due to too many missing values. The remaining 93 respondents were fairly equally distributed according to sex (45 boys and 48 girls) and migrant status (47 South Africans and 46 migrants). The migrant learners were from 9 different countries, namely 28 from DR Congo, 4 from Angola, 3 from Nigeria, Zimbabwe and Zambia respectively and 1 respondent each from Kenya, Swaziland and Lesotho (cf. appendix 6).

The questionnaire (cf. appendix 3) contained 144 predominantly closed questions and was divided into two main themes 'Integration' and 'Social Capital', subdivided into 14 different thematic sections, namely: 1.'Personal Details', 2.'Neighborhood (Integration)', '3.Rights Awareness', 4.'Language Skills', 5.'Cultural Knowledge', 6.'(Access to) Health Care', 7.'Education and Schooling', 8.'Identificatory Integration/Feelings of Belonging' and

9.‘Attitudes towards other Nationals’ on the one hand and 10.‘Informal Social Networks at School (Quantity)’, 11.‘Togetherness’, 12.‘Solidarity’, 13.‘Trust’ and 14.’Membership in Associations/Groups/Clubs’ on the other hand.

In relation to the measurement of social capital, Fukuyama (2001:12) points out that “one of the greatest weaknesses of the social capital concept is the absence of consensus on how to measure it”. However, in addition to the findings from the key informant interviews, existing social capital indices (e.g. Coleman 1988; Krishna and Shrader 1999; Putnam 2000; Hall 1999; Grootaert and Van Bastelaer 2002) helped to develop the questionnaire.

The questionnaire was pretested with 6 students, discussed with the same students regarding overall and specific contents as well as question framing, and then accordingly revised.

The main advantages of quantitative interviews for the purpose of this study were: a larger number of respondents could be interviewed at the same time, a higher degree of generalizability, and relatively researcher independent results (Johnson and Onwuegbuzie 2004).

***Focus group discussion***

The focus group was made up of 10 participants between 14 and 20 years, 3 South Africans (1 male + 2 female) and 7 migrants from DR Congo (2 male + 1 female), Zambia (1 male + 1 female), Kenya (1 female) and Zimbabwe (1 female) (cf. appendix 7). Pryzborski and Wohlrab-Sahr (2009: 146) define the focus group discussion as a “specific form of the focused interview” (*own translation from German*), i.e. a technique that is focussed on a certain problem/phenomenon. Correspondingly, for the purpose of this study, the main themes of the focus group discussion were questions around ‘social capital’, ‘social networks’ and ‘integration’. To gain a “broader understanding of what individuals [concerned] […] regard as social capital” (Krishna and Shrader 1999:10f) and what they consider to be important indicators of integration was essential since both concepts, social capital as well as integration, were developed in western societies (cf. chapter 1.4).

A semi structured interview guide was used for the focus group discussion, which was structured in line with the questionnaire of the quantitative interviews. (cf. appendix 4) However, particularly those themes were elaborated on in more detail that required further clarifications after a preliminary analysis of the quantitative data. Hence, the goal of the final stage of the data collection process was to evaluate the findings from the quantitative

interviews together with the participants in order to gain an in-depth understanding of these findings.

In addition, a final interview was conducted with the principal of Jules High School following the focus group discussion in order to gain background information on the School, which could not be obtained from the quantitative interviews or the focus group discussion.

## 2.4 Data preparation and analysis

During the key informant interviews, notes were taken which were summarized afterwards along the discussed main topics ("summarizing protocol" (*own translation from German*) (Mayring 2002: 94). As the function of these interviews was only to supplement archival data and to facilitate sampling, it was not necessary to record, transcribe and consequently prepare a thematic content analysis of these interviews.

The focus group discussion was recorded in agreement with the participants. The recording was transcribed afterwards in standard orthography without non-verbal expressions since only content related information was of concern (Mayring 2002). In a subsequent step, the transcripts were analyzed with thematic content analysis in order to systematize the data and develop thematic categories and subcategories (Mayring 2002). The thematic content analysis served to compare and complement identified thematic categories and subcategories with the findings from the quantitative interviews as well as to clarify outstanding issues.

The data from the questionnaires was entered into a database, cleaned and recoded. Afterwards, it was analyzed statistically (descriptive) with SPSS using statistical tests based on the distribution of the data.

The first step was to run a univariate analysis (frequency tables) for all variables to get an initial overview of the data in relation to distribution and distinctiveness of single variables. In a second step, bivariate analysis (crosstabs and chi-square tests) was carried out for all variables using the recoded variables 'migrant status' and 'type of network where the majority

of respondent's friends/acquaintances at school belongs to'[13] respectively as potential predictor variables.

However, since in most cases both 'migrant status' and 'type of network where the majority of respondent's friends/acquaintances at school belongs to' did not seem to have a significant influence (chi-square > 0,05), and combined with the aim to reduce the amount of data, two main indices, 'Integration Level' and 'Social Capital', were computed and eventually compared with each other and other potential predictor variables in a third analysis step. The 'Integration Level' index included six sub-indices, namely '1.Neighbourhood Integration', 2.'Rights Awareness', 3.'Language Skills', 4.'Cultural Knowledge', 5.'Schooling and Education' as well as 6.'Identificatory Integration' whereas the 'Social Capital' index incorporated the four sub-indices 1.'Togetherness', 2.'Solidarity', 3.'Trust' and 4.'Associational Life'. Each of the ten sub-indices was computed out of three variables (=items) that were selected based on factor analysis on the one hand and ability to be recoded and/or computed into ordinal variables with comparable values from 1 (=strong) to 3 (=weak) on the other hand.

## 2.5 Ethical considerations

Research with children is generally controversial and associated with difficulties (Schenk and Williamson 2005), particularly when these children are considered to belong to a 'vulnerable' group, or are 'labelled' as such, as this is the case with migrant children (Boyden 2000). However, in contrast to the large amount of research literature on migrants, this study does not aim to primarily focus on uncovering the difficult situations that migrants find themselves in as "human rights abuses" and the failure of institutional and legal responses to these abuses (Landau and Jacobson 2003b: 186). This study, rather aims to explore the potential positive effects of informal social networks at school for migrant children in relation to their integration as a somewhat 'alternative response' to potential institutional failures, while at the same time not neglecting the possibility of negative effects of these networks.

[13] In order to create the new variable 'type of network where the majority of respondent's friends/acquaintances at school belongs to' variables number 192-194a were recoded and computed into one single variable with the values: 1.'bonding network', i.e. the majority of respondent's friends acquaintances at school have the SAME 'migrant status' as respondent, i.e. (international) migrant in the case of migrants or South African in the case of South Africans, 2.'bridging network', i.e. the majority of respondent's friends/acquaintances at school have a DIFFERENT migrant status as respondent, i.e. South African in the case of migrants or (international) migrant in the case of South Africans and 3. 'Same amount of friends in both bonding and bridging networks'.

Furthermore, the acknowledgment that children have agency, and shape and influence their own social worlds justifies that research on children's social networks will be more valuable when approaching the children themselves directly instead of their parents, teachers or other adults they interact with (Schenk and Williamson 2005). Nevertheless, it is important to adhere to certain ethical principles, especially when conducting research with children. According to Schenk and Williamson (2005: 3), the "three fundamental duties of the investigator" are: "respect for persons, beneficence, and justice".

***Respect for persons***

Respect for the person firstly means, "each person is regarded as autonomous (i.e., independent and free to make his or her own choices)" (Inter Action Working Group on Protection 2005:2). This refers to the individual's decision to participate in the research project. To ensure that the children who were asked to participate in this study (in the focus group as well as within the quantitative interviews) were able to make an 'informed decision', I prepared participant information forms as well as minor assent forms and explained them in detail in a child friendly way before gathering any data from the children. Furthermore, in line with the requirements of the Wits Human Research Ethics Committee (HREC Non Medical), a guardian informed consent form was additionally prepared for each participant who was below the age of 14 years (Schenk and Williams 2005). Both of these forms had to be signed and handed in to me before proceeding with the data collection. Any case in which either the guardian or the child did not agree was not included. The participant information form, assent form as well as the guardian informant consent form explained the purpose and methodology of this study, including "procedures and processes" of the data collection. In addition, they pointed out possible "risks and benefits", stated that gathered data will be treated confidentially and that "participation is voluntary" and can be ceased "at any time" from the participant's side if he/she wishes to do so (Inter Action Working Group on Protection 2005: 4).

Children's participation and respect for their own views throughout the research project can further help to reduce the existing unequal power relation between the researcher and his/her study subjects (Inter Action Working Group on Protection 2005; Boyden 2000). Therefore, I pretested and discussed the questionnaire with six volunteering students before the quantitative interviews, which helped to identify (together with feedback from the children) problems in relation to question framing and the selection of topics and subtopics, e.g.

whether questions were considered, in general, as being important and appropriate[14] to include in the questionnaire. Moreover, a focus group discussion was conducted following the quantitative interviews in order to share the findings with the children and evaluate them together before analyzing them. An important role of the facilitator during this discussion was to control intra-group dynamics, particularly unequal power relations between children, insofar that they do not exclude individuals from participating. Hart and Tyrer (2006:29), for instance, suggest that since "younger children may be effectively silenced by adolescents, girls may feel uncomfortable sharing their feelings in front of boys, or different ethnic groups may feel it inappropriate to be working on a joint project" it is crucial "to ensure that all children feel comfortable participating together".

***Beneficence***

The principle of beneficence in line with the humanitarian principle "do no harm" means that the researcher "must protect participants from harm and maximize possible benefits" (Schenk and Williamson 2005: 4). As already elaborated on above, certain safeguards were taken in this study to minimize potential risks. These included: avoiding sensitive topics as far as possible in both the focus group discussion as well as in the quantitative interviews that potentially risked (re)traumatizing the children or generally putting them in an uncomfortable situation; balancing intra-group dynamics in relation to equal participation of all participants within the focus group discussion; and to interview migrant children and at the same time South Africans to encounter feelings of marginalization or discrimination.

Furthermore, it was important to safeguard confidentiality and anonymity to the greatest extent possible. Although anonymity during the focus group discussion was not feasible and confidentiality could also not be assured since "what is inadvertently revealed […] cannot fully be controlled even by diligent researchers" (Landau and Jacobson 2003b:193), the following strategies were adopted to ensure that private information was not disclosed to outsiders: to avoid using names during the focus group discussion; to make personal identifiers as names, locations etc. anonymous in the transcripts of the focus group discussion; to use "numerical identifiers" instead of names in the questionnaires for the quantitative interviews (Schenk and Williamson 2005:33) and to store all collected data (tape recordings, field notes, transcripts, questionnaires) in a secure place (e.g., password saved notebook and locked desk) (Inter Action Working Group 2005).

[14] Appropriateness regarding questions in this context means that all those questions that the children identified as too sensitive or as too complex, i.e. difficult to understand in relation to their age, were excluded from the questionnaire.

***Justice***

The principle of justice refers to the necessity to analyze and balance potential risks and benefits of the research activity for all involved persons beforehand. This means, that a research project can only be justified and carried out when the expected benefits are greater than the risks (Schenk and Williamson 2005). As already explained above, certain safeguards were applied to ensure that the research participants were not exposed to unexpected risks in relation to sampling, data collection, data storage and usage. Moreover, due to the nature of the research question and purpose of this study, it was generally less likely that sensitive topics would be discussed in detail. Nevertheless, I consulted the key informants prior to the quantitative interviews on ways of assisting children who may ask for follow up information and/or counseling.

## 2.6 Conclusion and delimitations

In the absence of national or local integration policies, this study seeked to analyze the impact of informal social networks at school on migrant children's integration into the school environment as well as into the broader host society. The results of this study together with follow up studies have the potential to eventually lead to positive outcomes for migrant students in relation to their integration into the host society of Johannesburg.

However, it is important to name major limitations of this study. Since it was carried out by only one researcher within a short period of time (less than eight months), I could only focus on one geographic area, the inner-city of Johannesburg. Furthermore, I was constrained to a case study approach, i.e. conducting the quantitative interviews at only one school due to the above described access barriers to secondary schools during the given period for the fieldwork. Therefore, it is not possible to generalize the findings to all migrant students in Johannesburg. Furthermore, the narrow focus on those children who are enrolled at school does automatically exclude a large number of migrant children who have difficulties to accessing education and who might be correspondingly less integrated. Nevertheless, this study did not aim to identify the most 'vulnerable' migrant groups. Rather, it aimed to adopt a more positive perspective on the life of migrants whilst looking at potential benefits that arise from social interactions among migrant students and between migrant students and their South African counterparts.

Another difficulty relates to the initially proposed sampling strategy for the quantitative interviews. Since I was not provided with complete enrolment lists from either the Department of Education or by the respective school and also since not all students that had signed up to the lists on the general assembly were available during the survey period, the originally intended random sampling strategy had to be modified to a combined random and 'convenient' sampling strategy, i.e. on five consecutive days only those students were interviewed that were available until a sufficient number of respondents was obtained

Other risks might have biased the findings, such as the presence of the researcher during the data collection process, how the respondents self-interpreted the research project and accordingly reacted (e.g. socially desired answers), as well as the researcher's own presumptions and background knowledge. Although these biases could not be avoided completely, ongoing consultation with key informants as well as with Jules High School students in order to reflect on the biases helped to reduce them as much as possible.

# 3. Analysis and Presentation of the Findings

The presentation of the data analysis is structured as follows: First important single variables will be presented independently (frequency distributions for all survey respondents) followed by bivariate analysis for the single variables in relation to migrant status on the one hand and 'type of network where the majority of respondent's friends/acquaintances at school belongs to'[15] on the other hand (cross-tabulations and significance tests).

At the end of each sub-chapter a respective sub-index will be presented that was in each case computed out of three selected variables (= items). For each of these sub-indices I will first present the scores for all survey respondents and thereafter differentiate between the scores of migrants and South Africans. Then I will point out whether a difference exists according to 'network type'.

At the end of each of the two main chapters, I will then present the respective final indices, namely "Integration Index" and "Social Capital Index" that were computed out of the corresponding sub-indices. Again, first the scores for all survey respondents will be shown, followed by the distribution of these scores according to migrant status and 'network type'.

Since it is also important to discuss whether there is a difference between 'integration into the (host) society' and 'integration into the school environment' a separate analysis of some single variables that particularly aimed at measuring the latter completes the chapter on integration. With regards to Social Capital I will also look at some single variables again and in particular at those that are related to "information flow capability of the social structure" which Coleman (1998:119) describes as one of the three forms of social capital but which is not part of one of the four sub-indices that were computed for the Social Capital main index of this study.

Finally, I will compare the findings from the overall analysis of the two main indices 'Integration' and 'Social Capital' and further compare all sub-indices with each other, including migrant status as a layer variable where applicable in order to evaluate the impact of social capital on integration for Jules High School students. Thereby I will also point out which social capital aspects have the greatest impact on integration. Eventually, I will discuss as far as possible the role that network type plays in relation to the overall findings and the difficulties with respect to measuring the impact of this potential predictor variable.

[15] In the following: 'network type'

Where applicable, the findings will be complemented by the results from the analysis of the key informant interviews and focus group discussion respectively.

Although migrant status might have an influence on the respondents' integration levels, the aim of this study is not primarily to uncover differences between migrants and South Africans but to find out whether migrants can benefit from their involvement in informal social networks at school. Accordingly, the data analysis is guided by two questions, first whether social capital affects integration and second whether this is different for migrants and South Africans. Therefore it is necessary to present the results from the analysis of all variables, sub-indices and final indices for all survey respondents as well as in relation to migrant status and network type.

## 3.1 Research site and study population

Before presenting the findings from the analysis of all variables within the 13 thematic questionnaire subsections, I will first give some background information on the research site and study population:

### 3.1.1 Background information on Jules High School

Jules High School is a public secondary school that is located in central Johannesburg, namely Jeppestown, which can be characterized as a migrant-dense area. Based on information provided by all three key informants as well as the principal, Jules High School is, in comparison to other public secondary schools in Johannesburg, relatively open in accepting migrant students. About 15 years ago, Jules High School started to enroll the first migrant learners, especially refugees from Angola, Mozambique and later on Burundi. Since then the school has become well known as one that accepts migrants, compared to some other secondary schools. Correspondingly, about 10% of all currently enrolled students, i.e. approximately 87 students are migrants (interview with the principal, 12 December 2011). The majority (approx. 60%) of non-South African students comes from DR Congo, with the second largest national group coming from Zimbabwe. Further countries of origin, according to the principal, are Angola, Mozambique, Zambia, Kenya, Malawi, Lesotho and Ethiopia.

Despite the high percentage of migrant learners and the school's comparatively less strict internal policy on enrolment (e.g. students are exceptionally permitted to enroll first and present their ID documents at later date), no specific integration programs exist anymore[16] and the children are literally "thrown into the deep water and need to swim on their own" (interview with the principal, 12 December 2011). However, according to the principal, the employment of 8 non-South African teachers (4 from Zimbabwe, 2 from Nigeria, 1 from Ghana and Russia respectively) supports migrant learners' integration at Jules High School since it reflects the diversity of the school. Consequently it helps them as well as their South African counterparts to identify with this "diversity concept" (interview with the principal, 12 December 2011).

[16] According to the principal, some years ago migrant learners were offered to join 'bridging classes', i.e. they were only taught in English and Mathematics for the first year in order to be given some time to adapt. However, this program could not be continued due to lack of funding (interview with the principal, 12 December 2011).

### 3.1.2 Demographic details of the survey population

The table below shows the demographic distribution of respondents in this study:

***Table 1: Demographic distribution of survey respondents (overview)***

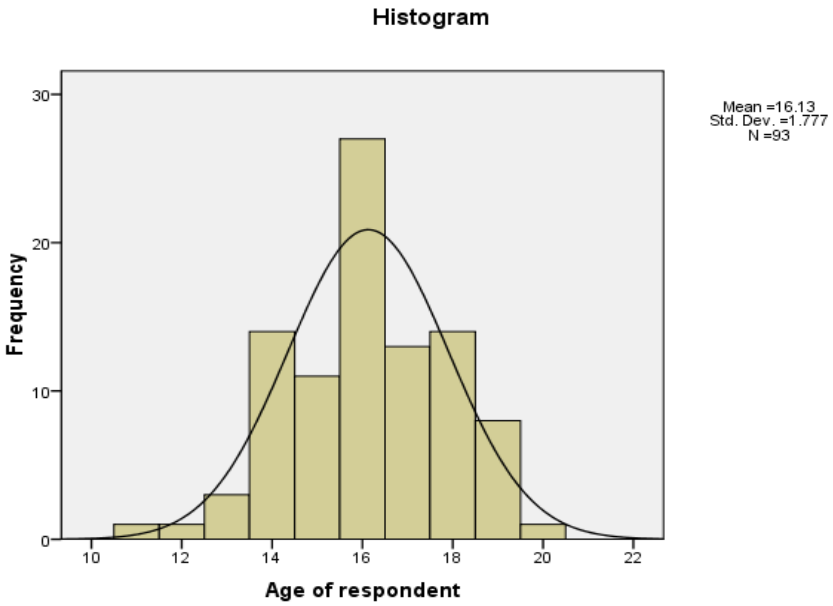
| Migrant status of respondent | | | Age group of respondent | | | Total |
|---|---|---|---|---|---|---|
| | | | 11-14 years old | 15-17 years old | 18-20 years old | |
| South African | Sex of respondent | male | 0 | 8 | 10 | 18 |
| | | female | 5 | 19 | 5 | 29 |
| | Total | | 5 | 27 | 15 | 47 |
| Migrant (international) | Sex of respondent | male | 7 | 15 | 5 | 27 |
| | | female | 7 | 9 | 3 | 19 |
| | Total | | 14 | 24 | 8 | 46 |
| Total | Sex of respondent | male | 7 | 23 | 15 | 45 |
| | | female | 12 | 28 | 8 | 48 |
| | Total | | 19 | 51 | 23 | 93 |

The survey population consisted of 93 respondents between 11 and 20 years old (grade 8 – 12) who were fairly equally distributed according to sex (45 boys and 48 girls) and migrant status (47 South Africans and 46 migrants). The migrant learners were from 9 different countries, namely 28 from DR Congo, 4 from Angola, 3 from Nigeria, Zimbabwe and Zambia respectively and 1 respondent each from Kenya, Swaziland and Lesotho.

Males and females were not equally distributed between migrants and South Africans. Correspondingly, there were more males among the migrants in the sample (male-female ratio: 60% : 40%), whereas it was the inverse for the South Africans (male-female ratio: 40% : 60%).

The mean age of the survey population was 16,3 years and accordingly, the majority of the respondents were between 14 and 18 years old, with most being between 15 and 17 years old:

***Graph 1: Age of respondent***




When looking at the recoded variable "Age group of respondent", it becomes apparent that the majority of the respondents were between 15 and 17 years old (54.8%), while those that fall within the categories 11-14 years old (20.4 %) and 18-20 years old (24.7%) respectively are almost equally distributed. The cross-tabulation of age group by migrant status shows that migrants in the sample generally tend to be younger, which is also confirmed by the chi-square test (p = 0.038). Particularly within the age group of 11-14 years olds, migrants were overrepresented with 73%, whereas South Africans comprised almost two-thirds (65%) of those between 18-20 years old in the sample.

When looking at the answers given by the survey participants to question 103 on 'ethnicity', it is striking that 16% (=15 responses) claimed not to know their ethnic group. This was particularly true for migrants, with 12 respondents answering that question with "don't know".

Question 103, and accordingly individual comprehension of the term 'ethnic or cultural group', was also reflected on in the focus group discussion with the result that some participants did not understand the term at all, e.g. "*For most of us, English is not our mother tongue and we're not perfect in it…so most of us just know the basics […]*". Others either interpreted it as 'linguistic group/ethnicity' or confused it with 'national group/nationality', e.g., "*Mhm…I thought you were asking about like where I'm from…like from Congo or so […]*" (focus group discussion, 9 December 2011). However, with the "don't know" option excluded, the three most common ethnic groups among the survey participants were: Zulu (12 responses), Xhosa (10 responses) – both these ethnic groups are common in South Africa - with Kasai (9 responses) ranking third, which is an ethnicity that is common in DR Congo.

The majority (60.2%) of the respondents in the sample were not born in Johannesburg. Not surprisingly, there is a strong relationship between migrant status and Johannesburg as the place of birth (p=0,000). Nevertheless, also 4 migrants in the sample were born in Johannesburg and 14 South Africans were born outside of Johannesburg. Most of respondents who were not born in Johannesburg claimed to have lived there for more than five years (43.6%), followed by 18.2% for those between 4-5 years, and 16.4% for those who had lived in Johannesburg for 2-3 years. There is no significant relationship between migrant status and duration of stay (p=0.951).

Almost 70% of all respondents had not lived anywhere else despite the place of birth and/or Johannesburg. There is no significant difference between migrants and South Africans in relation to whether they had previously lived elsewhere (p=0,705). Those respondents who had lived somewhere else before, lived at diverse places within and outside South Africa, for instance in KZN, Limpopo, Zambia etc.

***Household composition of the survey respondents***

The majority of respondents reported living with their mother (63 responses), followed by 48 respondents who reported living with their brother/s and/or sister/s and 36 respondents who claimed to live with their father. Although there is no significant relationship between migrant status and the person/s the respondent lives with, it is noteworthy that more South Africans than migrants live together with their mother and only with their mother. Furthermore, it is interesting that 2 migrant respondents stated that they live together with South Africans friends compared to 0 South Africans[17].

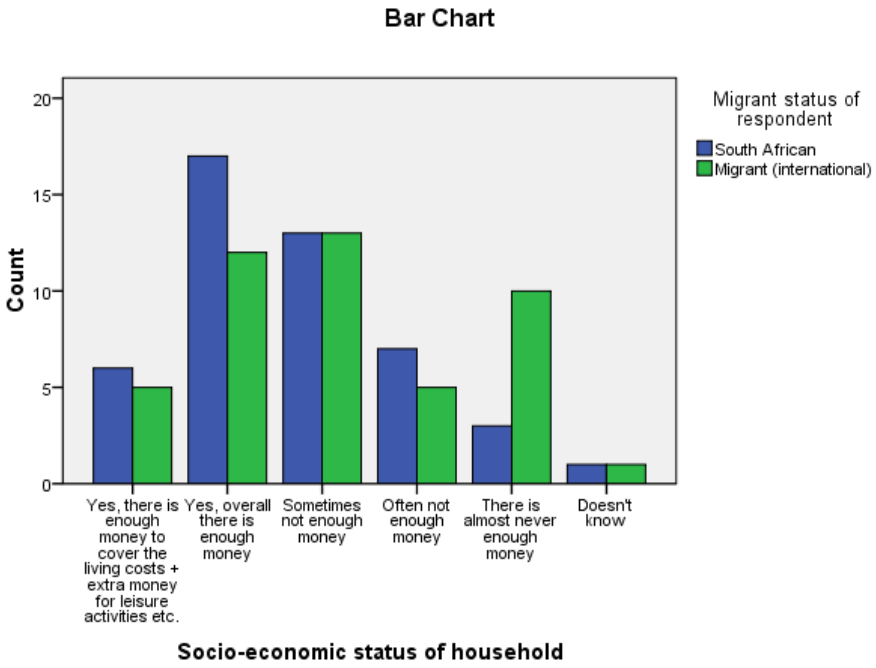
The majority of the respondents (39.8%) claimed that only one parent and/or other caretaker has a job and/or business. However, almost as many (37.6%) maintained that both parents and or other caretakers have a job and/or business, whereas 19.4% stated that no parent and/or caretaker had a job and/or business. Even though there is no significant difference between migrants and South Africans in relation to employment status of parent/s and/or other caretaker/s, it is striking that more migrants (19) compared to South Africans (5) indicated that their parent/s and/or other caretaker/s had no job and/or business.

Most respondents (31.2%) reported that there was enough money overall to cover all the living expenses or that there was (only) sometimes not enough money (28%). The third most common answer (14%) was that there was almost never or never enough money available,

[17] Since the variable “person/s respondent lives” together with was a multiple response question it I not possible at this point to present p-values for significance tests. The same applies for all other multiple response questions throughout this research report.

and more or less as many respondents reported that there was often not enough money (12.9%) as well as that there was more than enough money available (11.8%). Similar to employment status of parent/s and/or other caretaker/s, no significant relationship can be observed when analyzing the socio-economic status of households with respect to migrant status (p=0.410). Nevertheless, again, more migrants (approx. 11%) than South Africans (approx. 3%) claimed that there was never or almost never enough money to cover all the living costs.

***Graph 2: Socio-economic status of household * migrant status***




The key informants also stressed that many migrant children live in households with low socio-economic status. According to one key informant, many migrants literally live in "impoverished living conditions", which on the one hand can be primarily linked to access barriers to the employment market (e.g. invalid ID papers), and on the other hand, many migrants commonly choose to live in areas where other migrants live, e.g. central Johannesburg, which are expensive in terms of accommodation prices (key informant interviews, 1 -4 November 2011). Nevertheless, many migrants have no other option since due to a higher prevalence of xenophobic violence, they fear staying in certain areas and especially townships where accommodation is cheap. Moreover, unlike South Africans, migrants have no access to government owned flats, which are very reasonable (e.g. 500R/month). Eventually, many migrants have to regularly send remittances back home, which is a further financial burden and has a critical impact on the socio-economic status of the respective households (key informant interviews, 1 - 4 November 2011).

## 3.2 Integration Index

Questions 111 – 191 in the questionnaire for the survey participants related to integration levels of the respondents. Initially, this section was subdivided into eight thematic sub-sections, namely 'neighborhood integration', 'rights awareness', 'language skills', 'cultural knowledge', '(access to) health care', 'education and schooling', 'identificatory integration/feelings of belonging' and 'attitudes towards other nationals'. However, variables from the sections '(access to) health care' and 'attitudes towards other nationals' could not be included in the final integration index due to too many missing values in the first case and due to the inability to compute the variables because of different levels of measurement in the latter case.

Accordingly, based on the theoretical framework of this study and notably the integration models developed by Heckman (1997) and Ager and Strang (2004), an integration index consisting of six sub-indices was developed in order to measure overall integration levels of the survey respondents. Ager and Strang firstly identify "functional indicators" such as (access to) "employment, housing education and health" services (Phillimore and Goodson 2008:310) as important indicators for integration or characterized as 'structural indicators' according to Heckman (1997). Correspondingly, for the purpose of this study questions around '(access to) health care' as well as 'education and schooling' were included in the questionnaire for the survey respondents. However, as already indicated above, variables from the section '(access to) health care' could not be computed for the final Integration index. "[L]anguage [skills] and cultural knowledge", which according to Ager and Strang (2004), are 'facilitators' of interactions and engagement of migrants within communities and thus important for integration (Phillimore and Goodson 2008:311; cf. also Heckman 1997: 'cultural integration') were further included as indicators in the overall Integration index.

Moreover, 'identificatory integration' which Heckman (1997:11) describes as the 'final dimension' of integration and which is associated with feelings of belonging to an ethnic group or to the nation state was adopted as another integration indicator and hence incorporated in the final Integration index.

In addition, based on the findings from other studies that researched integration of migrants in Johannesburg (Hlobo 2004; Misago 2004; Landau 2011; Crush 2005) 'neighborhood integration' was considered to be an important indicator for integration. Correspondingly, 'neighborhood integration' was included in the final Integration index, not at least because one of the three items of this sub-index is 'presumed safety of neighbourhood' and can be

linked to the integration indicator “safety and stability” as identified by Ager and Strang (2004) (Phillimore and Goodson 2008: 311).

Ultimately, ‘rights’ awareness’, albeit neither part of Heckman’s (1997) nor Ager and Strang’s (2004) integration models, was chosen to constitute the sixth sub-index of the overall Integration index since it was recommended by the key informants to be an important indicator for integration.

In the following pages, I will present the findings from the analysis of the variables of all eight thematic questionnaire subsections and further, where applicable, complement the results with the findings from the key informant interviews and focus group discussion respectively.

### 3.2.1 Neighborhood integration

The survey respondents indicated to live in diverse suburbs (25 different suburbs in total). However, 12 respondents lived in Soweto and Troyeville respectively. There is a significant relationship between suburbs where respondents claimed to live and migrant status (p=0.002), reflecting previous research findings, which found out that particularly the inner-city areas of Johannesburg (cf. chapter 2.3.3) such as Yeoville and Berea are migrant-dense suburbs, whereas former townships like Soweto do not have a dense migrant population[18]. Correspondingly, for instance, 12 South Africans in the sample stated that they live in Soweto compared to 0 migrants, whereas migrants in the sample most commonly indicated that they live in Troyeville (10), Yeoville (7) and Berea (7) compared to 2, 1 and 2 South Africans who claimed to live in these areas respectively.

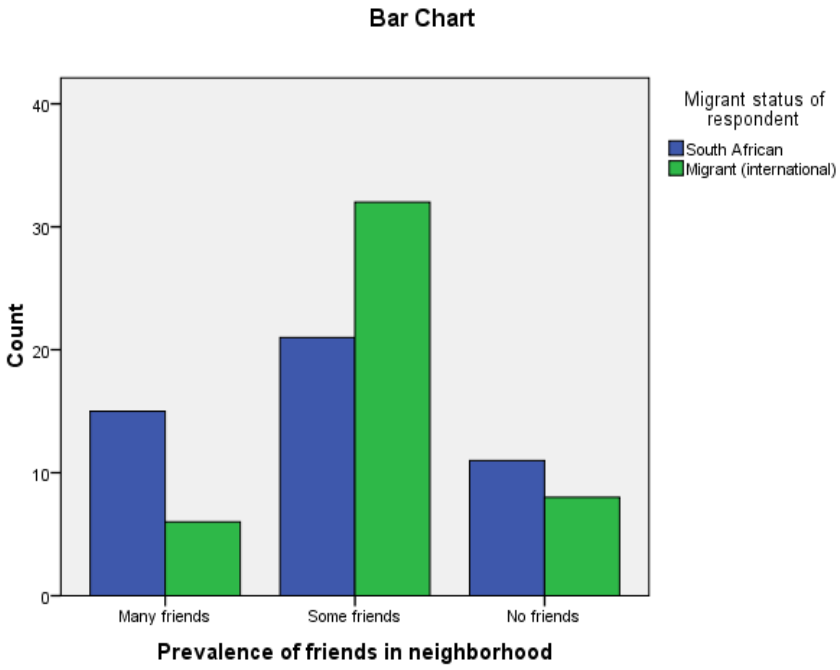
Most of the respondents (28%) claimed that they lived in neighborhoods with a more or less equal distribution of migrants and South Africans. Surprisingly, there is no significant relationship between presumed prevalence of migrants in neighborhood and migrant status (p=0,867). At this point, it is important to stress that these results rather reflect the respondents’ individual opinions than realities on the ground. Nevertheless, the missing relationship between the above-mentioned variables can be interpreted as an indicator of some respondents’ potential low levels of neighborhood integration in terms of social interactions with people who live in their respective neighborhoods. This is further mirrored by the relatively high percentage (12.9%) of the “don’t know” answer option to the question on presumed prevalence of migrants in neighborhood, i.e. since many respondents reported

[18] This view is also shared by the key informants (key informant interviews, 1 – 4 November 2011).

not to know where the majority of people in their neighborhood come from, they might correspondingly not often interact with their neighbors.

Most respondents stated that they had “some friends” in the neighborhood where they live, while the answers “many friends” and “no friends” were almost equally distributed. There seems to be a significant relationship between migrant status and prevalence of friends in neighborhood (p=0.037) with South Africans indicating more often to have many friends who live in their neighborhood:

***Graph 3: Prevalence of friends in neighborhood * migrant status***



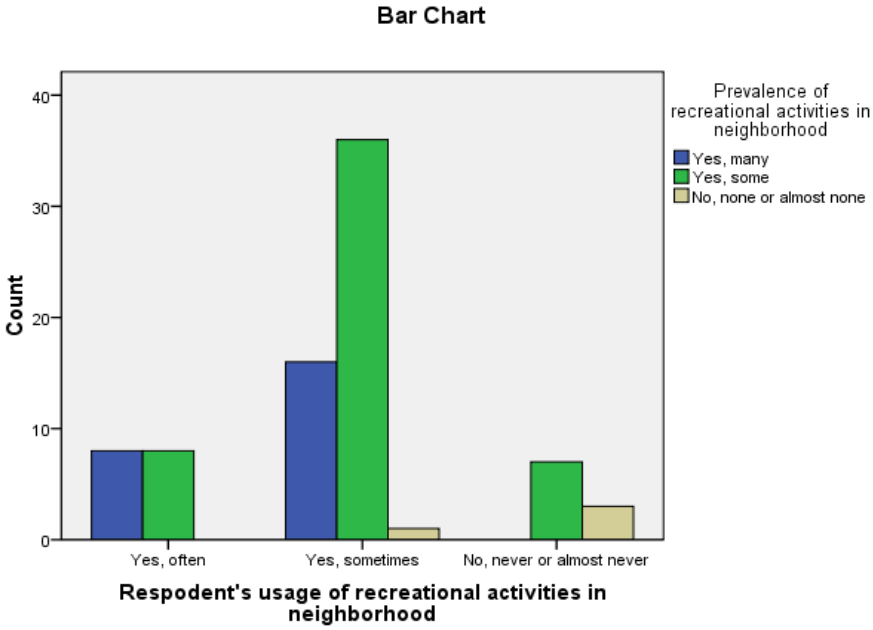

Although there appears to be no relationship between network type and prevalence of friends in neighborhood (p=0.378) (with and without using migrant status as a layer variable), the migrant respondents in the sample who claimed to have many friends in their neighborhood were more likely to report to have the majority of their friends/acquaintances at school in bridging networks compared to those who have only some or no friends in their neighborhood.

It is worth noting that just as many respondents in the sample stated that the majority of their friends in their neighborhood are South Africans as those who indicated to have mainly friends in their neighborhood with different national backgrounds. There is a significant relationship between migrant status and countries where the majority of friends in

neighborhood come from (p=0.009). Accordingly, more migrants than South Africans claimed that their friends were from different countries or countries other than South Africa and/or country of origin. More than twice as many South Africans as migrants (22 to 10) stated that the majority of their friends in their neighborhood were from South Africa. The majority of the respondents indicated that they had either few (44.1%) or no (26.9%) school friends in their neighborhood. There is no significant difference between migrants and South Africans in this regard (0.768), nor can a difference be observed in relation to type of network (0.091).

More than half (54%) of the respondents stated that there were some recreational areas within their neighborhood. In line with the prevalence of areas for recreational activities in the neighborhood is the respondents' usage of these areas (p=0.001), with most respondents (57%) claiming to use them sometimes, which becomes apparent when comparing the two variables with each other:

***Graph 4: Respondent's usage of areas for recreational activities in neighborhood * prevalence of areas for recreational activities in neighborhood***




There is no significant relationship between usage of areas for recreational activities and migrant status (p=0.135), nor is there a relationship between usage of areas for recreational activities and network type (p=0,923), including and excluding migrant status as a layer variable.

The majority of the respondents claimed that their neighborhood was “not very safe” (30.1%), followed, respectively, by the same number of respondents who argued that it was either “safe” or “neither safe nor unsafe”. Only a few reported that it was “very safe” (14%) or “not safe at all” (8,6%). There is a significant relationship (p=0.005) between the area where respondents indicated to live and presumed safety. However, there is no relation between migrant status and presumed safety of the respondents’ respective neighborhoods (p=0.086).

Considering both questions, ‘easy to reach school from neighborhood’ and ‘easy to reach other places from neighborhood’, only few respondents claimed that it was generally difficult whereas in both cases “yes, generally easy” and “neither easy, nor difficult” were the most common answers and almost equally distributed among all respondents irrespective of migrant status and network type.

The variables ‘prevalence of friends in neighborhood’, ‘usage of recreational areas’ (recoded)[19] and ‘presumed safety of neighborhood’ (recoded)[20] were computed for the ordinally scaled (7 values) ‘Neighborhood Integration’ sub-index with a level of measurement from ‘very high to very low’. Most of the respondents scored within the middle categories of the ‘Neighborhood Integration’ sub-index and in particular within the categories “neither low, nor high” (31.2%) and “moderately high” (21.5%). In contrast, only few respondents scored within the two ‘extreme’ categories “very high” (4.3%) and “very low” (5.4%):

***Table 2: Neighborhood Integration (sub-index)***

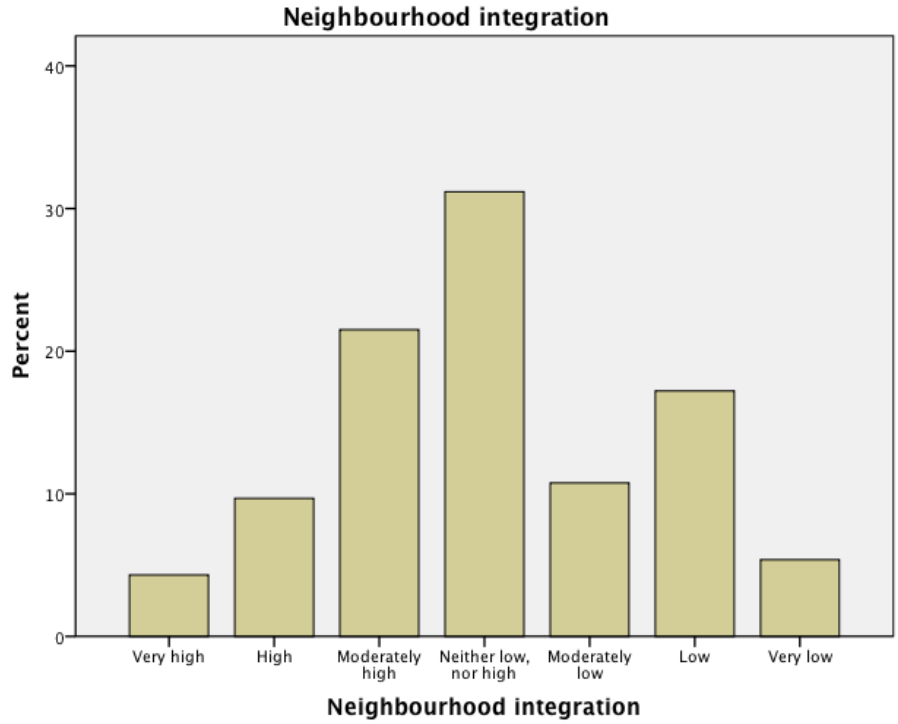
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 4 | 4,3 | 4,3 | 4,3 |
| | High | 9 | 9,7 | 9,7 | 14,0 |
| | Moderately high | 20 | 21,5 | 21,5 | 35,5 |
| | Neither low, nor high | 29 | 31,2 | 31,2 | 66,7 |
| | Moderately low | 10 | 10,8 | 10,8 | 77,4 |

[19] The original values of the variable “usage of recreational areas in neighborhood” were recoded into 1=often, 2=sometimes and 3=never or almost never/there are no recreational areas available in neighborhood, whilst value 3 was computed out of the negative answers (value 3 answers) to both “prevalence of recreational areas in neighborhood” and “usage of recreational areas in neighborhood”.

[20] The variable “presumed safety of neighborhood” was recoded and the original 5 values (=“very safe”, “safe”, “neither safe, nor unsafe”, “not that safe” and “not safe at all”) were reduced to 3 values ( =”safe to very safe”, “neither safe, nor unsafe” and “not that safe to not that safe at all). Since operation was necessary in order to compute the variables afterwards for the respective sub-index. Similar recoding operations were applied for other variables throughout the data analysis.

| | | | | | |
|---|---|---|---|---|---|
| | Low | 16 | 17,2 | 17,2 | 94,6 |
| | Very low | 5 | 5,4 | 5,4 | 100,0 |
| | Total | 93 | 100,0 | 100,0 | |

***Graph 5: Neighborhood Integration (sub-index)***




To conclude, South Africans and migrants alike (p=0.086), irrespective of network type (p=0.446), seem to be moderately well integrated in their neighborhoods. Nevertheless, out of all respondents, there are still 17.2% on the one hand who appear to have only "low" neighborhood integration levels and 9.7% on the other hand who seem to have "high" neighborhood integration levels. Thus, overall, no general tendency of neighborhood integration can be identified.

In line with these findings are those from the analysis of the focus group discussion: Some participants stated to like their neighborhood while others indicated that they did not like it, reflecting potential indicators for both low and high levels of neighborhood integration. Reasons that were mentioned for why participants like their neighborhood are, for instance, 'cultural diversity', e.g. "*I love my neighborhood…cause there…you find different people from different cultures and religions…and we learn, we learn of one another […]*" and 'community trust', e.g. "*Well, I love my hood! […] It's not quiet...but it can be quiet when it wants to be quiet but it's not quiet…and you know when…people live in flats…there are a lot of*

*people…there are tuck shops in the buildings…what what…so…you get used to the hood you're in…tonight when it's full of noise…like, you get used to it, you get used to each other…and there's kind of like…there's kind of like a community trust…where, people trust each other in the community […]*" (focus group discussion, 9 December 2011). In contrast, some participants did provide reasons why they do NOT like their neighborhood such as 'the feeling of being isolated' or since the neighborhood is 'dangerous', e.g. "*[…] it's very dangerous because almost every night, someone gets robbed […] And most people there … uhm ... they are too much hatred, ne? So, most people don't talk to each other…so it's not a place I like to stay*" (focus group discussion, 9 December 2011).

### 3.2.2 Rights Awareness

The majority (66.3%) of the survey respondents claimed to be aware of their rights and duties in South Africa. Although there is no significant relationship between rights awareness and migrant status (p=0.052), South Africans overall seem to be slightly more aware of their rights. Whereas almost the same number of migrants as South Africans stated to be "aware" of their rights and duties in South Africa, twice as many South Africans indicated to be "somewhat aware", with only 1 South African versus 8 migrants who reported "not aware". There is no significant difference between network type and rights awareness (p=0.185). However, when migrant status is included as a layer variable it becomes apparent, although not statistically significant (p=0.360), that among those migrant respondents who stated to have the majority of their friends/acquaintances at school in bridging networks, proportionally more indicated that they were "aware" of their rights and duties in South Africa.

The great majority of the respondents believed that migrants in South Africa had the same right to (access) health care [21] (62.4%) and education (79.6%) respectively. Similarly, regarding the question on whether migrants had the same right to access jobs in South Africa, most respondents stated that "some can" (62.4%), with quite a few (30.1%) stating that "most can". There is no significant difference regarding the answers to all three above questions, neither according to migrant status (p=0.309, p=0.344 and p=0.276) nor network type (p=0.773, p=0.466 and p=0.777).

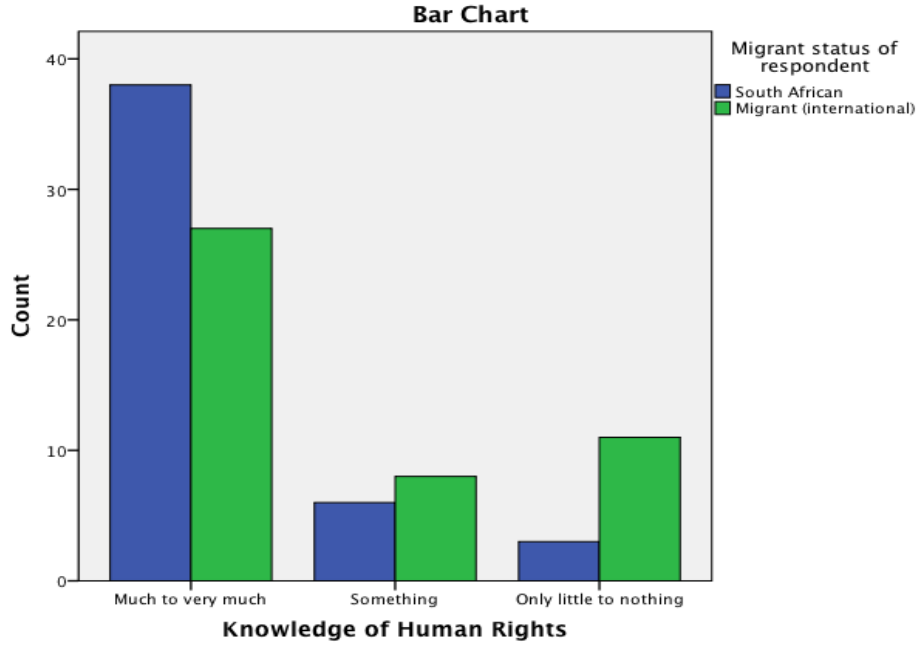
[21] Looking in more detail at the answers given to the question on migrants' right to (access) health care, it stands out that almost 1 in 5 (19.4%) of all respondents indicated they did not know the answer (choosing "don't know" answer option) to this question. This topic will be analyzed in more detail in chapter 3.2.6: "(Access to) Health Care".

Almost two-thirds of the respondents claimed to be “somewhat familiar” with the laws of South Africa and about one quarter stated to be “very familiar”. Again, no significant difference can be observed in relation to migrant status (p=0.147) and network type (p=0.404).

Most of the respondents reported that they learned about the laws of South Africa at school (33.8%) and/or from the media (23.7%), but also quite a few stated (11 %) that they had learned about the laws of South Africa from South African school friends. Both variables, migrant status as well as network type, do not seem to have any significant influence on sources that people use to gain information about the laws of South Africa. Nevertheless, it is interesting that 7 migrants and only 1 South African revealed that they learned about the laws of South Africa from their neighbors.

All respondents claimed to have knowledge of human rights, with the majority (48.4%) stating to know “much“. Looking at the recoded[22] variable ‘knowledge of human rights’, it is striking that more than 2/3 (69.9%) of all respondents claimed to know “much to very much“, whereas each of the other two answer options “something“ and “only little (to nothing)“ received 15.1%. Comparing South African with migrant respondents in relation to the recoded variable ‘knowledge of human rights’, South Africans seem to be more knowledgeable overall (p=0.035):

***Graph 6: Respondent’s knowledge of Human Rights * migrant status***



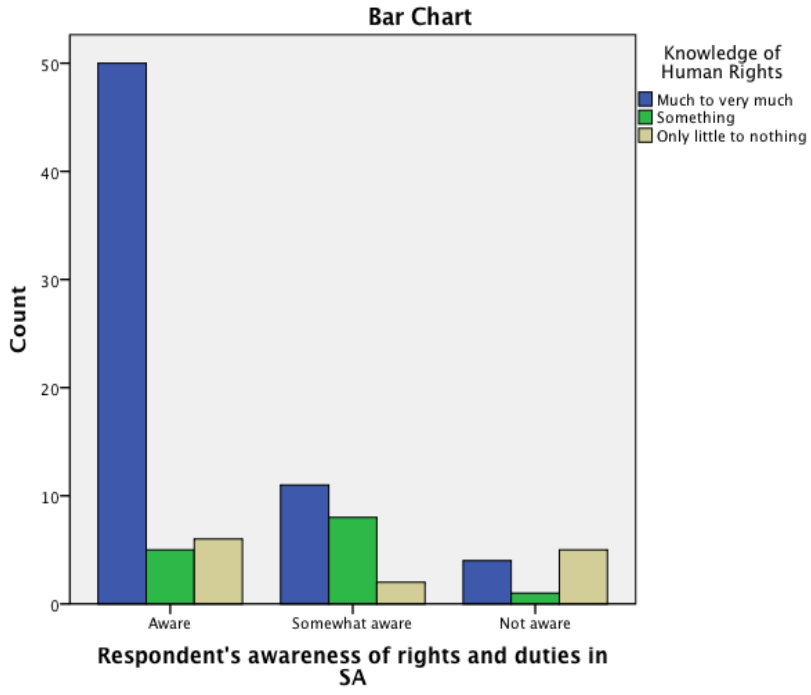

[22] The original 5 values (“very much”, “much”, “something”, “only little” and “nothing”) were reduced to 3 values (”very much to much”, “something” and “only little to nothing”).

No relationship can be observed between knowledge of human rights and network type (p=0.715).

Similar to the answers to the question on knowledge sources of the laws of South Africa, the most frequent answers to the question on knowledge sources of human rights were “school“ (33.9%) and “media” (24.6%), followed by “family members“ (10.9%) and “organizations“ (10.1%). No significant difference can be observed concerning the answers given to this question with regards to migrant status and network type.

The variables (based on 3 values ranging from 1=strong to 3=weak) that were computed for the “Rights Awareness” sub-index are: ‘awareness of rights and duties in South Africa’, ‘familiarity with the laws of South Africa’ and ultimately the recoded variable ‘knowledge of human rights’. Apart from the factor analysis, the results from the chi-square tests when comparing all three variables with each other indicated that the selected variables are good predictors of the respondents’ overall rights awareness, with the weakest relationship between ‘familiarity with the laws of South Africa’ and ‘knowledge of human rights’ (p=0.043), a relationship of p=0.030 between ‘awareness of rights and duties in South Africa’ and ‘familiarity with the laws of South Africa’ in the middle, and a very strong relationship between ‘awareness of rights and duties in South Africa’ and ‘knowledge of human rights’ (p=0.000):

***Graph 7: Respondent’s knowledge of Human Rights * Respondent’s awareness of rights and duties in South Africa***

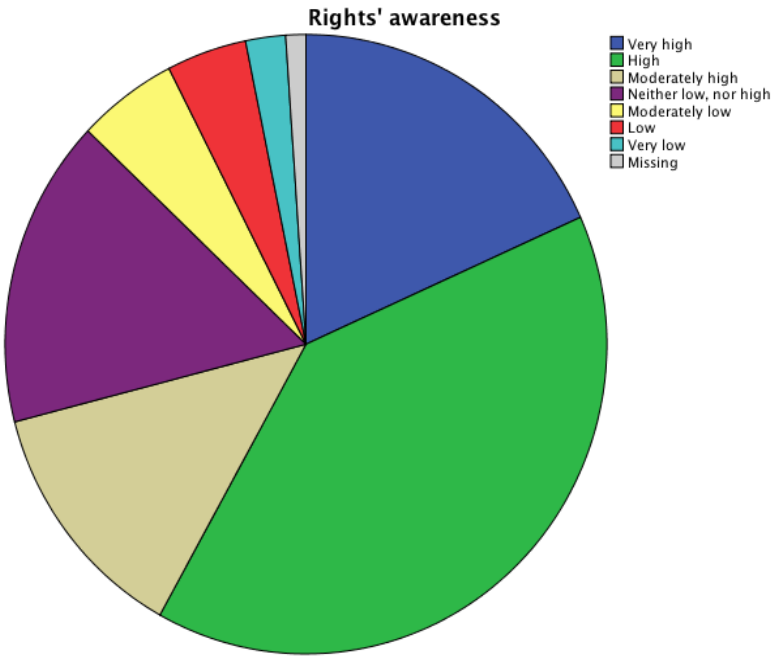


Looking at the computed results for the overall 'Rights Awareness' sub-index, it stands out that a high number, i.e. more than half of all respondents (58.7%) scored within the two top categories "very high" and "high". When including "moderately high", the results become even more striking with 71.7% claiming to be at least somewhat aware of their rights:

***Table 3: Rights Awareness (sub-index)***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 17 | 18,3 | 18,5 | 18,5 |
| | High | 37 | 39,8 | 40,2 | 58,7 |
| | Moderately high | 12 | 12,9 | 13,0 | 71,7 |
| | Neither low, nor high | 15 | 16,1 | 16,3 | 88,0 |
| | Moderately low | 5 | 5,4 | 5,4 | 93,5 |
| | Low | 4 | 4,3 | 4,3 | 97,8 |
| | Very low | 2 | 2,2 | 2,2 | 100,0 |
| | Total | 92 | 98,9 | 100,0 | |
| Missing | No response | 1 | 1,1 | | |
| Total | | 93 | 100,0 | | |

***Graph 8: Rights' Awareness (sub-index)***

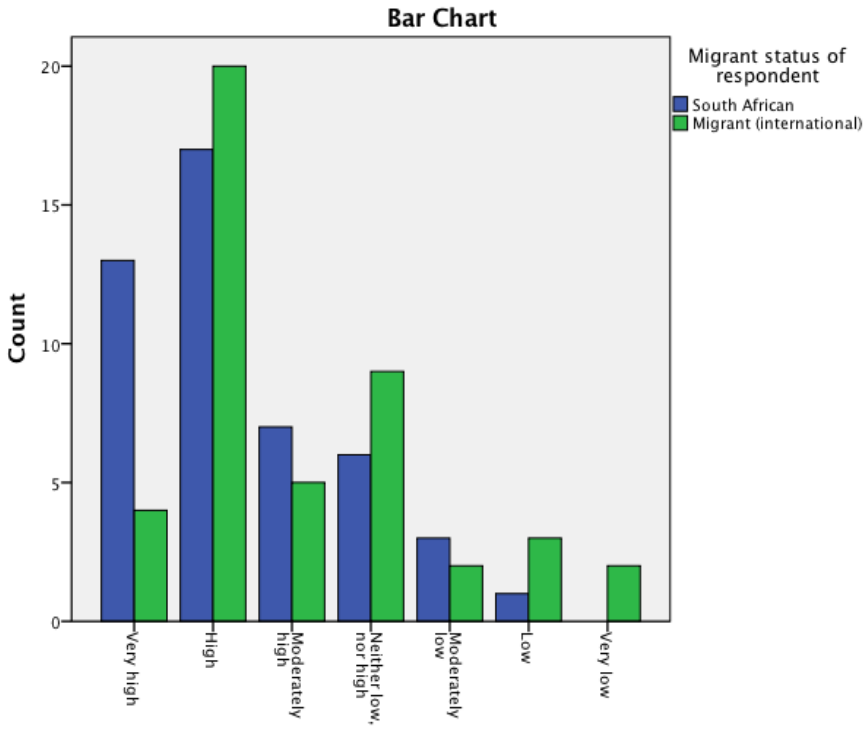


Accordingly, there was the need to reflect in more detail on the answers given to the questions in relation to rights awareness within the focus group discussion. Again, the participants reported that they were aware of their rights. However, they also stressed that this would rather refer to being aware of 'basic rights', e.g.: "*I also think that we…we know about our basic rights, you know…we learn at school…in Life Orientation about rights […]"* (focus group discussion, 9 December 2011). Furthermore, the participants pointed out that it was important not to forget about the responsibilities that were linked to one's rights and/or rights that would not directly benefit oneself, e.g.: "*[…] like us, we as school children, we don't care about other rights, we only care about those ones that benefit us in a good way […]*" or "*[…] we just being aware of the rights but we should be much more aware of the responsibilities that we have*" (focus group discussion, 9 December 2011).

Following up on this, the participants discussed that having basic rights in South Africa would not necessarily imply having equal access to these rights. Migrants in particular were often disadvantaged, e.g.: "*I've got something to clarify about our awareness of rights as foreigners we have in this country…yes, we are aware of rights which we have but…in most areas here in South Africa where you go…uhm…you can try to express whatever it is but you have to…but…people here they don't see you as like…you've got the same rights as they have […]*" (focus group discussion, 9 December 2011). Moreover, some participants argued that unequal access to rights was not only based on nationality but also on other criteria for exclusion such as ethnicity and/or 'race', e.g.: "*you may have that paper which says you have the right to learn and work but if you go to look for a job, they say: "No, you're not allowed to work"….if it comes to like equality, most people like to say you are a Xhosa, you are a Zulu…you like different kinds of people and you cannot belong to our race or those kind of stuff […]*" (focus group discussion, 9 December 2011).

There is no relationship between survey respondents' overall "Rights Awareness" and type of network (p=0.780), nor is there a relationship when migrant status is included as a layer variable (p=760 for South Africans and p=0.907 for migrants). Similarly, there is no significant difference between migrants and South Africans in the sample in terms of overall 'Rights Awareness' (p=0.168):

***Graph 9: Rights' Awareness (sub-index) * migrant status***




In this regard, it is interesting that the results from the survey as well as from the focus group discussion contrast with the information provided by two key informants who mentioned 'lack of information and education on rights' among migrants in Johannesburg as one of the key barriers to integration.

### 3.2.3 Language Skills

Of all the languages that the survey respondents indicated to speak, English was the most popular one with more than half (53.3%) of the respondents who claimed to speak it very well, 33.7 % who stated to speak it well and only 13% who acknowledged that they were able to speak it but had some problems. Network type does not have any significant influence on respondents' English skills (p=0.307) and, in relation to migrant status, there is absolutely no difference among the survey participants concerning their respective English skills (p=0.974). The latter becomes notably apparent when looking at the recoded variable[23] 'English skills':

[23] The original 5 values ("can speak it very well", "can speak it well", "can speak it, but has some problems", "only knows a few words" and "can't speak it at all") were reduced to 3 values ("can speak it well to very well", "can speak it, but has some problems" and "only knows a few words to can't speak it at all").

***Table 4: Respondent's English skills * migrant status***

Count

| | | Migrant status of respondent | | Total |
|---|---|---|---|---|
| | | South African | Migrant (international) | |
| English skills | Can speak it well to very well | 40 | 40 | 80 |
| | Can speak it, but has some problems | 6 | 6 | 12 |
| Total* | | 46 | 46 | 92* |

* One respondent did not answer this question at all

With regards to language skills in the other two non-African languages (French and Portuguese) that were inquired about in the questionnaire, it is the other way around: A clear difference exists according to migrant status (p=0.000 for French and p=0.009 for Portugese) with migrants who appear to be explicitly more knowledgeable in both languages while the variable network type still does not have a significant influence on either French (p=0.619) or Portuguese (p=0.069) language skills.

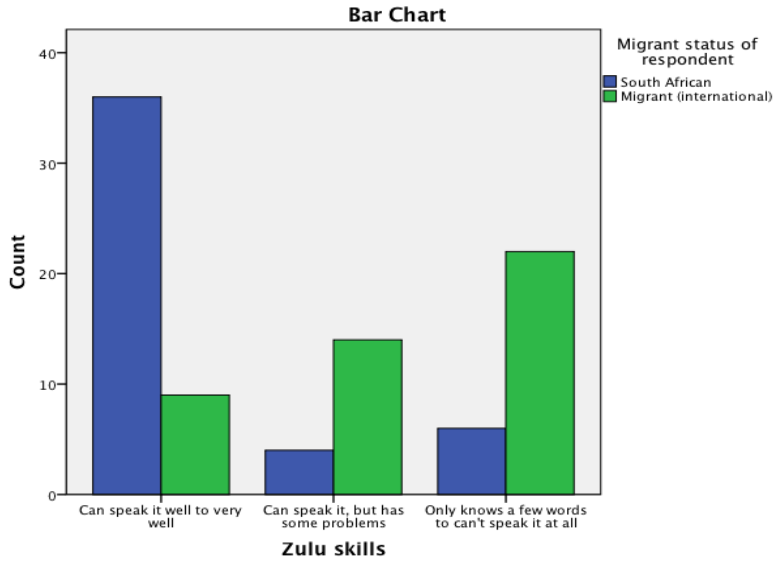
As might be expected, when looking at the knowledge of additional South African languages, South Africans in the sample were overall unambiguously more knowledgeable. Only few migrants (17) claimed to speak South African languages well or very well, with most claiming to speak Zulu (9). For the purpose of presenting these findings more clearly, 9 of the 10 mentioned South African languages, excluding Zulu[24], such as Xhosa, Venda, Tswana, Ndebele etc. were computed into one single variable with the values: 1 = "knows how to speak 2 or more languages (at least) well", 2 = "knows how to speak (at least) one language well" and 3 = "doesn't know how to speak any language (at least) well". Out of all the responses in relation to the computed variable 'South African language skills (excluding Zulu)', more than ½ (50.5%) marked 'unable to speak any South African language (at least) well', whereas the remaining half either claimed to speak 1 language (at least) well (27.5%) or 2 and more (22%).

[24] Zulu was excluded since it is the most popular language among migrants in Johannesburg. This will be explored in more detail below.

As already indicated above, a significant relationship can be observed between the computed variable 'South African language skills (excluding Zulu)' and migrant status (p=0.000), with 18 South Africans who claimed to speak 2 or more South African languages (at least) well compared to only 2 migrants or 19 South Africans who claimed to speak 1 South African language (at least) well compared to 6 migrants.

Unlike the responses to the computed variable 'South African language skills (excluding Zulu)', a comparatively large percentage of migrants in the sample stated to speak Zulu well to very well (9.8%) and 15.3% indicated that they could speak it but had some problems. Nevertheless, South Africans scored higher again with almost 40% who claimed to speak Zulu well or very well and correspondingly, a significant difference exists between the migrants' and the South Africans' responses to this question (p=0.000):

***Graph 10: Respondent's Zulu skills * migrant status***




For both variables, 'South African language skills (excluding Zulu)' and 'Zulu language skills', no significant relationship can be observed in any regard with respect to network type (p=0.533 and p=0.714 ).

Apart from English, French, Portuguese and indigenous South African languages, other languages that respondents, predominately migrants, mentioned to be able to speak are: Yoruba, Lingala, Kiswahili, Shona, Nyanya, Swazi and Tchiluba, which reflects the ethno-linguistic diversity of the survey population. However, since each of these languages and related skills were only represented by a single case or very few cases, it was not possible to analyze them further.

Beyond questions that asked which languages respondents knew to speak and how well, the questionnaire included questions that asked whether respondents made use of different languages in different situations, namely 'at home', 'at school' as well as when interacting with 'people from Johannesburg' and from their 'home country' respectively. Since the respondents were able to select 1-2 languages for each situation, all variables relating to these questions were computed and recoded afterwards and ultimately assigned with the values: 1 = "speaks both English and local South African language", 2 = "speaks either English or local South African language" and 3 = "speaks neither English nor South African local language".

The majority of the respondents (65.9%) indicated being able to speak either English or a local South African language at home, followed by 19.8% (only migrants) that claimed to speak neither English nor a local South African language at home and 14.3% who reported to speak both English and a local South African language at home. With regards to the main language/s that respondents speak at school, again, the great majority (75%) stated to speak either English or a local South African language, while 25% claimed to speak both. No respondents indicated that they could neither speak English nor a local South African language.

Similar are the findings in relation to the main language that respondents claimed to speak when interacting with people from Johannesburg, i.e. 68.5% for either English or a local South African language, 28.3% for both, and only 3.3% (only migrants) for neither English nor a local South African language.

The main category of languages that migrant respondents reported speaking when interacting with people from their country of origin was not surprisingly "neither English nor local South African language" (57.8%). The most common language thereby was French (48.9%). However, 42.2% of all migrant respondents claimed to speak "either English or a local South African language" when interacting with people from their country of origin, namely 40% who stated to speak English and only 2.2% (1 respondent) who claimed to speak a local South African language. The latter findings indicate that having the same national background does not necessarily imply speaking the same language. And correspondingly, in cases where respondents come from ethno-linguistically diverse countries such as Nigeria or DR Congo, respondents most probably speak one of the former 'colonial' languages like English or French when interacting with people from their country of origin.

As might be expected, there is a significant relationship between main language/s respondents speak at home and migrant status (p=0.000), with 18 migrants who claimed to speak neither English nor a South African language at home compared to 0 South Africans. In contrast, 11 South Africans stated to speak both English and a local South African language at home compared to 2 migrants. Nevertheless, it is interesting that even 2 migrants indicated speaking a local South African language at home. Looking in more detail at the data, one of the two cases claimed to live together with foster parents, most probably South African foster parents, whereas the other case reportedly lives together with her biological parents.

There is no significant difference between migrants and South Africans with regards to main language/s respondents speak at school (p=0.117), notwithstanding that almost twice as many (15) South Africans compared to 8 migrants claimed to speak both English and a local South African language at school. Similarly, there is no significant relationship between migrant status and main language/s respondents speak when interacting with people from Johannesburg (p=0.113).

The findings show that respondents in fact make use of different languages in different situations. Whereas 85.7% of all respondents claimed to speak only one language at home, i.e. either English, a local South African language or a 'third' language, e.g. French, a strong relationship exists between the language/s respondents reportedly speak at school and those they reportedly use when interacting with people from Johannesburg (p=0.000), in each case with at least a quarter stating to speak both English and a local South African language, and almost no respondents who stated to speak "neither English nor a local South African language". This relationship can even be observed almost irrespective of migrant status:

***Table 5: Language/s respondent mainly speaks at school * Language/s respondent mainly speaks with people in Johannesburg * migrant status***

Count

| Migrant status of respondent | | | Language/s respondent mainly speaks with people in JHB | | | Total |
|---|---|---|---|---|---|---|
| | | | Speaks both English and SA local language | Speaks either English or SA local language | Speaks neither English, nor local SA language | |
| South African | Language/s respondent | Speaks both English and SA local language | 9 | 6 | | 15 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | mainly speaks at school | Speaks either English or SA local language | 7 | 25 | | 32 |
| | Total | | 16 | 31 | | 47 |
| Migrant (internat.) | Language/s respondent | Speaks both English and SA local language | 5 | 3 | 0 | 8 |
| | mainly speaks at school | Speaks either English or SA local language | 5 | 29 | 3 | 37 |
| | Total | | 10 | 32 | 3 | 45 |
| Total | Language/s respondent | Speaks both English and SA local language | 14 | 9 | 0 | 23 |
| | mainly speaks at school | Speaks either English or SA local language | 12 | 54 | 3 | 69 |
| | Total | | 26 | 63 | 3 | 92 |

Hence, local South African languages - in particular Zulu - and English are the most popular languages that respondents indicated to use when interacting with people at school and in Johannesburg respectively, while in relation to migrant respondents, 'third' languages such as French, Lingala or Kiswahili are frequently reportedly used at home and when interacting with people from country of origin.

The importance of knowing how to speak English and Zulu in Johannesburg was also stressed by the focus group participants, who provided examples of different situations in which either English or Zulu or both languages were useful and/or demanded. For instance, students at Jules High School needed to know how to speak Zulu since it would help them to interact with other students as well as teachers, and unlike Xhosa or Afrikaans, Zulu is part of the matric exams, as one student explained: "*One language we need to know is Zulu, we need to speak mostly…you have to know…also at school because otherwise if you don't know you won't even understand your teacher […]*" or "*[…] and the other thing is also at school you have to learn it for you Matric, yeah, that's true…that's important…you like it or not…you can put Zulu in your Matric, if not, you not gonna get it…or you choose another language…but you have to choose one, not only English…otherwise you won't get your Matric…ya*" (focus group discussion, 9 December 2011).

Moreover, the focus group participants stated that the ethno-linguistic diversity of people in Johannesburg would require migrants as well as South Africans to know how to speak at least Zulu since it is the prevailing local language in Johannesburg, e.g.: "*the main language they speak is Zulu because people, also not only foreigners but people from all over South*

*Africa when they come and don't speak….they have to speak Zulu, just like…Sotho, people in Pretoria, they speak Sotho…and also in Johannesburg but there are many languages, so Zulu is the main one, you need to know at least this one […]*" (focus group discussion, 9 December 2011).

Eventually, some participants claimed that English was notably important when interacting with the police, e.g. "*Okay, for that part of Johannesburg…actually, it's English and Zulu…because for us, we as school children…let me say if the cops get you in, let me say, the white cops and you're speaking Zulu they actually put you in the van […]*" (focus group discussion, 9 December 2011).

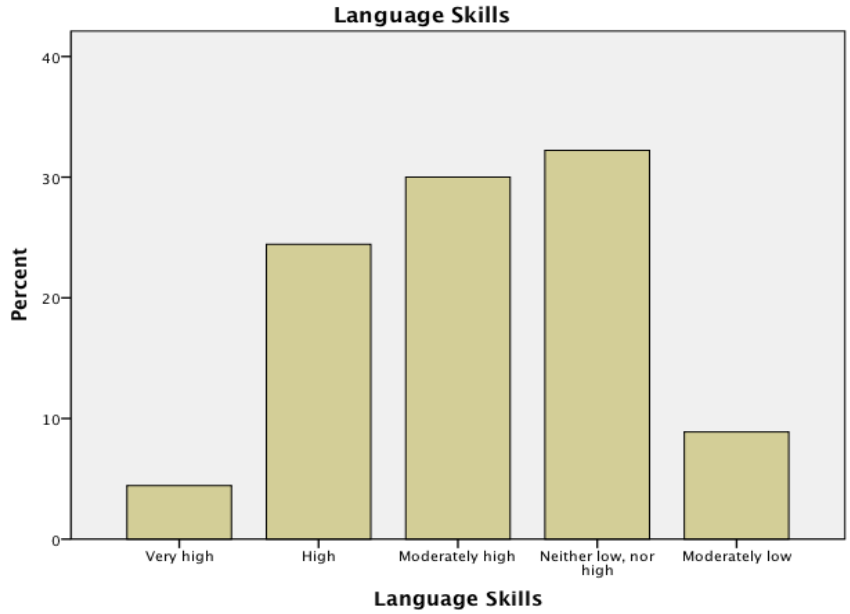
When looking at each of the computed variables with respect to different situations in which the survey respondents reportedly make use of different languages, no significant relationships can be observed according to network type.

Based on factor analysis and the findings from the focus group discussion, the variables (based on 3 values ranging from 1=strong to 3=weak) that were computed for the 'Language Skills' sub-index are: The recoded variable 'English language skills', the computed and recoded variable 'South African language skills (excluding Zulu)' as well as the computed and recoded variable 'main language/s respondent speaks when interacting with people from Johannesburg'. This operation led to a 3-item based, ordinally scaled sub-index with a level of measurement from "very high" to "very low":

***Table 6: Language Skills (sub-index)***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 4 | 4,3 | 4,4 | 4,4 |
| | High | 22 | 23,7 | 24,4 | 28,9 |
| | Moderately high | 27 | 29,0 | 30,0 | 58,9 |
| | Neither low, nor high | 29 | 31,2 | 32,2 | 91,1 |
| | Moderately low | 8 | 8,6 | 8,9 | 100,0 |
| | Total | 90 | 96,8 | 100,0 | |
| Missing | No response | 3 | 3,2 | | |
| Total | | 93 | 100,0 | | |

***Graph 11: Language Skills (sub-index)***




The majority of respondents (32.2%) scored in the middle category “neither high nor low” and a similar number (30%) in the category “moderately high”. It is noteworthy that no cases were represented in the two end categories, i.e. “very low” and “low”. Otherwise, there were also only few cases (4.4%) in the top category “very high”. That more respondents scored within the middle categories than the top categories can be partly explained by the comparatively low level of “South African language skills (excl. Zulu)” with a median of 3 = weak among all respondents. It is notable that migrants have less developed language skills in local South African languages, for example, 40.6% claimed not to speak any local South African language well. In general, there seems to be a strong relationship between language skills and migrant status (p=0.000). Correspondingly, migrant respondents in particular scored lower in this regard with only 3 cases in the category “high” and 0 cases in the category “very high”. Otherwise, the majority of cases (24 migrants and only 5 South Africans) were in the category “neither low nor high”:

***Table 7: Language Skills * migrant status (sub-index)***

Count

| | | Migrant status of respondent | | Total |
|---|---|---|---|---|
| | | South African | Migrant (internat.) | |
| Language Skills | Very high | 4 | 0 | 4 |
| | High | 19 | 3 | 22 |

| | | | | |
|---|---|---|---|---|
| | Moderately high | 16 | 11 | 27 |
| | Neither low, nor high | 5 | 24 | 29 |
| | Moderately low | 2 | 6 | 8 |
| Total | | 46 | 44 | 90 |

Although no significant relationship exists between network type and 'Language Skills', (p=0.520) including and excluding migrant status as a layer variable, it is interesting that those cases among the South African respondents who scored lowest on the 'Language Skills' sub-index, this is within the categories "moderately low" and "neither low nor high", claimed to have the majority of their friends/acquaintances at school only in 'bonding networks'.

### 3.2.4 Cultural Knowledge

Out of all the responses to the recoded[25] variable 'knowledge of South Africa's history and cultures', 2/3 (66.3%) stated to know "much to very much", while the remaining third is almost equally distributed among those who claimed to know "something" (16.3%) and "only little to nothing" (17.4%). Interestingly, there is no significant difference between migrants and South Africans in this regard (p=0.810), nor is there a difference according to network type (p=0.193).

The most frequent answers that were given to the multiple response question on main sources of knowledge of South Africa's history and cultures are: "school" (27.6%), "parents and/or other family members" (13.8%) and "South African school friends" (12.3%). With regards to the third most frequent answer, a significant difference exists between migrants and South Africans (p=0.047), with almost twice as many migrants as South Africans (20:12) mentioning "South African school friends" as one of their sources of knowledge of South Africa's history and cultures. However, a relationship with respect to network type cannot be observed for this answer (p=0.306), nor with respect to the first two answers (p=0.287 in case of the answer "school" and p=0.952 in case of the answer "parents and/or other family members").

Similarly for the question on knowledge of South Africa's history and cultures, migrant respondents most frequently claimed to know much to very much about their respective

[25] The original 5 values ("very much", "much", "something", "only little" and "nothing") were reduced to 3 values ("very much to much", "something" and "only little to nothing").

country of origin[26] (76.7%), and likewise, the two most prevalent sources of knowledge were "parents and/or other family members" (35.3%) and "school" (21.6%), whereas 12.7% mentioned "TV/radio".

With regards to 'interest in other African countries' histories and cultures', the responses are comparable to those in relation to the above questions: 72.8% stated to be "interested to very interested", 19.6% indicated to be "somewhat interested" and only 7.6% admitted to be "not very interested to not interested at all". No significant difference exists according to migrant status (p=0.196) or to network type (p=0.193).

Different from their interest in other African countries' histories and cultures is what respondents claimed to know about these countries with each of the three categories "much to very much", "something" and "only little to nothing" approximately represented by 1/3 of all responses to this question[27]. Again, no significant relationship can be observed between 'knowledge of other African countries' histories and cultures' and migrant status (p=0.514), nor can a relation be observed with respect to network type (p=0.245).

The most common sources of information on other African countries' histories and cultures that were reported are: 1. "school" (29.3%: 33 South African respondents and 32 migrant respondents), 2. "TV/radio" (14.4%: 13 South African respondents and 19 migrant respondents) and 3. "internet" (11.3%: 13 South African respondents and 12 migrant respondents).

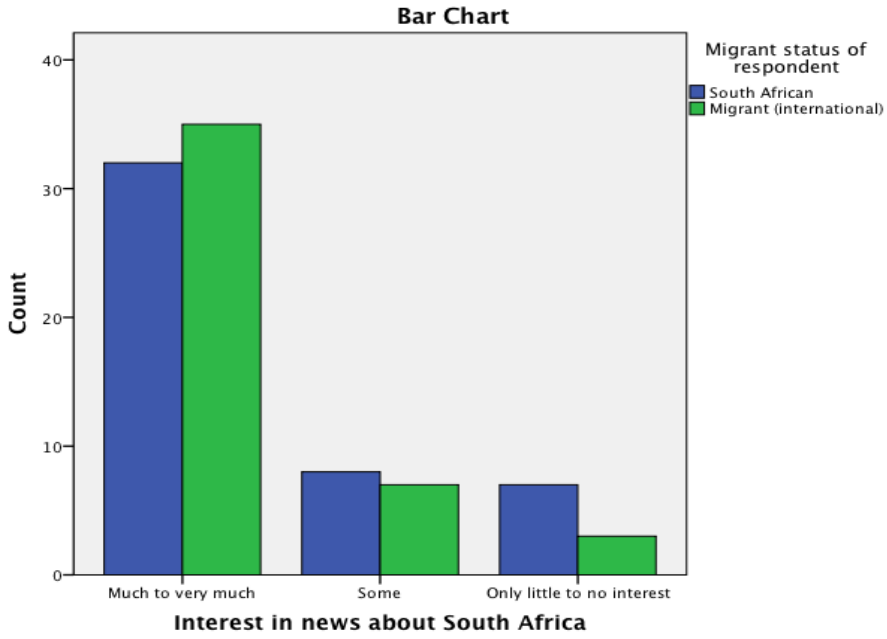
That no significant difference exists between migrants and South Africans with regards to both recoded variables 'knowledge of South Africa's history and culture' (p=0.810) and 'knowledge of other African countries' histories and cultures' (p=0.514) can be partly explained by the fact that in both cases migrants claimed to have similar sources of knowledge with respectively school as the main source of knowledge. Nevertheless, it is striking, although statistically not very significant, that considering sources of knowledge on other African histories and cultures, 'electronic sources' seem to play an equally important role as 'interpersonal sources', which contrasts with the answers that were given in relation to sources of knowledge on South Africa's as well as country of origin's history and cultures.

[26] The variable 'knowledge of country of origins' history and cultures' was recoded and the original 5 values ("very much", "much", "something", "only little" and "nothing") were reduced to 3 values ("very much to much", "something" and "only little to nothing").

[27] The variable 'knowledge of other African countries' histories and cultures' was recoded and the original 5 values ("very much", "much", "something", "only little" and "nothing") were reduced to 3 values ("very much to much", "something" and "only little to nothing").

The great majority (72.8%) of all survey respondents, migrants (35 respondents) and South Africans (32 respondents) alike, stated to be “much to very much” interested in news about South Africa[28]. For both migrants as well as South Africans, only a few cases claimed to have “some” (7 migrants and 8 South Africans = 16.3% in total) or “only little to no” (3 migrants and 7 South Africans = 10.9% in total) interest in news about South Africa. Hence, no significant difference (p=0.415) can be observed between migrants and South Africans in this regard. However, migrants appear to be overall slightly more interested in news about South Africa:

***Graph 12: Respondent’s interest in news about South Africa * migrant status***




Moreover, network type has no significant influence on the recoded variable ‘interest in news about South Africa’ (p=0.609), excluding and including migrant status as a layer variable.

The three most common sources of information on news about South Africa that were mentioned are: 1. TV (36%), 2. internet (23.7%) and 3. newspaper (21.3%). In order to present the findings more clearly, the multiple response set on sources of information on news about South Africa was computed into a new single variable ‘quantity of sources of information on news about South Africa’, with the values: 1 = “3 and more sources”, 2 = “2 sources” and 3 = “only 1 source”. The majority of respondents to this question claimed to

[28] The variable ‘interest in news about South Africa’ was recoded and the original 5 values ( “very much”, “much”, “some”, “only little” and “no interest”) were reduced to 3 values (”very much to much”, “some” and “only little to no interest”).

have “3 and more sources” (38.5%) whereas almost as many indicated to have “only 1 source” (35.2%) and the remaining 26.4% stated to have “2 sources”:

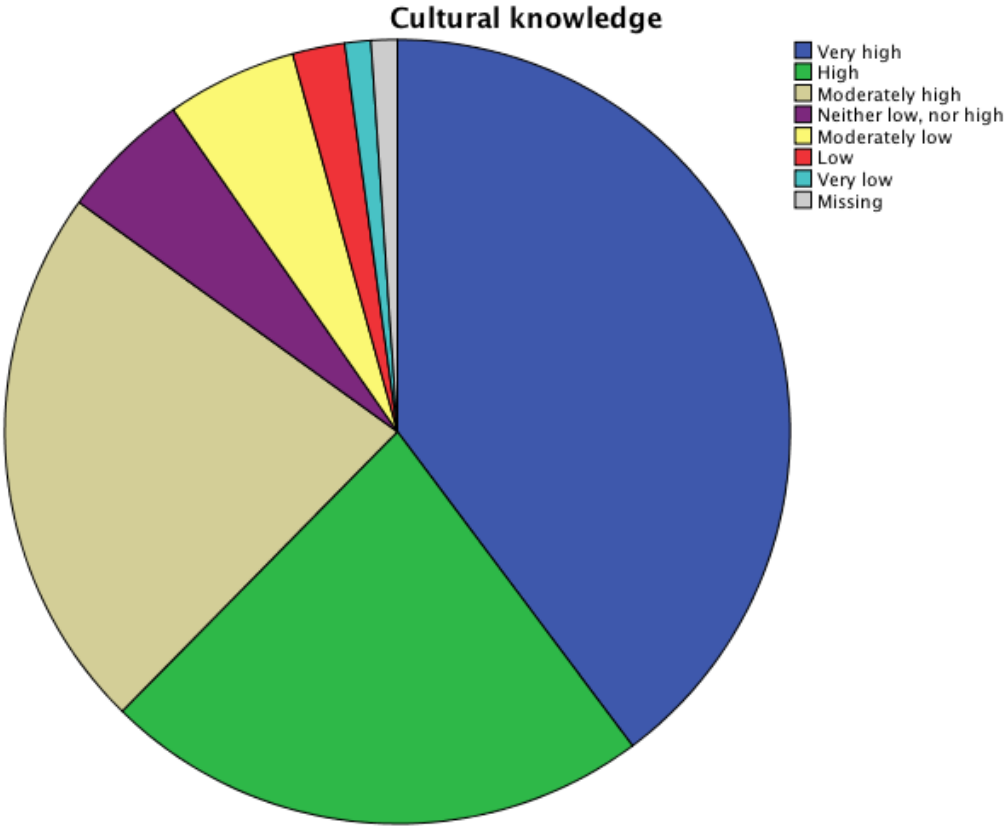
As might be expected from the findings with regards to the variable ‘interest in news about South Africa’, no significant relationship exists between ‘quantity of sources of information on news about South Africa’ and migrant status (p=0.973), nor does a relationship exist with respect to network type (p=0.906).

Factor analysis informed the selection of three out of five possible items, namely ‘knowledge of South Africa’s history and cultures’ (recoded), ‘interest in other African countries’ histories and cultures’ (recoded) and ‘quantity of sources of information on news about South Africa’ (recoded and computed) for the ordinally scaled sub-index ‘Cultural Knowledge’, with a level of measurement from “very high” to “very low”. A large number of respondents scored high on the ‘Cultural Knowledge’ sub-index, both migrants and South Africans alike (p=0.932), which is not surprising, recalling the results from the bivariate analysis of all variables within the questionnaire section ‘cultural knowledge’ in relation to migrant status:

***Table 8: Cultural Knowledge (sub-index)***

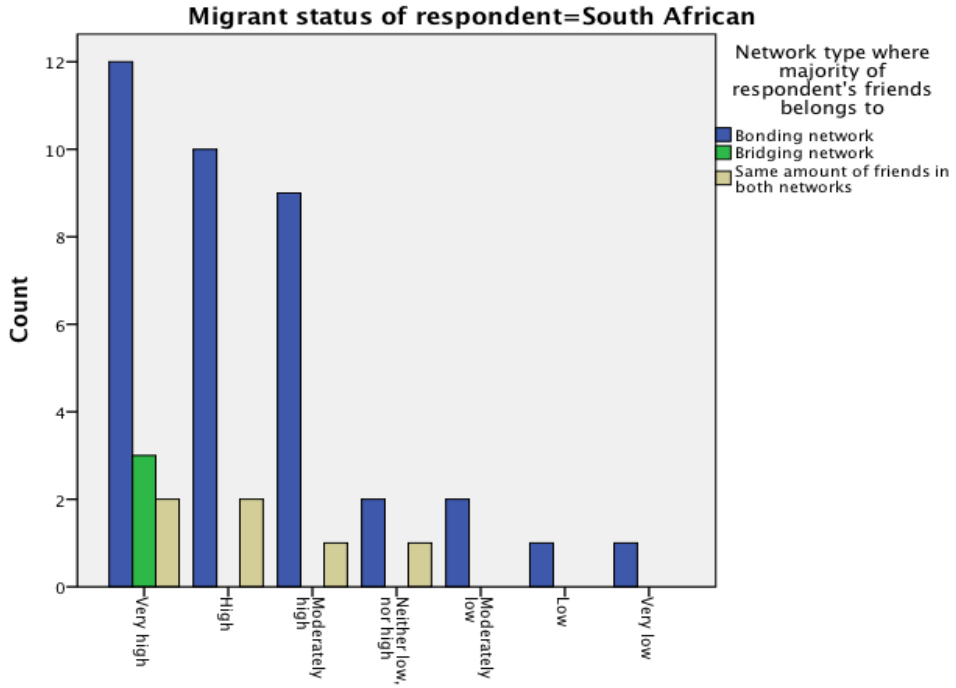
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 37 | 39,8 | 40,2 | 40,2 |
| | High | 21 | 22,6 | 22,8 | 63,0 |
| | Moderately high | 21 | 22,6 | 22,8 | 85,9 |
| | Neither low, nor high | 5 | 5,4 | 5,4 | 91,3 |
| | Moderately low | 5 | 5,4 | 5,4 | 96,7 |
| | Low | 2 | 2,2 | 2,2 | 98,9 |
| | Very low | 1 | 1,1 | 1,1 | 100,0 |
| | Total | 92 | 98,9 | 100,0 | |
| Missing | No response | 1 | 1,1 | | |
| Total | | 93 | 100,0 | | |

***Graph 13: Cultural Knowledge (sub-index)***




Although no significant relationship can be observed between 'Cultural Knowledge' and network type (p=0.289), it is interesting that among those who scored within the three end categories ("moderately low", "low" and "very low") no case was represented that claimed to have the majority of friends/acquaintances at school in bridging networks. These findings are even more striking when separately looking at South Africans who appear to have the majority of their friends/acquaintances at school in bridging networks only if they have "very high" cultural knowledge at the same time:

***Graph 14: Cultural Knowledge (sub-index) * network type * migrant status = South African***




Similar to the findings from the analysis of the 'Rights Awareness' sub-index, it stands out that the great majority of all respondents (85.9%) scored within the three top categories ("very high", "high", moderately high") on the 'Cultural Knowledge' sub-index, with 40.2% alone in the top category "very high". At this point it is important to acknowledge that all three items of the 'Cultural Knowledge' sub-index and notably the variable 'interest in other African countries' histories and cultures' did not measure factual knowledge and are strongly opinion-based. Therefore, the validity of this sub-index must be generally questioned.

However, the findings from the focus group discussion provided further clarifications and in fact confirmed a comparatively high cultural knowledge and interest among the participants. Hence, a fruitful discussion with regards to culture took place, covering topics such as 'examples of cultural specifics', 'importance of culture' and 'negative aspects associated with culture'. Examples of cultural specifics that came up during the discussion are for instance 'initiation rites' for Xhosa boys or 'soccer'/'vuvuzela' (both examples from South Africa) and further 'cultural body modification', e.g. lip plates (Kenya) (focus group discussion, 9 December 2011).

Interestingly, both migrants as well as South Africans were engaged in not only discussing

cultural specifics of their own but also those of other national and ethnic groups, which confirms the positive responses to the survey question on 'interest in other African countries' histories and cultures'. In addition, the fact that many focus group participants valued culture overall positively also supports the findings from the analysis of the 'Cultural Knowledge' sub-index and shows that students at Jules High School (migrants and South Africans alike) seem to engage with and reflect on their cultural backgrounds, e.g. "*[…] there are positive and negative things when it comes to cultures and stuff…but for me, overall, I think the cultures are guiding us to live life in a positive way […]*" or "*[…] cultures lead us in the right parts […]*"(focus group discussion, 9 December 2011).

### 3.2.5 (Access to) Health Care

The most frequent answer to the multiple response question 'place/s of treatment when sick' was "government hospital/clinic" with 52.4%, followed by "pharmacy" and "stays at home", each with 11.3%. However, separating the answers from each other according to migrant status paints a different picture: Whereas "government hospital/clinic" was still the most common answer among all respondents (38 migrants and 27 South Africans), the second most common answer among the South African survey respondents was "private hospital/clinic" (11 respondents) compared to only 1 migrant respondent to this answer option. In contrast, the second most frequent answer among the migrant respondents after "stays at home" is "church/pastor", with 6 migrant respondents compared to only 2 South African respondents.

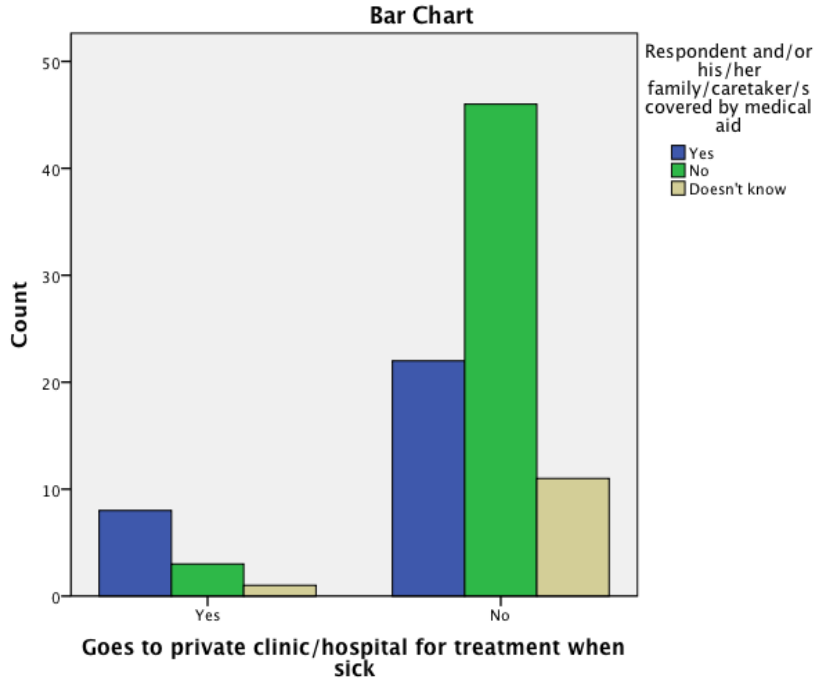
In conclusion, South African survey respondents reportedly made more frequent use of private services when they are sick. This might be partly explained by a potentially better health insurance coverage in the case of illness for South Africans compared to migrants, and thus shall be analyzed in the following pages in relation to variables 148: 'respondent and/or parent/guardian usually pays for treatment when sick', 149: 'respondent and/or parent/guardian is covered by a health care insurance' and the computed variable[29] 'financial support when sick'.

[29] In order to present the findings more clearly, variables 148 and 149 were computed into a new single variable 'financial support when sick' with the values: 1 = strong, i.e. does not have to pay for treatment when sick AND is covered by a health care insurance, 2 = neither weak nor strong, i.e. is either covered by a health care insurance OR does not have to pay for treatment when sick, and 3 = weak, i.e. is neither covered by a health care insurance NOR exempted from paying for treatment when sick.

Regarding question 148, slightly more than half of all respondents claimed to usually pay for treatment when sick (50.6%) versus 41.6% who usually did not pay. No significant difference can be observed between migrants and South Africans in this regard (p=0.165). However, more South Africans than migrants indicated to usually pay for treatment when sick (26 versus 19). As to the variable 'respondent and/or parent/guardian is covered by a health care insurance' in relation to both the total number of affirmative answers as well as the difference between migrants and South Africans, it is the other way around: 53.8% compared to 33% of all responses to this question, and in particular 31 migrants versus 19 South Africans, stated NOT to be covered by a health care insurance. Accordingly, a significant difference exists between migrants and South Africans with p=0.014.

Furthermore, as might be expected, a significant relationship can be observed between 'is covered by a health care insurance' and 'goes to private hospital/clinic' when sick (p=0.028):

***Graph 15: Respondent's coverage by medical aid * respondent goes to private clinic/ hospital for treatment when sick***




Nevertheless, this relation surprisingly diminishes when migrant status is included as a layer variable with p=0.053 in the case of South Africans and p=0.794 in the case of migrants.

The computed variable 'financial support when sick' summarizes the findings of the above two variables 'pays for treatment when sick' and 'is covered by a health care insurance' with the majority of respondents (55.4%) in the category "neither strong nor weak" (external) financial support, 29.7% in the category "weak" (external) financial support and only 14.9% in

the category “strong” (external) financial support. No significant difference can be observed between migrants and South Africans in this regard (p=0.111). Moreover, there is no significant relationship between network type and the computed variable financial support (p=0.082), nor is there a relation between network type and the other two single variables ‘pays for treatment when sick’ (p=0.438) and ‘is covered by a health care insurance’ (p=0.841). Ultimately, it is striking that a comparatively high number of respondents (between 7 and 12) chose the “don’t know” answer option for each of the three variables regarding financial support. Thus, this high percentage of “don’t know” answers compromises the validity of the analysis of the findings.

Almost half of the respondents (49.4%) stated that the place of treatment where they usually go to when sick[30] is “close to very close”, yet 28.1% answered conversely, and claimed to live “far to very far” away from their usual place of treatment in case of illness. There is no significant difference between migrants and South Africans in this respect (p=0.457). Equally, no significant difference can be observed according to network type (p=0.158).

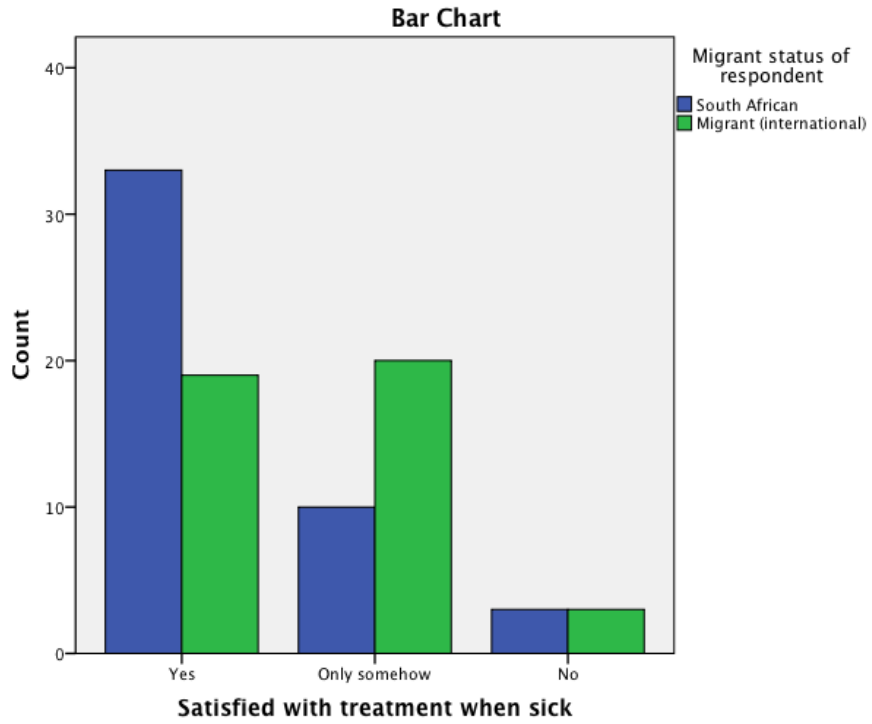
Regarding the multiple response question ‘Who told you to go there?’ (there = place of treatment when sick), the great majority (78.5%) of all respondents stated “family member/s and/or other caretaker/s” and 12.9% referred to “neighbor/s”, with each of the remaining options receiving between only 1.1% and 3.2%. Although not significant (p = 0.072), more South Africans (40) than migrants (33) chose “family member/s and/or other caretaker/s”, whereas in relation to the option “neighbor/s” it was the other way around, i.e. 9 migrants compared to 3 South Africans, with p=0.56. Again, no significant relation exists between any of the responses to the question “Who told you to go there?” and network type.

The evaluation of the quality of utilized health care services among the survey participants is overall positive, with 59.1% who indicated to be generally satisfied, 34.1% who stated to be at least somehow satisfied and only 6.8% who reported not to be satisfied[31]. More South Africans (33) than migrants (19) stated to be generally satisfied with the health care services they utilize, and correspondingly a significant difference with p=0.031 can be observed between the two groups, whereas no difference exists according to network type:

[30] The variable “distance to place of treatment where respondent usually goes to when sick” was recoded and the originally 5 values (“very close”, “close”, “neither close, nor far”, “far” and “very far”) was reduced to 3 values (”close to very close”, “neither close, nor far” and “far to very far”).

[31] In addition, 2 respondents did not answer this question and 3 chose the “don’t know” answer option. However, since it was difficult to interpret these ‘*missing* values’, they were not included in the further analysis, which compromises the validity of the findings from the overall analysis of the variables within the thematic sub-section ‘(Access to) Health Care’.

***Graph 16: Respondent's satisfaction with treatment when sick * migrant status***




Common reasons provided by 24 migrant and 12 South African respondents for being dissatisfied or partly dissatisfied with utilized health care services were: 1. 'absence of required medication and/or specialist' (36.6%, i.e. 8 migrants and 7 South Africans), 2. 'refusal to help due to problems with ID papers' (19.5%, i.e. 8 migrants and 0 South Africans), 3. 'refusal to help without giving any explanation why' (14.6%, i.e. 4 migrants and 2 South Africans) and 4. 'refusal to help due to language barriers' (12.2%, i.e. 5 migrants and 0 South Africans). These answers show quite notably that 'problems with ID papers' and 'language barriers' seem to hamper migrant respondents' access to health care services in Johannesburg.

The findings from the analysis of the quantitative survey data with regards to 'evaluation of utilized health care services' are similar to the in-depth findings from the focus group discussion. One participant, for instance, evaluated the health care services in South Africa as generally positive because "*[…] compared to other countries…here, even if you don't have money to pay…they will, they will first treat you and afterwards you can pay later on but in some other countries you HAVE to pay first, else…they will not treat you, even if you're dying, they leave you, they're not gonna treat you…so I think the South African quality of, uhm, of, of health services it's better, it's fine*" (focus group discussion, 9 December 2011).

However, other participants and notably migrants evaluated the health care services as generally negative or partly negative, the latter particularly based on the presumed different treatment of migrants compared to South Africans, e.g. "*[…] the health system in South Africa…it's very…it's very improved, very nice, something like that but…when it comes to…being a foreigner and everything then these people, they choose […]*" or "*[…] we pay 300, 350 Rand just to see a private doctor […] government makes a great job but people who work at the hospitals, they just don't care […] once you speak to them in English, they answer in Zulu and…they even change towards you, you even feel threatened […]*"(focus group discussion, 9 December 2011).

These findings were also confirmed by the key informants who indicated that migrants in Johannesburg sometimes face discrimination in terms of access to health care, and in particular in public hospitals, due to e.g. language barriers, xenophobic attitudes on the part of health care workers and problems or non-acceptance of ID papers, but also due to a generally under-resourced South African health care system (key informant interviews, 1 -4 November 2011).

As already indicated above, due to too many missing values, notably "don't know" answers, a computed '(Access to) Health Care' sub-index could not be included in the final 'Integration Levels' index. Nevertheless, in the following pages, I will briefly present the results from the computation of the variables 'distance of place of treatment when sick', 'financial support for treatment when sick' and 'satisfied with treatment when sick', while at the same time acknowledging that the validity of these findings must be questioned.

The great majority of respondents scored within the three 'middle' categories "moderately good", "neither good nor bad" and "moderately bad", with each category scoring 16.1% based on all survey participants or 21.4% when excluding missing values:

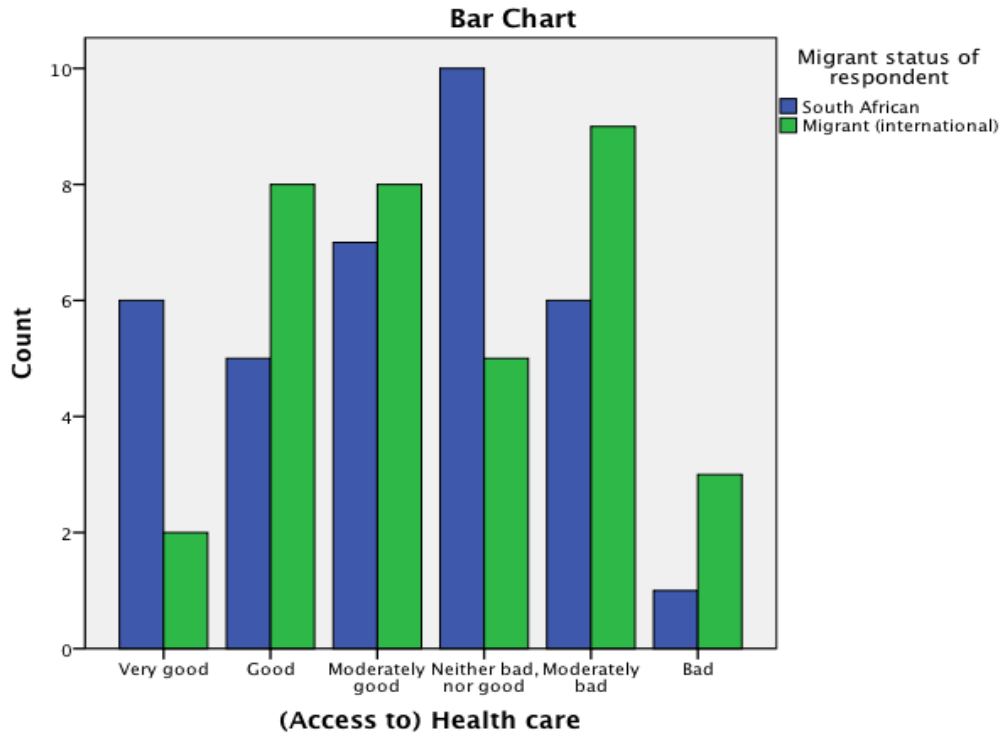
***Table 9: (Access to) Health Care***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very good | 8 | 8,6 | 11,4 | 11,4 |
| | Good | 13 | 14,0 | 18,6 | 30,0 |
| | Moderately good | 15 | 16,1 | 21,4 | 51,4 |

| | | | | | |
|---|---|---|---|---|---|
| | Neither bad, nor good | 15 | 16,1 | 21,4 | 72,9 |
| | Moderately bad | 15 | 16,1 | 21,4 | 94,3 |
| | Bad | 4 | 4,3 | 5,7 | 100,0 |
| | Total | 70 | 75,3 | 100,0 | |
| | No response | 6 | 6,5 | | |
| Missing | Doesn't know | 17 | 18,3 | | |
| | Total | 23 | 24,7 | | |
| Total | | 93 | 100,0 | | |

There is no significant difference between migrants and South Africans with respect to the computed variable '(Access to) Health Care' (p=0.304), nor does a relation exist according to network type (p=0.106):

***Graph 17: (Access to) Health Care * migrant status***



### 3.2.6 Education and Schooling

More than half of all respondents (55.9%) stated to be enrolled at Jules High School for more than 2 years to 4 years. There is a significant relationship (p=0.016) between duration of being enrolled at Jules High School and type of network, with the largest share of respondents who claimed to have the majority of their friends/acquaintances at school in bridging networks being enrolled for 2-3 years. However, when migrant status is included as a layer variable, the relation between the two variables diminishes. When comparing migrants and South Africans in terms of duration of being enrolled at Jules High School, it stands out that South Africans in the sample tend to have been enrolled at Jules High School for a longer period than migrants (p=0.014). This is not surprising, recalling that South Africans in the sample are more frequently represented in the older age groups (= 65% of all respondents between 18 and 20 years). Correspondingly, a significant relationship (p=0.000) can be observed between duration of being enrolled at Jules High School and age group of respondent.

Similar to the above findings, the majority of all respondents were either in grade 10 or 11 (65.6%, i.e. 39 South Africans and 22 migrants). Again, a significant difference exists between migrants and South Africans in this regard (p=0,007). However, no difference can be observed according to network type (p=0.424).

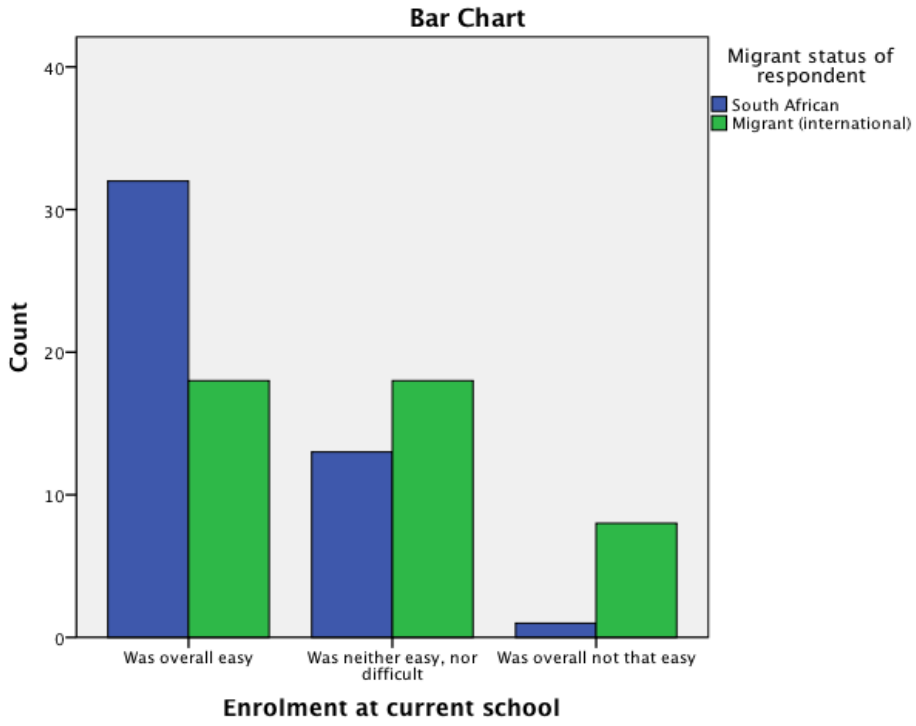
More than 1/3 (35.9%) of the respondents, migrants and South Africans alike (p=0.352), claimed that they had been enrolled at one or more secondary schools prior to enrollment at Jules High School. The most common reasons that respondents gave in response to the question why they had changed school are: 1. “former school was too far” (32.4%), 2. “former school was too expensive” (18.19%) and 3. “former school was not good in terms of quality of education” (16.2%). Although no significant difference exists in this respect between migrants and South Africans, only migrants, 1 respondent in each case, stated that they had to change school due to “problems with teacher/s at former school” and “problems with documentation at former school” respectively.

The great majority (82%) of all respondents to the question ‘satisfaction with grade currently enrolled in’, irrespective of migrant status (p=0.249) and network type (p=0.959), claimed to be “generally satisfied”, while 16.9% stated to be “neither satisfied nor dissatisfied”, and only 1 respondent indicated to be “dissatisfied”.

10.1% of all respondents maintained that they had enrolled at Jules High School on their own, whereas the majority were helped by someone to enroll and in particular by their "parent/s and/or other caretaker/s" (66.1%). The second most frequent answer to this multiple response question was "South African friends" (11%), with significantly more migrants (11) than South Africans (1) who reportedly turned to their South African friends for help to enroll. Nevertheless, no significant difference can be observed in each case according to network type.

More than half of the respondents (55.6%) claimed that it was "overall easy" for them to enroll, followed by about 1/3 who stated that is was "neither easy nor difficult" and 10% who reportedly encountered difficulties when enrolling. There is a significant difference (p=0.006) in this regard between migrants and South Africans, with notably more South Africans who stated that enrolment at Jules High School was "overall easy" (32 South Africans compared to 18 migrants), and correspondingly more migrants who indicated that it was "overall not that easy" (8 migrants versus 1 South African):

***Graph 18: Enrolment at current school * migrant status***




The most frequent answers in relation to difficulties with respect to enrolment at Jules High School were: 1. "lack of money" (37.2%) and 2. "lack of documentation" (27.9%), with the

latter being an answer almost solely provided by migrants (11 migrants versus 1 South African).

A slight majority of the respondents (39.6%) believed that for migrants, it was as easy to enroll at Jules High School as it was at any other secondary school in Johannesburg, followed by 33% who argued that it was easier at Jules High School for them to enroll and only 4.4% who claimed that it was more difficult. In addition, a comparatively high number (23.1%) chose the "don't know" answer option. No significant difference can be observed in response to this question, neither in relation to migrant status (p=0.913) nor in relation to network type (p=0.853). Those respondents (migrants and South Africans alike) who believed that compared to other secondary schools in Johannesburg it was easier for migrant students to enroll at Jules High School most commonly referred to the following three reasons: 1. "There are already many migrants at Jules High" (41.1%), 2. "Jules High also accepts students who have no study permit and/or other required documentation (27.9%) and 3. "Because Jules High is a 'big' school" (24.7%).

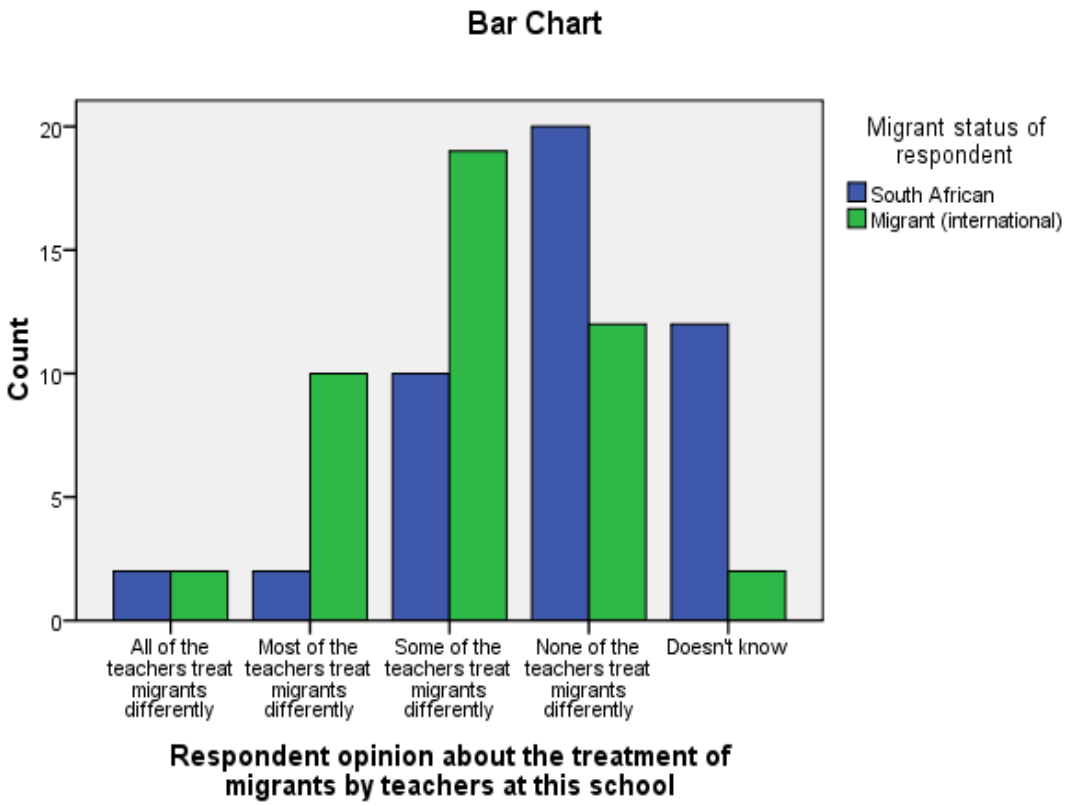
The above findings concerning enrolment are similar to the results from the analysis of the focus group discussion as well as from the information provided by the key informants. The majority of the focus group participants recalled positive experiences with regards to their enrolment, e.g. "*[…] when I came here they just said okay […] so it wasn't that complicated at this school and also…because my brother was also here and they could see through my brother, yes, she (=mother) does pay bills […]*" or "*Me, like me I just would like to congratulate the Jules High School because they're good…if you go to other schools and you find problems you always come back to Jules because it's the only school … they don't like… making… these many requirements and force parents to do what they can't do […]*" (focus groups discussion, 9 December 2011). However, some participants recalled negative experiences, as for instance one girl who reportedly encountered difficulties to enrol due to 'lack of money' as well as 'lack of documentation', which were also the most frequent answers to the same question provided by the survey respondents.

At this point it needs to be stressed again that Jules High School is in comparison to other public secondary schools in Johannesburg relatively open in accepting migrant students (cf. chapter 3.1.1), thus setting it apart from some other pubic secondary schools in Johannesburg where migrant learners in fact face difficulties with regards to admission/enrolment (cf. chapter 1.2.2.2). As highlighted by the key informants, these

difficulties in particular refer to ‘lack of documentation’, ‘language barriers’, ‘financial discrimination’ of those who are unable to pay school fees etc. (key informant interviews, 1 -4 November 2011).

Most of the survey respondents (35.2%) opined that “none” of the teachers at Jules High would treat migrants differently from South Africans, followed by 31.9% who stated “some” and a comparatively smaller share who believed that “most” (13.2%) or “all” (4.4%) teachers would treat migrants differently from South Africans. A significant relation with p=0.002 can be observed between presumed treatment of migrants by teachers and migrant status, and in particular, more South Africans than migrants (20 versus 12) who believed that none of the teachers would treat migrants differently from South Africans at Jules High:

***Graph 19: Respondent’s opinion on treatment of migrants by teachers at Jules High School * migrant status***




Although no significant difference exists according to network type (p=0.161), it is striking that out of all respondents who stated that either all or most teachers would treat migrants differently, none claimed to have the majority of their friends/acquaintances at school in

bridging networks.

Considering the frequency of presumed different treatment of migrants by teachers, 52.2% of all respondents who affirmed different treatment stated that this happened “sometimes”. There is a significant relationship between frequency of presumed different treatment by teachers and migrant status (p=0.001): Migrant respondents indicated more often than South African respondents that this presumed different treatment happened “often to always” (15 migrants versus 5 South Africans). However, no significant relation can be observed regarding network type (p=0.654).

The focus group participants did not agree on whether teachers at Jules High School would treat migrants differently from South Africans. Those who believed that teachers at Jules High would treat migrants differently from South Africans notably referred to discrimination based on ‘language of instruction’, e.g. “*So that problem we have…some of our SA teachers they teach in Zulu or in Sotho, so they’re also keeping their languages but… and some of us we don’t understand and that’s also a problem and you can’t say anything […]*” (focus group discussion, 9 December 2011). This view was also shared by one of the key informants who stated that lessons were sometimes held only in Zulu and correspondingly migrant learners struggled to cope in class. However, other focus group participants did not perceive that teachers at Jules High would treat migrants differently from South Africans, e.g. “*[…] I don’t think so…okay, I don’t know, I can only speak about myself, like myself I’ve never experienced something like that […]*”.

Only few survey respondents (6.5%) claimed that Jules High School would not help migrants to integrate, whereas the vast majority (82.%) believed that the school supported migrants at least “somehow”. In addition, 14% of respondents chose the “don’t know” answer option in response to this question, and 3 respondents did not answer the question at all. While no significant relation exists according to network type (p=0.477), migrant status seems to have an influence on the respondents’ opinion on whether Jules High School would help migrants to integrate (p=0.029), with notably more migrants than South Africans stating that Jules High “does not help at all” (4 versus 1), and more South Africans than migrants indicating that Jules High School “helps a lot” (22 versus 13).

In response to the question on whether going to Jules High School helps the respondents to integrate into the South Africans society, again, the great majority affirmed (45,7% for “It helps very much”) or at least partly affirmed (43,2% for “It helps somehow”) this statement. A

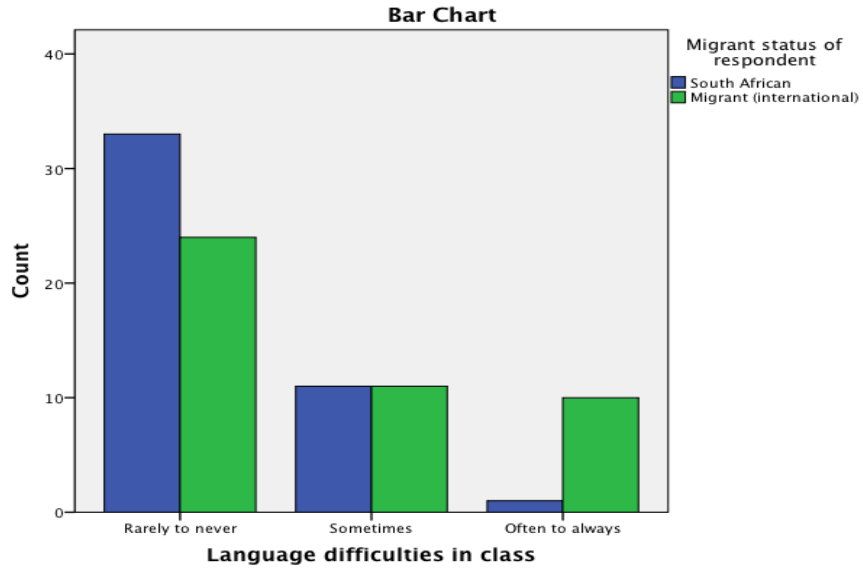
comparatively smaller number (11.1%) disagreed that attending Jules High helps, and interestingly was comprised of 7 South Africans versus 2 migrants.

Otherwise, no significant relationship can be observed between 'presumed general integration support of Jules High School' and migrant status (p=0,129), neither does a relation exist according to network type (p=0,094). The three most frequently mentioned reasons for why going to Jules High School helps respondents to integrate into the South African society were: 1. "Easy to meet South Africans at this school who are at my age" (34,3%) with notably many migrant respondents (29 migrants versus 19 South Africans), 2. "Learn English and other languages that people in South Africa speak" (23,6%) and 3. "Education is generally important to be part of any society" (21,4%).

In line with these findings, all three key informants agreed that going to school in general and education in particular is very important for migrant children's integration into South African society since, for instance, it "helps them to become an asset" (key informant interviews, 1- 4 November 2011). Nevertheless, citing one of the key informants as well as the principal, no specific integration programs exist at Jules High School, and whether migrant learners are supported in their integration process at other schools depends on the respective school's values and available resources (interview with the principal, 12 December 2011 and key informant interviews, 1 -4 November 2011; cf. also Hlobo 2004).

Only a few survey respondents (12.2%) admitted to often having difficulties following class due to language problems, whereas the great majority (63.3%) claimed to have these difficulties "rarely to never". There is no significant difference in relation to network type (p=0.979). However, migrant status seems to have an impact (p=0.012) with more migrants than South Africans indicating to have frequent difficulties following class due to language problems:

***Graph 20: Respondent's language difficulties in class * migrant status***




As already discussed above, some of the focus group participants reported that they had particular problems following class when lessons were held in Zulu or other local South African languages that they could not understand properly (focus group discussion, 9 December 2011). This view was also shared by one of the key informants. Nevertheless, two of the key informants further stressed that migrant learners would usually adapt easily to new situations and overcome language barriers quickly (key informant interviews, 1 -4 November 2011).

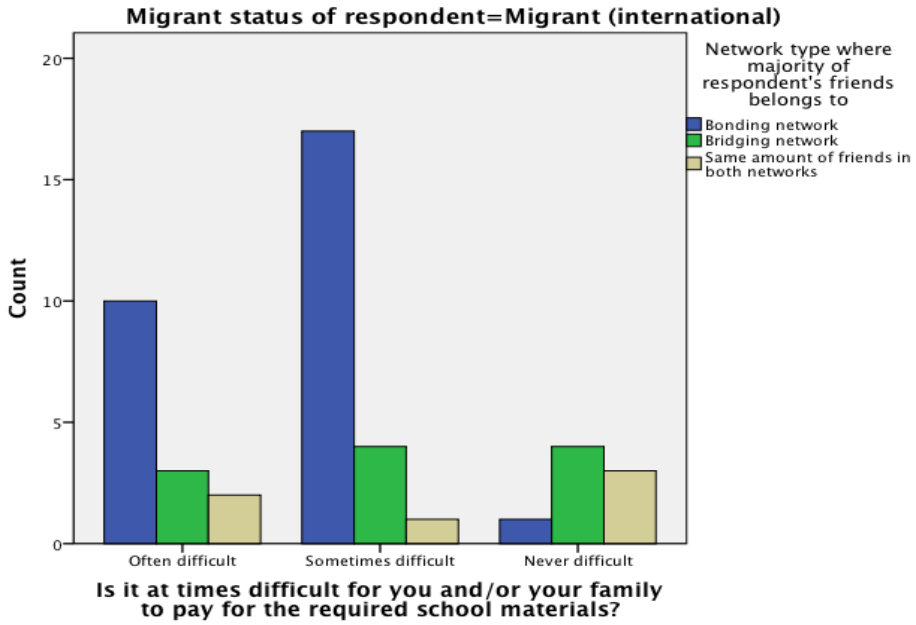
The majority (70.3%) of the survey respondents, South Africans and migrants alike (p=0.280), claimed to be aware of the possibility to apply for 'school fee exemptions'. Out of those who were reportedly aware, nearly the same number (42.2%) indicated that they had applied for the exemptions as those who had not (45.3%), and 12.5% did not know whether they had applied. There is a significant difference between migrants and South Africans in this respect (p=0.041), with more migrants (17) than South Africans (10) stating to have applied for school fee exemptions. Although no significant difference exists according to network type (p=0.947), when migrant status is included as a layer variable, it stands out that all South Africans who claimed that they had applied for school fee exemptions at the same time indicated to have the majority of friends/acquaintances at school only in bridging networks.

Only 28.6% of all respondents who reportedly had applied for school fee exemptions stated that their application was successful compared to 50% who claimed that it was not successful and 21.4% who did not know. No significant relationship between outcome of

application for school fee exemptions and migrant status can be observed (p=0.112), nor with respect to network type (p=0.171). Even though no significant relationship exists between the answers to the question on 'outcome of school fee exemptions application' and what respondents answered in response to the question 'Is it at times difficult for you and/or your family to pay for the required school materials?' (p=0.108), it stands out that none of those respondents whose applications were reportedly successful claimed that it was "often" difficult to pay for the required school materials, but 7 respondents marked "sometimes" difficult and 1 marked "never" difficult.

In total, the great majority (59.3%) stated that it was "sometimes" difficult to pay for the required school materials, whereas 23.1% answered this question with "often" and 17.6% with "never". No significant difference can be observed between migrants and South Africans in this regard (p=0.058). However, more migrants than South Africans (15:6) claimed that they "often" had difficulties to pay for the required school materials. Generally, there is no significant difference according to network type (p=0.066). But when migrant status is included as a layer variable in the analysis, it becomes apparent that among those migrant respondents who indicated that it is never difficult for them and/or their families to pay for the required school materials, few stated to have the majority of their friends/acquaintances at school in 'bonding' networks. While for those who admitted to having difficulties "sometimes" or "often", it is the other way around (p=0.022):

***Graph 21: Difficulty to pay for required school materials * network type * migrant status = migrant (international)***



Almost all respondents (95.6%) to the question ‘meaning of education’ indicated that education is “important to very important” for them. Only 1 respondent claimed that education is “not important” for him and 3 stated that it is “neither important nor unimportant”. No significant relation can be observed between “meaning of education” and migrant status (p=0.513), nor does a relation exist with respect to network type (p=0.765). Nevertheless, none of those 4 respondents who indicated that education is either “not important” or “neither important nor unimportant” appear to have the majority of their friends in bridging networks.

Irrespective of migrant status (p=0.613) and network type (p=0.681), the great majority (74.4%) of all respondents reported that it was their wish to go to college/university after completing high school, followed by 17.8% who indicated that they would like to work:

***Table 9: Future prospects of respondent after completing high school***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Work | 16 | 17.2 | 17.8 | 17.8 |
| | Go to college/university | 67 | 72.0 | 74.4 | 92.2 |
| | Internship | 1 | 1.1 | 1.1 | 93.3 |
| | Nothing | 1 | 1.1 | 1.1 | 94.4 |
| | Travelling | 1 | 1.1 | 1.1 | 95.6 |
| | Making music | 1 | 1.1 | 1.1 | 96.7 |
| | Sports career | 1 | 1.1 | 1.1 | 97.8 |
| | Doesn't know | 2 | 2.2 | 2.2 | 100.0 |
| | Total | 90 | 96.8 | 100.0 | |
| Missing | No response | 3 | 3.2 | | |
| Total | | 93 | 100.0 | | |

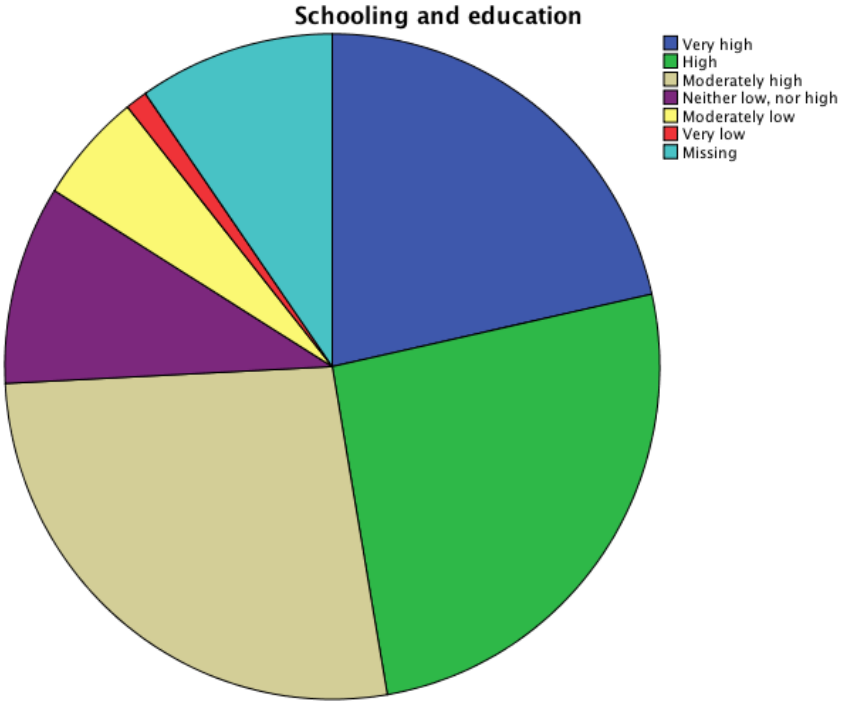
Due to too many missing values, in particular “don’t know” answers, it was not possible to include all ordinally scaled variables within the questionnaire section on schooling and education in the respective sub-index, and some variables were accordingly rejected beforehand. Out of the remaining variables, factor analysis informed the selection of the following three variables/items: ‘satisfaction with grade currently enrolled in’, ‘enrolment at current school’ and ‘general integration support of Jules High School’ for the ‘Schooling and Education’ sub-index, with a level of measurement from ”very high” to “very low”. Cases who did not answer any of the 3 questions that compose the ‘Schooling and Education’ sub-index and cases who chose the “don’t know” answer option respectively were recoded into missing

values, resulting in 84 valid cases for the sub-index. Out of those 84 cases, the majority scored either “moderately high” (29.8%) or “high” (28.6%) on the sub-index. In addition, a similarly high number scored “very high” (23.8%) and only a few cases scored “neither low nor high” (10.7%), “moderately low” (6%) and “very low” (1.2%):

***Table 10: Schooling and Education (sub-index)***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 20 | 21,5 | 23,8 | 23,8 |
| | High | 24 | 25,8 | 28,6 | 52,4 |
| | Moderately high | 25 | 26,9 | 29,8 | 82,1 |
| | Neither low, nor high | 9 | 9,7 | 10,7 | 92,9 |
| | Moderately low | 5 | 5,4 | 6,0 | 98,8 |
| | Very low | 1 | 1,1 | 1,2 | 100,0 |
| | Total | 84 | 90,3 | 100,0 | |
| Missing | No response | 8 | 8,6 | | |
| | Doesn't know | 1 | 1,1 | | |
| | Total | 9 | 9,7 | | |
| Total | | 93 | 100,0 | | |

***Graph 22: Schooling and Education (sub-index)***



There is no significant relationship between migrant status and the computed variable 'Schooling and Education' (p=0.179), nor does network type seem to have any influence on the respondents' scores (p=0.165). That no significant difference exists between migrants and South Africans might be partly explained by the fact that Jules High School is, as already discussed above, relatively open in accepting and supporting migrant students in comparison to other public secondary schools in Johannesburg. Correspondingly, it needs to be acknowledged at this point that the above findings are not representative for other public secondary schools in Johannesburg, where the situation regarding acceptance and integration of migrant learners might be different.

### 3.2.7 Identificatory Integration

The vast majority of the survey respondents (89%) claimed to be proud to identify as a citizen of their respective country of origin. Only 4.4% stated not to be proud, whereas 2.2% reported to "not care" and 4.4% "did not know" whether they were proud. These answers can be observed for migrants the same way as for South Africans (p=1.000), and network type does not seem to have any influence on the respondents' opinions (p=0.610). Similarly, the answers in response to the question on being proud to identify with respective ethnic group showed that the overall majority (90.1%) affirmed this question. Although no significant relationship exists between migrants and South Africans (p=0.508) in this respect, only South Africans (2 respondents) indicated NOT to be proud of their respective ethnic group. Considering network type, no significant relationship can be observed in any regard (p=0.143). Despite the high number of respondents who claimed to be proud to identify with their respective ethnic group, a comparatively lower share (42.2%), migrants and South Africans alike (p=0.501), affirmed to participate in cultural activities. Correspondingly, no significant relationship exists between 'participation in cultural activities' and 'proud to identify with ethnic group' (p=0.135). Moreover, there is no relation between 'participation in cultural activities' and network type (p=0.425).

More than half of all respondents (57.1%) claimed that they would "never" encounter situations in which they feel like hiding their national and/or ethnic identity, followed by 35.2% who stated "sometimes" and only 6.6% who admitted that they would "often" encounter such

situations. There is a significant difference (p=0.026) between migrants and South Africans in this regard, e.g. 22 migrant respondents compared to 10 South Africans claimed that they would “sometimes” feel like hiding their national and/or ethnic identity, while 32 South Africans versus 20 migrants stated they would “never” do this.

Furthermore, there is a significant relationship (p=0.034) between ‘feels like hiding national and/or ethnic identity’ and network type, i.e. among those who admitted that they would “often” feel like hiding their national and/or ethnic identity no cases are represented in bridging networks. Common reasons that were mentioned for the need to sometimes or often hide one’s national and/or ethnic identity are: 1. “Fear of being treated differently” (45.7%) with 13 migrants compared to 8 South Africans, 2. “Fear of being harassed by the police or governmental officials” (21.7%) with 9 migrant versus 1 South African and 3. “Fear of being rejected by South Africans” (17.4%), an answer option only chosen by migrants.

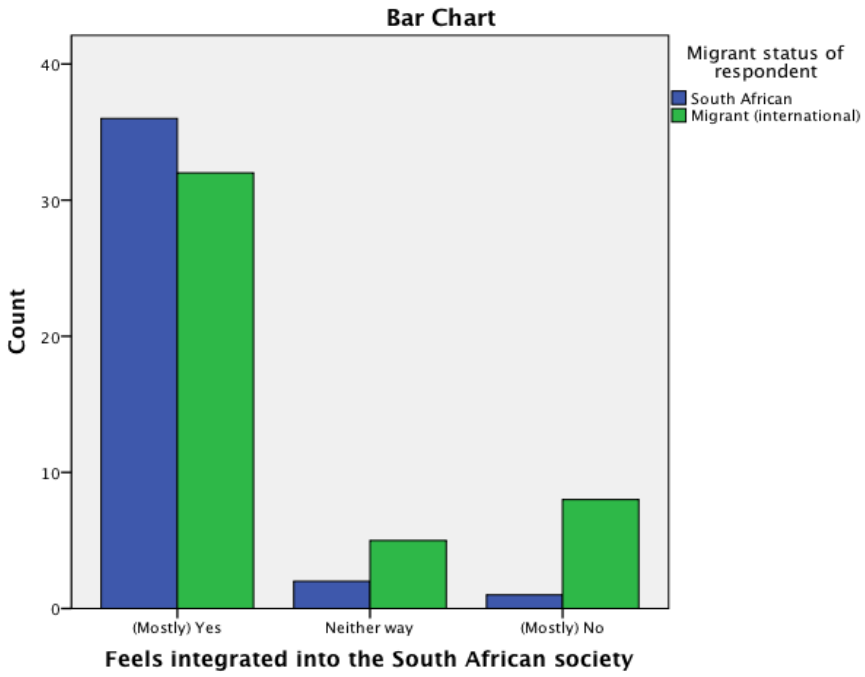
84.3% of the respondents, migrants and South Africans alike (p=0.963) and irrespective of network type (p=0.459), affirmed to talk to others about their ethnic or national identity. Notably “family members” (26%) and “South African friends” (22.5%) are persons that respondents would turn to when they talk about their ethnic and or national identity.

Similar to the findings on identification with national or ethnic group are those relating to pride, with 79.6% affirming the question “proud of being an inhabitant of South Africa”, compared to only 6.5% for each of the remaining two options is “not proud to be an inhabitant of South Africa” and “don’t care”, while 4.3% indicated that they did not know the answer and 3.2% did not answer that question at all. No significant difference can be observed between migrants and South Africans in this regard (p=0.207). However, it is interesting that notably more South Africans than migrants claimed NOT to be proud of being an inhabitant of South Africa (5:1). There is also no difference according to network type (p=0.675). Nevertheless, when migrant status is included as a layer variable, it stands out that none of the migrants who answered the question with “no” or “don’t care” appear to have the majority of their friends/acquaintances at school in bridging networks.

Most of the respondents (81%) indicated that the felt overall integrated into the South African society versus 10.7% who claimed not to feel overall integrated and 8.3% who stated “neither

way"[32]. There is a significant relationship between the recoded variable "feels integrated into the South African society" and migrant status (p=0.037); particularly more migrants than South Africans (8:1) indicated that they generally do not feel integrated, with slightly fewer migrants than South Africans who stated "neither way" (2:5) and "mostly yes" (32:36):

***Graph 23: Respondent feels integrated into the South African society * migrant status***




Otherwise, no significant relationship can be observed with respect to network type (p=0.454). Not surprisingly, a significant relationship exists between the variables 'feels integrated into the South African society' and 'is proud to be an inhabitant of South Africa', with p=0.001, i.e. 62 respondents who claimed to feel integrated into South African society at the same time indicated to be proud of being an inhabitant of South Africa.

Since an unexpected high percentage of respondents, migrants and South Africans alike, reported both to be proud of being an inhabitant of South Africa and to feel overall integrated into South African society, there was the need to get more in-depth information in this regard and correspondingly reflect on the survey findings within the focus group discussion.

The participants firstly discussed factors that would help 'to feel part' of the South African

[32] The variable 'feels integrated into the South African society' was recoded and the original 5 values (" "absolutely", "somewhat", "neither way", "mostly of the time not" and "not at all") were reduced to 3 values ("mostly yes", "neither way" and "mostly not").

society. Common examples were 'having South African friends', e.g. "*[…] for example at school…we are friends, I mean we make friends with South Africans and also in my neighborhood, you get to know people…so, ya, many are really good to us, so you make friends like at school and then they introduce you to their friends and so on…which means you feel like that you're really part of that […]*", 'intercultural exchange' or 'success (at school etc.)', e.g. "*[…] to be proud of something, you have to take part of it and see the success out there…like for instance, students when they receive high marks, they get distinction and certificates and stuff, they're actually proud being in South Africa, they're proud to be in that country*" (focus group discussion, 9 December 2011).

In addition, the participants pointed out difficulties in relation to integration into the South African society and particularly agreed that 'xenophobia' combined with a 'loss of trust' would hamper integration, e.g. "*you see with us, we live with the people, we go with the people to the same church, so we are friends…but some they don't even greet you, they just look at you…because you are a foreigner…in some cases, what they call xenophobia…so they chase you out…they don't want you to be here…so, what to say like…we lost trust in our South African brothers and sisters, we lost trust because they don't want you […]*" (focus group discussion, 9 December 2011).

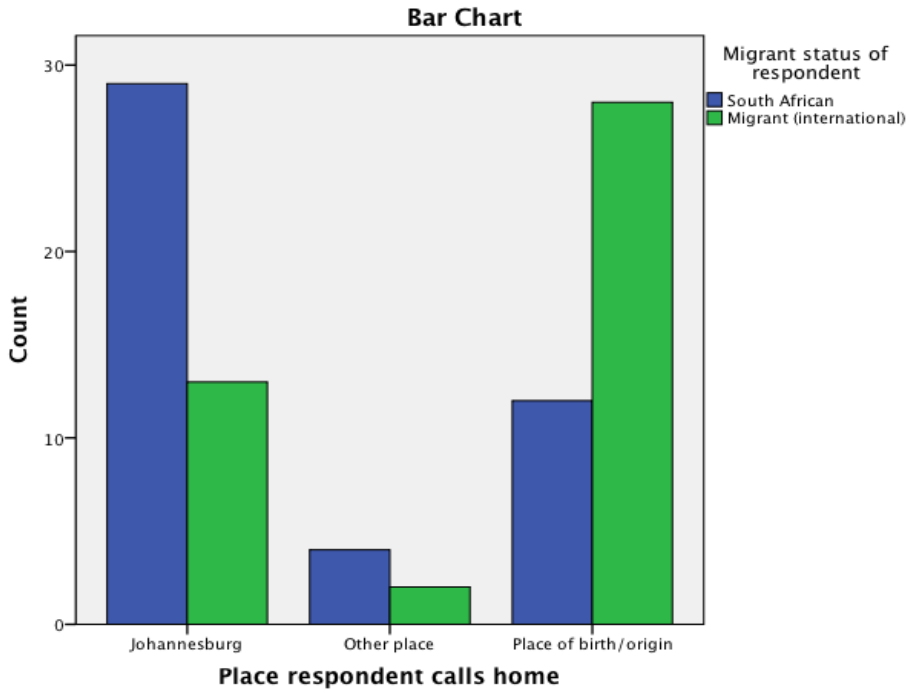
Interestingly, one participant further argued that a 'gap' existed between integration at school and integration into the South African society, a view that was also shared by one of the key informants, e.g. "*[…] like in school it's ok, you wear your uniform…but after school you don't do that anymore…so if I wear my culture things, police stops me…like what I'm saying about school, like at school, we love each other…but once you're outside school, people change, you see? But for what reason?*" (focus group discussion, 9 December 2011; key informant interviews, 1 -4 November 2011).

Eventually, the focus group participants concluded that integration in general and cultural adaptation in particular shall be both-sided and discussed corresponding negative and positive aspects. With regards to difficulties associated with cultural adaptation, one Congolese girl for instance claimed that "*migrant children, I think they are confused … often…I'm sorry about that but like there's an example…did you just see the girl here today in the morning who was wearing this short…like 2 centimetres short skirt…that girl is from my country […] she's confused…she's not supposed to be wearing something like that…and it's cold out there, it's raining outside […]*" (focus group discussion, 9 December 2011). On the

other hand, there were also positive aspects or chances associated with cultural adaptation, e.g. "*Yeah, I mix it…not in a negative way […] I take, I take the positive culture from South Africa and I mix it with my one and then we…you know we live together, not taking the negative things but the positive, you see, you're supposed to take the positive things and fit it with my culture […]*" (focus group discussion, 9 December 2011).

In response to the recoded variable[33] 'place respondent would call home', almost as many respondents chose "place of birth/origin" (45.5%) as those who chose "Johannesburg" (47.7%), whereas only 6.8% stated "other place". There is no significant difference according to network type (p=0.125), but migrant status seems to have a significant influence (p=0.001) on 'place respondent would call home'. Correspondingly, more South Africans than migrants selected "Johannesburg" (29:13), while it is the other way around for the answer option "place of birth/origin", i.e. 12 South Africans versus 28 migrants:

***Graph 24: Place respondent calls home * migrant status***




Of those respondents who were not born in Johannesburg, there were equal numbers of

[33] The variable 'place resp. calls home' was recoded and the original 5 values ("Johannesburg", "place of birth", "place of origin if other than place of birth", "other place within SA" and "other place, undefined" were reduced to 3 values ("Johannesburg", "place of birth/origin" and "other place"). Furthermore, the original, nominally scaled variable was converted into an ordinally scaled variable with "Johannesburg" as the strongest indicator for identificatory integration, "other place" in the middle and "place of birth/origin" as the weakest indicator.

migrants and South Africans alike (p=0.350), irrespective of network type (p=0.200), who claimed that they would like to go back to the place were they originally come from as those who indicated that they would like to stay in Johannesburg (41.9% : 41.9%), while the remaining 16.1% seemed to be undecided ("doesn't know" answer option):

By far the main reason that was mentioned for going back to the place where respondent originally comes from is the wish to "reunite with family" (64.5%), followed by the answer "doesn't know place of birth well and wants to get to know it better" (16,1%), and finally, "isn't happy in Johannesburg" (9.7%). No significant relationship exists with regards to either migrant status or network type.

Eventually the respondents were asked to name places where they wish to live in the future. Their answers included diverse places all over the world such as the USA, Madagascar and Japan. However, the majority wished to stay in "Johannesburg" (30%) and the second most frequent answer was either "place of origin" (14%) or Capetown (14%):

***Table 11: Place respondent wants to live in the future***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Stay in Johannesburg | 28 | 30.1 | 31.1 | 31.1 |
| | Live at place of origin | 13 | 14.0 | 14.4 | 45.6 |
| | Capetown | 13 | 14.0 | 14.4 | 60.0 |
| | Pretoria | 9 | 9.7 | 10.0 | 70.0 |
| | Durban | 1 | 1.1 | 1.1 | 71.1 |
| | KZN | 1 | 1.1 | 1.1 | 72.2 |
| | Eastern Cape | 1 | 1.1 | 1.1 | 73.3 |
| | USA | 10 | 10.8 | 11.1 | 84.4 |
| | UK | 4 | 4.3 | 4.4 | 88.9 |
| | Australia | 1 | 1.1 | 1.1 | 90.0 |
| | Europe | 1 | 1.1 | 1.1 | 91.1 |
| | Asia | 2 | 2.2 | 2.2 | 93.3 |
| | Germany | 1 | 1.1 | 1.1 | 94.4 |
| | Ireland | 1 | 1.1 | 1.1 | 95.6 |
| | Japan | 1 | 1.1 | 1.1 | 96.7 |
| | Madagascar | 1 | 1.1 | 1.1 | 97.8 |
| | Any country in Africa | 1 | 1.1 | 1.1 | 98.9 |

| | | | | | |
|---|---|---|---|---|---|
| | Anywhere outside South Africa | 1 | 1.1 | 1.1 | 100.0 |
| | Total | 90 | 96.8 | 100.0 | |
| Missing | No response | 3 | 3.2 | | |
| Total | | 93 | 100.0 | | |

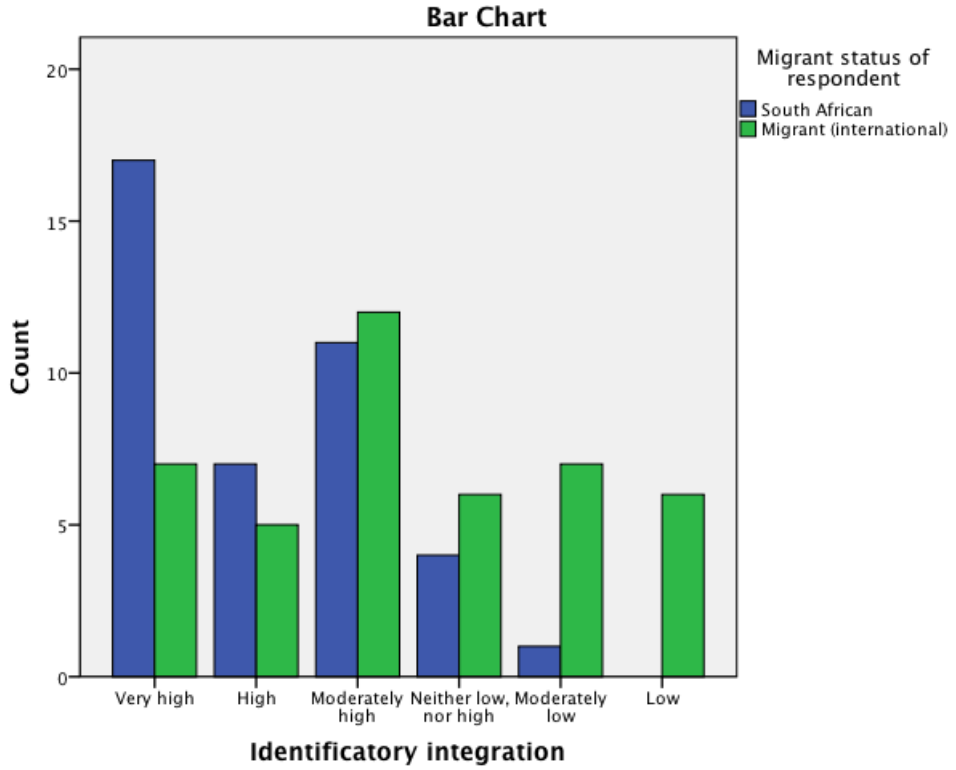
The variables that were selected for the ordinally scaled 'Indentificatory Integration' sub-index (using a level of measurement from "very high" to "very low") are: 1. "feels like hiding ethnic and/or national identity (frequency)", 2. "place respondent would call home" and 3. "feels integrated into the South African society". With the "don't know" answer option being recoded as 'missing value', almost 3/4 (71.1%) of the respondents scored within the three top categories, and in particular within the categories "very high" (28.9%) and "moderately high" (27.7%), compared to only 16.8% within the end categories "moderately low" (9.6%) and "low" (7.52%). 12% scored within the middle category "neither low nor high":

***Table 12: Identificatory Integration (sub-index)***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | Very high | 24 | 25,8 | 28,9 | 28,9 |
| | High | 12 | 12,9 | 14,5 | 43,4 |
| | Moderately high | 23 | 24,7 | 27,7 | 71,1 |
| Valid | Neither low, nor high | 10 | 10,8 | 12,0 | 83,1 |
| | Moderately low | 8 | 8,6 | 9,6 | 92,8 |
| | Low | 6 | 6,5 | 7,2 | 100,0 |
| | Total | 83 | 89,2 | 100,0 | |
| | No response | 7 | 7,5 | | |
| Missing | Doesn't know | 3 | 3,2 | | |
| | Total | 10 | 10,8 | | |
| Total | | 93 | 100,0 | | |

There is a significant difference (p=0.009) between migrants and South Africans with regards to the computed variable 'Identificatory Integration'; South Africans scored more frequently within the three top categories, i.e. 35 South Africans compared to 24 migrants. In contrast, only 1 South African was represented within the category "moderately low" and 0 South Africans within the category "low" compared to 7 and 6 migrants respectively.

***Graph 25: Identificatory Integration (sub-index) * migrant status***




No significant relationship can be observed between “Identificatory Integration” and network type (p=0.069). Nevertheless, respondents who claimed to have the majority of their friends in bridging networks were more frequently represented within the three top categories, particularly within “moderately high”.

### 3.2.8 Attitudes towards other nationals

The majority of the survey respondents, irrespective of network type (p=0.694) and migrant status (p=0.648), indicated that they “agreed” (37.4%) or “strongly agreed” (27.5%) with the statement ‘people who are not originally from South Africa are different from South Africans’, compared to only 5.5% who “strongly disagreed”.

Migrants and South Africans alike argued that non-South Africans were in particular different from South Africans due to 1. “different culture” (34.1%), 2. “different language” (26.9%) and 3. because “they look different” (16.8%). Two respondents, both South Africans, provided further answers which were not pre-formulated in this multiple response question, i.e. “non-

South Africans are different from South Africans because they are hard workers" and "non-South Africans are different from South Africans because they look unhygienic", reflecting fairly contrasting attitudes among the South African survey respondents towards migrants.

The next question on 'feeling of being treated differently because of not being South African (frequency)' only related to migrant respondents. The majority (32.6%) claimed that they had this feeling "rarely", followed by 30.4% who stated "sometimes". In contrast, a comparatively smaller share (26.1%) marked feeling that way "often" to "very often", while 10.9% stated "never". No significant difference can be observed in relation to network type (p=0.207). Regarding those who indicated "rarely" feeling treated differently, they most commonly referred to the following three (groups) of persons (each with 18%): 1. "neighbors", 2. "people on the street (strangers)" and 3. "other students".

The section concluded by asking the respondents whether they thought that 'friends who were from other countries than the respective country of origin had different rules in their families'. The majority affirmed this question with "yes, mostly" (47.3%) followed by 38.5% who partly affirmed with "yes, some", while 11% mostly disagreed and chose "mostly not", and only 3.3% totally disagreed (="not at all"). Again, no significant difference exists either with respect to migrant status (p=0.946) or in relation to network type (p=0.104).

The section 'attitudes towards other nationals', is apart from the section 'informal social networks (quantity)', the only questionnaire section that was not intended to be included in one of the final indices since it was not possible to recode and compute the variables accordingly. Therefore, no 'Attitudes towards Other Nationals' sub-index can be presented at this point.

### 3.2.9 Conclusion: Integration Index

When looking at the scores of all six sub-indices that were computed for the 'Integration Levels' index, it becomes apparent that the majority of the survey respondents scored fairly "high", i.e. with respect to the categories 'Rights Awareness', 'Cultural Knowledge',

‘Education and Schooling’ and ‘Identificatory Integration’, the majority predominantly scored within the top three categories “very high”, “high” and “moderately high”. Considering the remaining two sub-indices ‘Neighbourhood Integration’ and ‘Language Skills’ respectively, scores were at least within the middle fields. For none of the six sub-indices does a significant difference exist according to network type, and for only two can a relationship be observed with regards to migrant status, namely for ‘Language Skills’ and ‘Identificatory Integration’, with South Africans generally scoring higher than migrants. Correspondingly, almost ¾ (74.4%) of all cases (74 in total[34]) scored either “high” (51.4%) or “very high” on the ordinally scaled ‘Integration Levels’ index using the 5 values “very high”, “high”, “neither high now low”, “low” and “very low”. In contrast, no cases were represented in the category “very low”, and only 4.1% were in the category “low”. The remaining 17.2% were in the category “neither high nor low”:

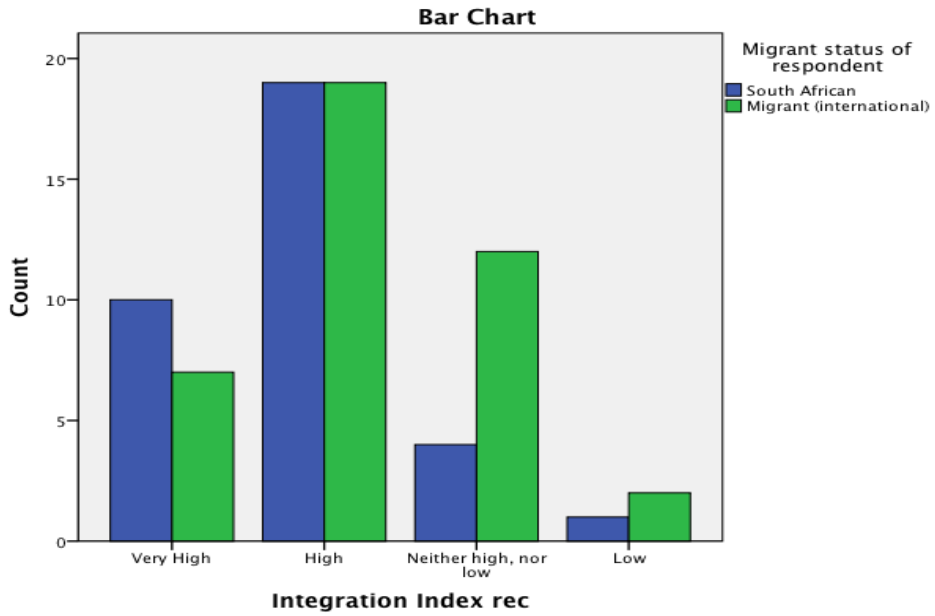
***Table 13: Integration Index***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very High | 17 | 18,3 | 23,0 | 23,0 |
| | High | 38 | 40,9 | 51,4 | 74,3 |
| | Neither high, nor low | 16 | 17,2 | 21,6 | 95,9 |
| | Low | 3 | 3,2 | 4,1 | 100,0 |
| | Total | 74 | 79,6 | 100,0 | |
| Missing | No response | 15 | 16,1 | | |
| | Doesn't know | 4 | 4,3 | | |
| | Total | 19 | 20,4 | | |
| Total | | 93 | 100,0 | | |

As might be expected from the findings from the six sub-indices, no significant relation can be observed between the computed variable ‘Integration Levels’ and migrant status (p=0.221). However, South Africans, overall, scored slightly higher than migrants:

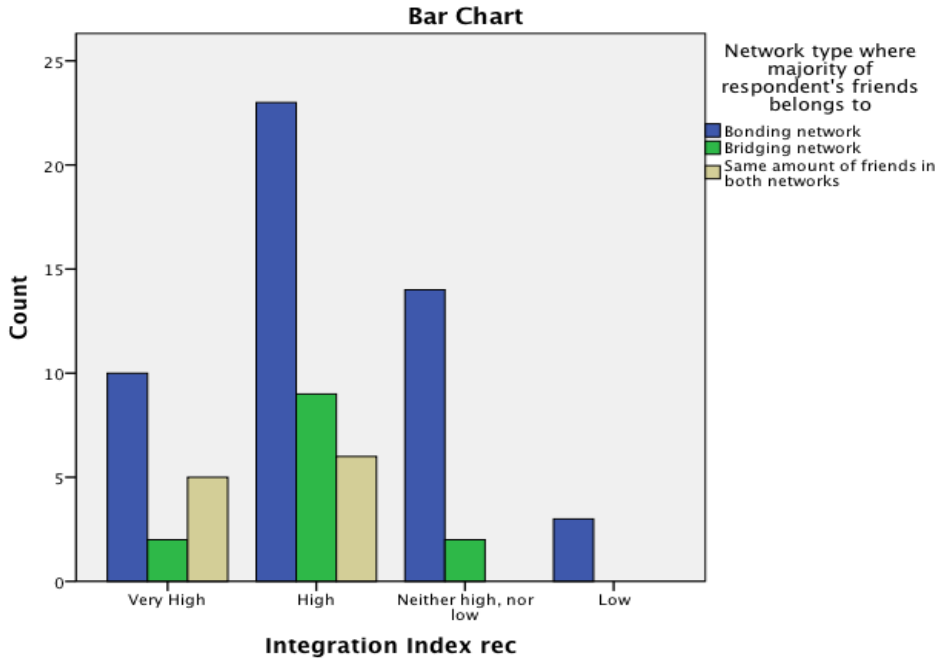
[34] All cases that included “don’t know” answer options have been recoded into ‘missing’, and when added to the “no response” cases, led to 74 valid cases out of the original 93 cases for the “Integration Levels” index.

***Graph 26: Integration Index * migrant status***




Similarly, there is no significant difference according to network type (p=0.171). Nevertheless, it stands out that those cases that scored low on the 'Integration Levels' index appear to only have the majority of their friends/acquaintances at school in 'bonding' networks:

***Graph 27: Integration index * network type***



### 3.2.10 Integration at Jules High School vs. Integration into the host society

A couple of questions in different sections of the survey questionnaire, i.e. in both the main section on Integration as well as in the main section on Social Capital, namely 'Education and Schooling', 'Togetherness', 'Solidarity', 'Trust' and 'Associational Life', can be interpreted as indicators for respondents' integration at Jules High School and shall be summarized in the following.

With regards to 'Education and Schooling', 82% of the survey respondents, migrants and South Africans alike (p=0.249), claimed to be generally satisfied in the grade they are currently enrolled in and also language did not frequently seem to be a barrier to follow classes. Correspondingly, 63.3% stated that they had "rarely to never" language difficulties in class, however migrants seem to have these difficulties more frequently than South Africans with p=0.012. Nevertheless, looking at the overall results of the analysis of the above two variables, both migrants and South Africans appear to be generally well integrated at Jules High School.

These results mirror the findings from the key informant interviews, with two of the key informants claiming that migrant learners generally cope well in class, sometimes better than South Africans (key informant interviews, 1 -4 November 2011). The principal of Jules High School also confirmed this view by stating that most of the migrant learners had better marks than their South African counterparts (interview with the principal, 12 December 2011). Furthermore, language barriers were not a huge issue since migrant learners would usually adapt quickly to new situations (key informant interviews, 1 -4 November 2011). However, when lessons were held only in Zulu, migrant learners faced difficulties to follow class (key informant interviews, 1 -4 November 2011; focus group discussion, 9 December 2011; interview with the principal, 12 December 2011). Nevertheless, reflecting on the findings of the analysis of the variables in the sub-section 'Language Skills', about half of the migrant respondents claimed that they could speak Zulu at least moderately well and accordingly it can be assumed that language problems are in fact not a huge barrier for migrant learners to cope in class in the case of Jules High School students.

Four questions in the sub-section 'Togetherness' can be considered as indicators for respondents' integration at Jules High School, namely 'frequency of interactions with fellow students at school', 'usage of recreational areas at school (frequency)', 'uses recreational areas together with…' and 'spends breaks together with…', all variables that strongly relate to the domain 'Social Connections' as identified as integration indicators by Ager and Strang

(2004). The results from the analysis of all four variables[35] shows that respondents are overall well integrated at Jules High School, i.e. the majority of the respondents indicated to often interact with each other (70.5% indicated "often to very often"), to use recreational areas at least sometimes (58.9%) and rarely alone (21.6% for "uses recreational areas alone/not at all"). In addition, most of the respondents reported to spend their breaks together (with only 9.9% for "spends breaks alone"). For all four variables, no significant relationships can be observed with respect to migrant status ($p = 0.518$, $p = 0.185$ $p = 0.411$ and $p = 0.342$). Furthermore, many survey respondents as well as focus group participants indicated to frequently interact with students from different national backgrounds which contrasts with the observations made by Osman (2009:59) who argued that interactions between migrants and South Africans at inner-city schools in Johannesburg occurred only on "a limited scale" and in "distinct groups".

'Opinion about contacts and interactions (with fellow students) at school', 'opinion about safety at school', 'feels alone at school (frequency)', 'feels accepted as a member of Jules High School', and 'believes that most students at Jules High School are willing to help if needed' in the questionnaire sub-section 'Solidarity'[36] can be further interpreted as indicators for respondents' integration at Jules High School. Only 16.5% of all respondents, irrespective of migrant status ($p=0.138$) evaluated "at least one type of contacts as rather unfriendly", while the majority (50.5%) evaluated "at least one type of contact as rather neutral" and accordingly overall respondents seem to be moderately well integrated in this regard.

Similarly, respondents answered the question on 'opinion about safety at Jules High School' with more than half (53.5%), migrants and South Africans alike ($p=0.239$), who indicated that they considered Jules High School to be "neither peaceful nor conflictive". More than 2/3 (68.1%) of respondents reported feeling accepted as a member of Jules High School and correspondingly only some respondents claimed to feel alone at school (20.9%). Furthermore, almost half of the respondents agreed with the statement 'most students at Jules High School would be willing to help if needed'. No significant relationships can be observed between the three variables and migrant status ($p = 0.736$, $p = 0.312$ and $p = 0.902$), i.e. it can be inferred from the analysis of these three variables that both migrants as well as South Africans are at least moderately well integrated at Jules High School.

[35] cf. analysis below (chapter 3.4.1)
[36] cf. analysis below (chapter 3.4.2)

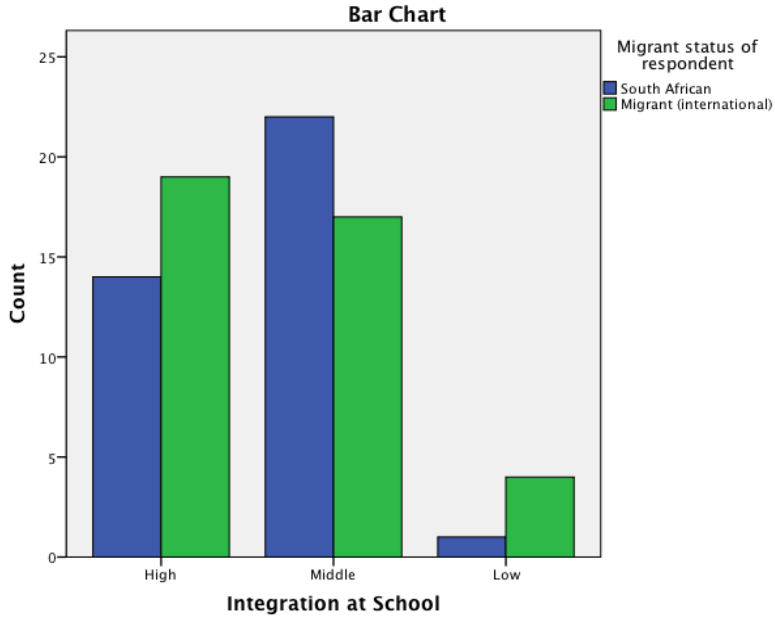
Finally, one question each in the two remaining questionnaire sub-sections, 'Trust' and 'Associational Life'[37] can be interpreted as indicators for respondents' integration at Jules High School. Compared to other questions on trust, e.g. 'general trust' (='most people can be trusted') and 'trusts most people in Johannesburg', the respondents appear to have slightly higher trust levels, particularly migrant respondents (p=0.005), towards fellow students at Jules High School with almost 2/3 (64.8%) of all respondents who at least "neither agreed nor disagreed" with the statement that 'most students at Jules High School are basically honest and can be trusted'. With regards to 'membership in clubs/associations/groups' it is the other way around: More respondents claimed to be a member of at least 1 group outside school than those who stated to be a member of at least one group at school (71.4% : 60%), irrespective of migrant status in both cases (p=0.337 and p=0.733). Nevertheless, the results of the above variables 'believes that most students at Jules High School can be trusted' and 'membership in clubs/associations/groups at school' indicate that the respondents are at least moderately well integrated at Jules High School.

In order to present the findings more clearly, all of the above 13 introduced variables were computed into one single index, namely 'integration at school' (index), with a level of measurement from "high" to "low" integration.

More than half (50.6%) of all cases (=77 in total) that could be computed for the 'integration at school' index scored in the 'middle' category, however, a similarly high percentage (42.9%) scored within the top category "high" on the index and only 6.5% remained in the end category "low". No significant relationship can be observed between migrants and South Africans in this regard (p=0.214), i.e. migrants and South Africans alike seem to be overall fairly well integrated at Jules High School:

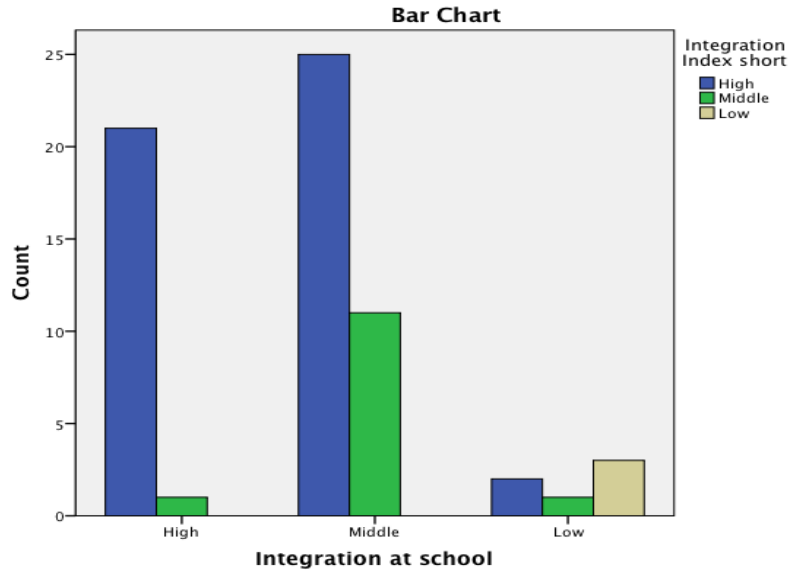
[37] cf. analysis below (chapter 3.4.3 and 3.4.4)

***Graph 28: Integration at school (index)***




In order to compare respondents' integration at Jules High School with their general integration levels, the variable 'satisfaction with grade currently enrolled in' had to be excluded afterwards from the 'integration at school' index since it was already part of the overall integration index. Comparing the two indices accordingly shows a straightforward relationship (p=0.000) for the respondents between 'integration at school' and 'overall integration', i.e. high scores on 'integration at school' index correspond with high scores on the '(general) integration index':

***Graph 29: Integration at school (index) * Integration Index (short)***



However, overall the survey respondents appear to be better integrated into the host society than they are at school, which contrasts with the findings from the analysis of the focus group discussion as well as with the opinions of two of the key informants. For instance, one focus group participant pointed to the gap that exists in his opinion between integration at school and integration into the host society, e.g. "*[…] like in school it's ok […] we love each other…but once your outside school, people change, you see? But for what reason?*" (focus group discussion, 9 December 2011). Nevertheless, the difference between integration levels at school and general integration levels might also be partly explained by measurement errors since variables out of both thematic main sections, 'Integration' on the one hand and 'Social Capital' on the other, were included for the 'integration at school' index, which compromises the validity of the findings.

Despite these shortcomings, I argue that in the case of Jules High School, migrant and South African students alike appear to be overall at least fairly well integrated into both the school environment as well as into the host society.

In addition, as already indicated above, the school environment as a place where social interactions between peers necessarily occur is most possibly supportive for the integration of migrant learners into the host society. Two questions in particular aimed to find out respondents' opinions on whether going to Jules High school would help students to better integrate into the host society and shall now be summarized.

In response to the question on whether going to Jules High School would help the respondents to integrate into South African society, the great majority affirmed (41.6% for "It helps very much") or at least partly affirmed (39.3% for "It helps somehow") this statement. No significant relationship can be observed between 'presumed general integration support of Jules High School' and migrant status (p=0.129). Similarly, the majority (56.3%) of all respondents, migrants and South Africans alike (p=0.285), indicated to "agree to strongly agree" with the statement that 'having South African friends at school helps to get to know Johannesburg better[38]', followed by 28.7% who "neither agreed nor disagreed".

To conclude, in addition to indicators that measured integration levels, most of the respondents themselves appear to be convinced or at least partly convinced that going to Jules High School helps them to integrate into the host society, which further reflects positive attitudes towards integration among the majority of the survey respondents. Nevertheless, it

[38] The original 5 values of this variable ("strongly agree", "agree", "neither agree, nor disagree", "disagree" and "strongly disagree") were reduced to 3 values ("agree to strongly agree", "neither agree, nor disagree" and "disagree to strongly disagree").

needs to be acknowledged again, that Jules High School may be an exceptional case as also described, for instance, by one of the survey respondents within the 'further comments' questionnaire section: "*In my school there are a lot of non-South Africans and we treat them okay, there is not so much hate and anger towards them because we understand their circumstances*" (survey respondent 41).

## 3.3. Informal Social Networks at School (Quantity)

Variables in the questionnaire sub-section 'Informal Social Networks at School (Quantity)' aimed to measure the quantity dimension of respondents' social networks at school, i.e. how many friends/acquaintances[39] they reportedly have and which countries these friends come from. The term 'friends/acquaintances' at school includes close and loose friendships with fellow students, but not with teachers or other staff that work at Jules High School.

This sub-section can be regarded as the connecting link between the two main sections of the questionnaire, i.e. 'Integration' and 'Social Capital' respectively. Based on the theoretical framework of this research report (cf. chapter 1.1.2), the variables 'quantity of friends at school from South Africa', 'quantity of friends at school from country of origin, if not South Africa', and 'quantity of friends at school from countries other than South Africa and/or country of origin' were computed in a second step into one single variable 'type of network where majority of respondent's friends belongs to' with the purpose to differentiate between 'bonding' and 'bridging' networks. As already explained above (cf. chapter 2.4/FN 13), 'bonding network' in this respect means that the majority of respondent's friends/acquaintances at school have the SAME 'migrant status' as respondent, i.e. (international) migrant in the case of migrants or South African in the case of South Africans. 'Bridging network' in contrast applies when the majority of respondent's friends/ acquaintances at school have a DIFFERENT migrant status as respondent, i.e. South African in the case of migrants and migrant in the case of South Africans.

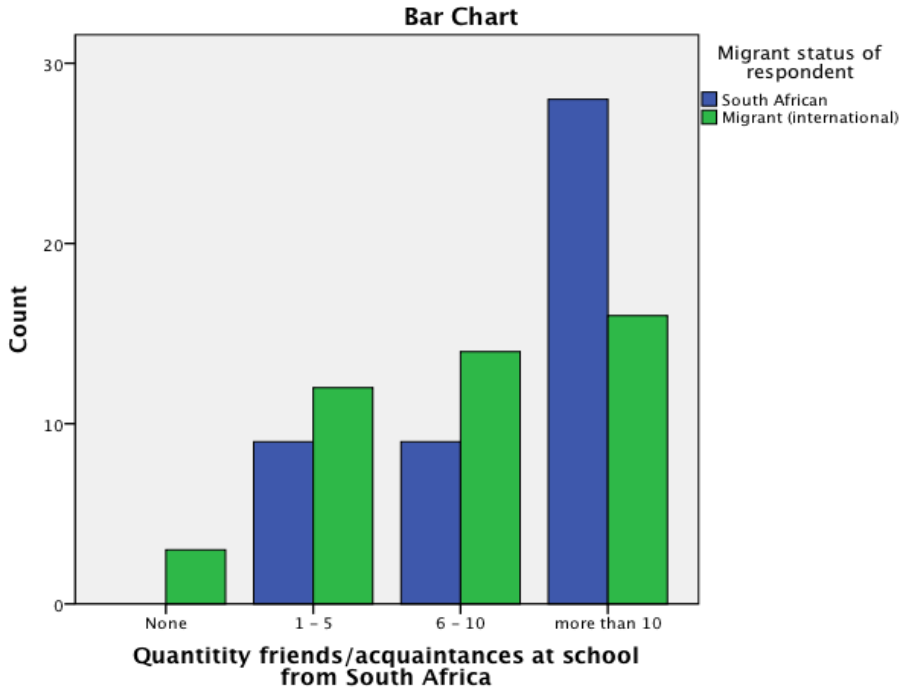
Moreover, the section on 'informal social networks at school' sought to explore potential

[39] The original term 'friends at school' was substituted with 'friends/acquaintances at school', i.e. friends AND/OR acquaintances since during the focus group discussion it became apparent that many respondents in fact interpreted the term including close but also loose friends or acquaintances.

difficulties in relation to making friends at school, and in particular concerning friends who are from countries other than one's country of origin.

With regards to 'quantity of friends/acquaintances at school from South Africa', almost half of the survey respondents (48.4%) indicated having more than 10 friends/acquaintances, whereas about a quarter each (25.3% and 23.1%) indicated having 6-10 friends/acquaintances and 1-5 respectively[40]. Only 3.3% or 3 respondents stated to have no South African friends/acquaintances at school. There is no significant difference between migrants and South Africans in this respect (p=0.051). However, on the one hand, only migrants claimed to have no South African friends/acquaintances at school, and on the other hand, notably more South Africans than migrants (28:16) claimed to have more than 10 South Africans friends/acquaintances at school:

***Graph 30: Respondent's quantity of South African friends at school * migrant status***




Migrant respondents who where asked to indicate the number of friends/acquaintances at school who were from their respective countries of origin predominantly stated "1-5" (46.7%),

[40] With the purpose to present the findings more clearly, all variables in relation to quantity of friends/acquaintances at school were recoded into categories, i.e. 1. No friends, 2. 1-5 friends, 3. 6-10 friends and 4. more than 10 friends. However, the computed variables "quantity of friends/acquaintances at school in bonding networks", "quantity of friends/acquaintances at school in bridging networks" as well as "type of network where majority of respondent's friends/acquaintances at school belongs to" are based on the computations of the original variables (cf. appendix 3: questionnaire > question 192).

followed by 33,3% who claimed to have 6-10 friends. A comparatively smaller number (15.6%) reported to have more than 10 and only 4,4% claimed to have no friends/acquaintances at school from their respective countries of origin.

In relation to 'quantity of friends/acquaintances at school from countries other than South Africa and/or country of origin', the majority (47.3%) claimed to have 1-5 friends/acquaintances, followed by 25.3% for 6-10 and 17.6% for more than 10. Only 9.9% indicated to have no friends/acquaintances at school who were from countries other than South Africa and/or country of origin.
Surprisingly, no significant difference (p=0.330) can be observed between migrants and South Africans in this regard, which suggests that country of origin might have a greater influence on the selection of friends/acquaintances at school than migrant status.

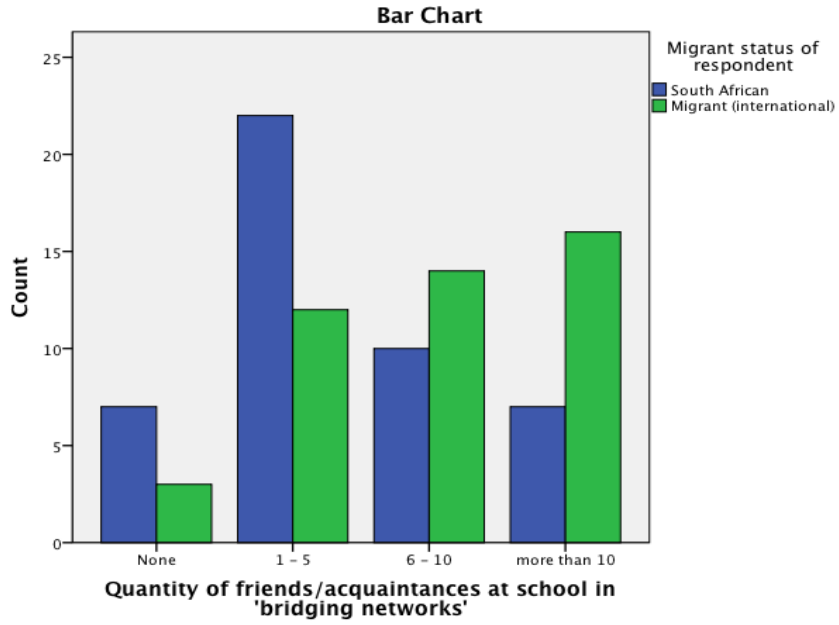
Looking at all three variables in relation to friends/acquaintances at school, it is striking that overall a high percentage (almost 50%) claimed to have more than 10 friends/acquaintances, with regards to friends/acquaintances from South Africa and country of origin. Accordingly, there was a need to reflect on these findings within the focus group discussion, and in particular to discuss what the respondents understood by the term 'friend'.

As already indicated above, the focus group participants unanimously related the term 'friend' as it was presented in the questionnaire to a broader concept which would not only include 'close friends' but also 'loose friends' or acquaintances, i.e. schoolmates they associated with on daily basis, e.g. "*[...] when I tried to answer that question…I thought of people you know, people you can associate with because…alright, there are also some people I don't like associating with but I thought you were asking about people I associate with, like on a daily basis…ya […]*" or "*[...] was it more like that you thought of people you associate with on a daily basis or…like that they don't have to be like close friends? Yes?*" (focus group discussion, 9 December 2011). One respondent clearly separated the term 'loose friend/acquaintance' from 'close' or 'best friend', e.g. "*Okay, with me it's like, okay, I have a group of friends…but within that group, we are like 12 friends but from that 12, ne? there is one I would call my best friend…I cannot say all of them are my best friends*". However, this respondent at the same time confirmed to have answered respective questions in the questionnaire (in relation to the term) with the understanding of 'loose friend' (focus group discussion, 9 December 2011 ).

The great majority of survey respondents (59.3%), migrants and South Africans alike (p=0.851), appear to have more than 10 friends/acquaintances at school in 'bonding networks'[41] compared to 22% who claimed to have 6-10 friends/acquaintances and 18.7% for 1-5 friends/acquaintances in these networks.

With respect to 'quantity of friends/acquaintances at school in bridging networks'[42], the numbers are different: Most of the respondents (37.4%) stated to have 1-5 friends/acquaintances at school in bridging networks, followed by approximately a quarter each for 6-10 and more than 10 friends/acquaintances at school in bridging networks respectively. Finally, 11% indicated to have no friends/acquaintances at school in bridging networks, in contrast to 0 respondents for that answer option in the case of bonding networks. A significant relationship with p=0.033 exists between 'quantity of friends/ acquaintances at school in bridging networks' and migrant status with migrants appearing to have overall more friends in bridging networks than South Africans:

***Graph 31: Quantity of friends/acquaintance at school in 'bridging networks' * migrant status***




[41] The variable 'quantity of friends/acquaintances at school in 'bonding' networks' was created out of the variable 'quantity of friends at school from South Africa' in the case of South African respondents and computed out of 'quantity of friends at school from country of origin, if not South Africa' plus 'quantity of friends at school from other countries than South Africa and/or country of origin' in the case of migrants.

[42] The variable 'quantity of friends/acquaintances at school in 'bridging' networks' was created out of the variable 'quantity of friends at school from South Africa' in the case of migrant respondents and out of 'quantity of friends at school from other countries than South Africa and/or country of origin' in the case of South Africans.

This relationship, although not statistically significant (p=0.055), can be similarly observed with regards to the computed variable 'type of network where majority of respondent's friends/acquaintances at school belongs to': migrants (11) reported more frequently than South Africans (3) having the majority of their friends/acquaintances at school in bridging networks.

Considering all respondents, the majority (71.4%) indicated to have most of their friends/acquaintances at school in bonding networks, followed by 15.4% for bridging networks and 13.2% who stated to have the same amount of friends/acquaintances at school in both network types.

In general, it seems that all respondents, but particularly South Africans, more easily make friends/acquaintances with schoolmates who have a similar background in terms of migrant status. Nevertheless, a slight majority of all respondents (27.5%) "generally disagreed" with the statement that it is more difficult to make friends with schoolmates who are not from the same country of origin. However, similar numbers "generally agreed" (26.4%) or "neither agreed nor disagreed" (23.1%). Only a few respondents, approximately 10% in each case, "strongly disagreed" or "strongly agreed". These answers apply similarly to migrants as well as to South Africans, and no significant difference can be observed between the two groups (p=0.126), nor does a relation exist according to network type (p=0.404).

The most common reasons given for why it was more difficult to make friends/acquaintances with schoolmates who are not from the same country of origin were: 1. "People from other countries prefer to be among themselves" (58.7%), 2. "Respondent prefers to be among people from his/her country of origin" (12.7%), with significantly more South Africans than migrants (7:1) who chose this answer option and 3. "Because their culture is too different" (12.7%), again with more South Africans than migrants (6:2) affirming this answer option.

At the end of this section, those respondents that indicated having no friends/acquaintances at school who are from countries other than the respective country of origin were asked to state whether they had tried to make friends with such persons before. The great majority (82.4%) answered "yes" to this question.

## 3.4 Social Capital Index

With regards to the measurement of Social Capital no comparable models to those with respect to integration exist and accordingly it was more difficult to identify social capital indicators. Nevertheless, an intensive review of thematic related studies (e.g., Coleman 1988; Krishna and Shrader 1999; Putnam 2000; Hall 1999; Grootaert and Van Bastelaer 2002; Wellman and Worty 1990; Narayan and Cassidy 2001; Mavungu 2007; Salem 2011) informed the selection of four proxy indicators that were incorporated in the final Social Capital index, namely 'togetherness', 'solidarity', 'associational life' and 'trust'. Notably trust is closely associated with acquisition and transfer of social capital (cf. chapter 1.1.3). Solidarity can be indirectly identified as a proxy indicator of social capital recalling for instance Bourdieu's definition of social capital:

> Social capital is the aggregate of the actual or potential resources, which are linked to possessions of a durable network of more or less institutionalized relationships of **mutual acquaintance and recognition** (1986: 249; emphasis added).

Membership in associations was further included in the final Social Capital index because questions around this topic are popular in social capital questionnaires and indices (e.g., Narayan and Cassidy 2001; CJD Eutin 2007; Krishna and Shrader 1999; Mavungu 2007). Finally, 'togetherness' is a necessary indicator for social capital since only due to social interactions it becomes possible in the first place to acquire and transfer social capital (cf. Narayan and Cassidy 2001; Salem 2011). In line with the research question in particular social interactions between students at Jules High School were incorporated in the 'togetherness' sub-index and eventually in the overall Social Capital index. However, at this point it is important to acknowledge that 'togetherness' with respect to social contacts and interactions can at the same time represent an indicator for integration[43], and thus it is difficult to draw a clear line in this regard between integration and social capital indicators.

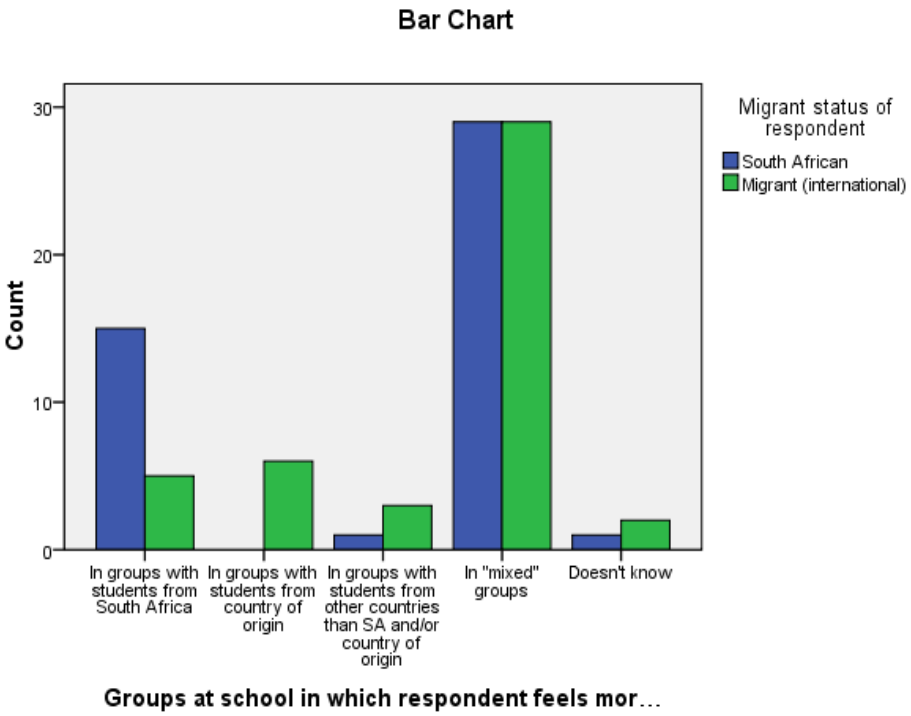
In contrast to the Integration Levels Index, variables out of <u>all</u> four thematic questionnaire sub-sections could be included in the final Social Capital index, and correspondingly, I will present the findings from the analysis of the variables within all four thematic sub-sections. Where applicable, the results will be complemented with the findings from the key informant interviews and focus group discussion respectively.

[43] Cf. 'social connections' as the 'second domain' of the indicators of integration framework by Ager and Strang (2004) (Phillimore and Goodson 2008:310).

### 3.4.1 Togetherness

The great majority of the survey respondents (63.7%) claimed to feel more comfortable in “mixed groups” at school, i.e. in groups with schoolmates from different countries, followed by 22% who stated that they would feel more comfortable in groups with students from “South Africa”. Whereas no relationship exists according to network type (p=0.306), a significant difference (p=0.015) can be observed between migrants and South Africans in this regard. As might be expected, more South Africans than migrants indicated feeling more comfortable in groups with students from South Africa (15 South Africans compared to 5 migrants), whereas more migrants than South Africans reported feeling more comfortable in groups with students from countries other than South Africa and/or country of origin (3:1):

***Graph 32: Groups at school respondent feels more comfortable in * migrant status***




Looking at the distribution of responses to the variable ‘frequency of interactions with South African students at school’, the number increases in line with ascending frequency, irrespective of migrant status (p=0.702) and network type (p=0.663). More than half of the respondents (54.4%) claimed to interact “very often” with students from South Africa at school, followed by 31.1% for “often”, only 3.3% for “rarely” and 0 respondents answering “never”.

Migrant respondents were further asked to evaluate whether their interactions with South African students at school had changed their attitude towards South Africans. The overall majority (56%) claimed that it had changed their attitude "positively", 34% indicated that it had not changed it in any way, and only 6% reported it had changed their attitude "negatively". There is no significant difference with respect to network type (p=0.509).

Similar to the responses to the variable 'frequency of interactions at school with South African students', most respondents (44.9%) stated that they would "very often" or "often" interact with students at school who are not from South Africa and/or country of origin, 19.1% claimed to interact "sometimes" and only 3.4% "rarely". However, no significant difference exists, either in relation to network type (p=0.251) or with regards to migrant status (p=0.637).

The majority of all respondents (46.1%), irrespective of migrant status (p=0.590) and network type (p=0.654), claimed that these interactions had changed their attitude positively towards people who are from countries other than South Africa and/or home country. Nevertheless, 31.5% stated that it had not changed their attitude in any way, and 7.9% indicated that it had changed it negatively. A significant relationship (p=0.050) can be observed between the variables 'impact of respondent's interactions at school with students who are not from South Africa and/or country of origin on his/her attitude towards them' and 'frequency of interactions at school with students who are from countries other than South Africa and/or country of origin': Those respondents who stated that these interactions had changed their attitude positively were those who most frequently indicated to interact "very often" at school with students who are from countries other than South Africa and/or country of origin.

In order to present the findings more clearly, the two variables that asked about frequency of interactions at school were computed into one single variable 'frequency of interactions (with other students) at school' with the values "very often to often", "sometimes" and "rarely to never". Irrespective of network type (p=0.493), more than 2/3 (70.5%) of the respondents, migrants and South Africans alike (p=0.518), stated to interact "often to very often", followed by 28.4% for "sometimes" and only 1 respondent who admitted to interact only "rarely to never" with fellow students at school.

More than half of the respondents (56.3%), migrants and South Africans alike (p=0.285) and irrespective of network type (p=0.223), "agreed to strongly agreed" with the statement that

'having South African friends at school helps to get to know Johannesburg better[44]', followed by 28.7% who "neither agreed nor disagreed" and 15% who "disagreed to strongly disagreed".

With the purpose of finding out more about interactions between students at school, the survey respondents were asked how often and with whom they use recreational areas at school. The most common answers in response to 'frequency of usage of recreational areas at school' were "sometimes" (37.8%) and "rarely" (30%), compared to fewer respondents who indicated to use these areas either "very often" (12.2%), "never" (11.1%) or "often" (8.9%). No relationship can be observed between this variable and migrant status (p=0.185), nor does a relationship exist concerning network type (p=0.207). About half of the respondents (53.4%), irrespective of network type (p=0.516) and migrant status (p=0.411), claimed to use the recreational areas at school together with students who are "either from South Africa, country of origin or third country", whereas the remaining 46.6% were almost equally distributed among those who claimed to use these areas with students from "different countries" (25%) and those who used them "alone" or "not at all" (21.6%)[45].

The three most common answers to the question on what respondents usually do during break time at school were: 1. "chat with friends" (41.4%), 2. "listen to music" (25%) and "study in groups" (14.5%). No significant difference can be observed in this regard between migrants and South Africans. Similarly, no significant difference exists between migrants and South Africans in response to the question with whom they usually spend their breaks together (p=0.342)[46]. The answers are comparable to those in relation to the variable 'uses recreational areas (at school) together with…': The most frequent answer was "with students who are either from South Africa, country of origin or third country" (62.6%), followed by "with students who are from different countries" (27.5%) and 9.9% for "alone". Nevertheless, more migrants than South Africans indicated to spend their breaks together with students from different countries (15:10), with fewer migrants than South Africans who claimed to use them alone (3:6). There is no significant difference according to network type (p=0.344).

[44] The original 5 values of this variable ("strongly agree", "agree", "neither agree, nor disagree", "disagree" and "strongly disagree") were reduced to 3 values ("agree to strongly agree", "neither agree, nor disagree" and "disagree to strongly disagree").

[45] The original multiple response question 'With whom do you mostly use these recreational areas (at school) together with?' was computed into one single variable with the values 1 = "students from different countries", 2= "students who are either from South Africa, country of origin or third country" and 3= "alone/doesn't use them at all".

[46] The original multiple response question 'With whom do you mostly spend your breaks together with?' was computed into one single variable with the values 1 = "students from different countries", 2= "students who are either from South Africa, country of origin or third country" and 3= "alone/doesn't use them at all".

In addition to the variables that aimed to measure 'togetherness' at school, the questionnaire contained questions on activities that respondents like to do during their free time/after school. Three multiple response sets were presented to the survey respondents, namely 1. 'Activities respondent commonly likes to do with his/her South African friends from school', 2. 'Activities respondent commonly likes to do with his/her school friends from country of origin (if nor South Africa)' and 3. 'Activities respondent commonly likes to do with his/her school friends who are from other countries than South Africa and/or country of origin'. It was not possible to identify whether respondents choose certain activities to engage in according to the national background of their friends since the respondents generally chose diverse activities within each of the three multiple response sets. The overall most frequent answers were: "going out for movies/theatre/concerts", "studying together", "having a brai/pick-nick together", "going out for eating/drinks" and "visiting them at their houses". The following table summarizes and contrasts the findings from all three multiple response sets:

***Table 14: Common activities respondent does together with his school friends (during free time/after school) (summary)***

| | **1. Going out for movies/theatre/ concerts** | **2. Studying together** | **3. Having a brai/picknick** | **4. Going out for eating/drinks** | **5. Visiting them at their houses** |
|---|---|---|---|---|---|
| **Most common activities with South African friends** | **11,5%** (17 migrants vs. 27 South Africans) | **9,6%** (20 migrants vs. 17 South Africans) | 8,9% | **10,2%** (11 migrants vs. 28 South Africans) | 7,0% |
| **Most common activities with friends from country of origin** | 7,9% | **11,2%** (24 migrant respondents) | **8,9%** (19 migrant respondents) | 4,7% | **8,9%** (19 migrant respondents) |
| **Most common activities with friends from other countries than SA and/or country of origin** | **11,2%** (16 migrants vs. 18 South Africans) | **11,2%** (13 migrants vs. 16 South Africans) | **9,6%** (20 migrants vs. 14 South Africans) | 9,2% | 5,3% |

In response to the question about how often respondents visit friends from school at their homes and/or invite them[47], the majority (40%) out of all respondents who answered that question claimed that they visit/invite their friends from school only "rarely to never", followed by 35.6% who stated "often to very often" and 24.4% who maintained "sometimes".

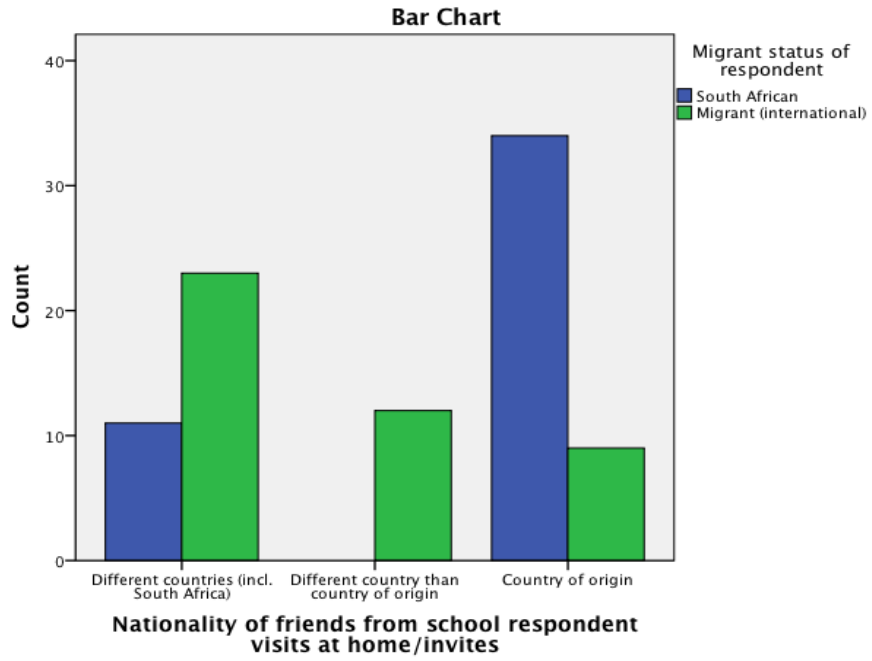
Those respondents who answered that they "rarely to never" visit/invite their friends from school most commonly justified this with: 1. "because all of my friends from school live far away" (24.5%, 7 migrants and 5 South Africans), 2. "because I don't have that good of friends at school I would visit/invite" (22.4%, only 2 migrants compared to 9 South Africans) and 3. "because I'm always busy with household chores" (18.4%, 4 migrants and 5 South Africans).

Those respondents in contrast who reportedly sometimes, often or very often visit/invite their friends from school predominantly indicated that these friends mostly come from the same country of origin (48.3%)[48]. However, more than 1/3 (38.2%) stated that they mostly come from different countries, including South Africa, and only 13,5% claimed that their friends from school whom they invite/visit mostly come from countries other than the country of origin. A significant difference exists between migrants and South Africans in this regard (p=0.000). On the one hand, migrants less frequently indicated than South Africans that their friends from school whom they visit at home/invite mostly come from the same country of origin (9:34). And on the other hand, more migrants than South Africans indicated that these friends come from different countries, including South Africa, (23:11) as well as from countries other than the country of origin (12:0):

[47] The original 5 values ("very often", "often", "sometimes", "rarely" and "never") were reduced to 3 values ("very often to often", "sometimes" and "rarely to never").

[48] The original multiple response question 'Where do these friends from school whom you visit at home/invite to your home mostly come from?' was computed into one single variable with the values 1 = "from different countries (incl. South Africa), 2 = "other country than country of origin" and 3 = "country of origin".

***Graph 33: Nationality of friends from school respondent visits/invites * migrant status***




Furthermore, as might be expected, a significant relation (p=0.005) can be observed with respect to network type, i.e. those respondents who claimed that their friends from school whom they visit/invite mostly come from different countries, including South Africa, are more often represented in bridging networks compared to those who indicated that their friends from school whom they visit/invite mostly come from the same country of origin or a different country than the country of origin.

Finally, the respondents were asked whether the nationality of their friends whom they visit, invite or interact with had an influence on whether their parents and/or other caretakers like or dislike these interactions. The responses to the questions 'Do your parents and/or other caretakers like it or not when you visit friends from the following countries?' and 'Do your parents and/or other caretakers like it or not when you invite friends from the following countries?' were almost identical: In both cases, the great majority (67.9% and 64.6%) stated that their parents and/or other caretakers do not mind where the respondent's friends originally come from. Nevertheless, the second most frequent answer in both cases was "they don't like it when I invite/visit friends who are from other countries than country of origin and/or South Africa", scoring 19.2% and 20.3% respectively. Particularly, South African respondents chose that answer option. In relation to the question 'Do your parents and/or other caretakers like it or not when you interact with friends from the following countries', the

answers again were very similar. However, even more significant: 82.7% (31 migrants and 31 South Africans) stated that their parents do not mind where these friends come from, compared to only 9.3% (1 migrant and 6 South Africans) who indicated that their parents do not like it when these friends come from other countries than respondent's respective country of origin and/or South Africa.

Within the questionnaire subsection 'togetherness', a couple of questions aimed to discover whether national background had an influence on social interactions between students at Jules High School. Correspondingly, this topic was also addressed in the focus group discussion. The majority of participants claimed that nationality/ethnicity had no impact on the selection of friends/associates, e.g. " *[…] like there are some friends I trust them a lot and tell them a lot of things and there are others I don't do that so I wouldn't call them friends…but yeah, for me I can say they come from different countries…it's more about whom I like…it's not about whether they're South African or from wherever […]*" (focus group discussion, 9 December 2011). In contrast, one participant claimed that national background would have an influence on friendship or at least on the selection of close friends, e.g. "*[…] like a true friendship is based on the foundation…now like for instance, if I have a friend who is from my country, we speak the same language…we understand each other… obviously, the person is more likely to be my friend, we understand each other, we understand our, like our cultural backgrounds and stuff like that […]*" (focus group discussion, 9 December 2011).

For the 'Togetherness' sub-index, the following three variables were selected: 1. 'Believes that having South African friends at school helps to get to know Johannesburg better', 2. 'Visit friends from school at home/invites them (frequency)' and 3. 'Spends breaks together with…'. The majority (27.3%) of the survey respondents scored in the category "neither high nor low". However, similar high scores can be observed for "high" (23.9%) and "moderately high" (22.7%). No respondents scored in the category "very low", while 4.5% scored in "very high" and about 10% each scored in "moderately low" and "low":

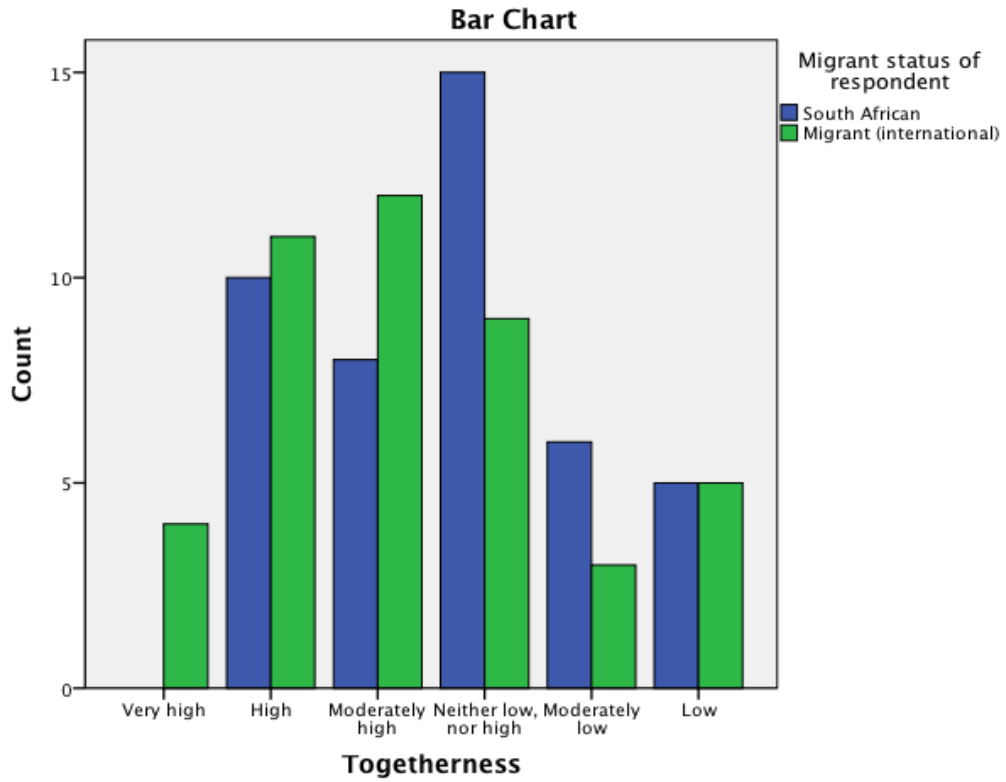
***Table 15: Togetherness (sub-index)***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 4 | 4,3 | 4,5 | 4,5 |
| | High | 21 | 22,6 | 23,9 | 28,4 |
| | Moderately high | 20 | 21,5 | 22,7 | 51,1 |

| | | | | | |
|---|---|---|---|---|---|
| | Neither low, nor high | 24 | 25,8 | 27,3 | 78,4 |
| | Moderately low | 9 | 9,7 | 10,2 | 88,6 |
| | Low | 10 | 10,8 | 11,4 | 100,0 |
| | Total | 88 | 94,6 | 100,0 | |
| Missing | No response | 5 | 5,4 | | |
| Total | | 93 | 100,0 | | |

No significant relationship exists between the computed variable 'Togetherness' and network type (p=0.222), nor can a relationship be observed with respect to migrant status (p=0.196). Nevertheless, it stands out that migrant respondents overall tend to score higher on the 'Togetherness' sub-index, particularly in the category "very high", with 4 migrants compared to 0 South Africans:

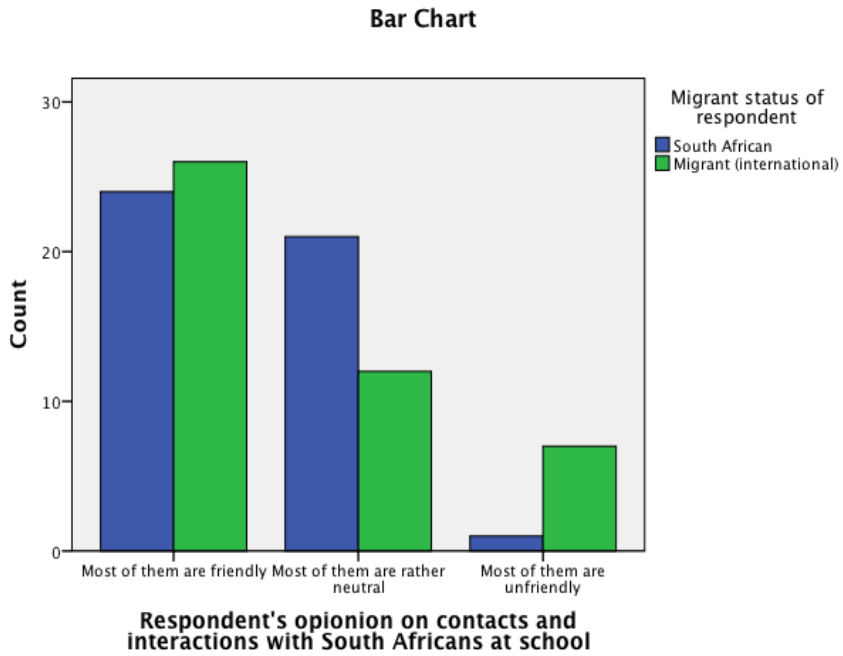
***Graph 34: Togetherness (sub-index) * migrant status***



### 3.4.2 Solidarity

The survey respondents were asked to evaluate their contacts and interactions that they have at school with South Africans, students from their country of origin if other than South Africa as well as with students who are from countries other than South Africa and/or country of origin. Regarding students from South Africa, the majority of the respondents evaluated contacts and interactions with them as overall “friendly“ (54.9%), followed by 36.3% who opined that these contacts and interactions were overall “rather neutral” and only 8.8% for overall “unfriendly”. While no significant difference can be observed according to network type (p=0.109), a significant difference with p=0.030 exists in this regard between migrants and South Africans, i.e. South Africans generally evaluated their contacts and interactions at school with South Africans more positively than migrants:

***Graph 35: Respondent’s opinion about contacts and interactions with South Africans at school * migrant status***




Similarly to contacts and interactions at school with South Africans did respondents evaluate their contacts and interactions at school with students who are from other countries than South Africa and/or country of origin: The majority answered overall “friendly” (49.5%), followed by a similar percentage for overall “rather neutral” (45.1%) and only 5.5% for overall “unfriendly”. However, in this case, as might be expected, migrants are those who tend to evaluate their contacts and interactions at school with students who are from countries other

than South Africa and/or country of origin more positively compared to South Africans, i.e. 29 migrants versus 16 South Africans for overall "friendly", versus 0 migrants and 5 South Africans for overall "unfriendly" (p=0.005). Moreover, there is a significant relationship with respect to network type when migrant status is included as a layer variable in the analysis, with p=0.022 in the case of South African respondents: Those 5 South African respondents who evaluated their contacts and interactions at school with students who are from countries other than South Africa and/or country of origin as overall unfriendly are not presented in bridging networks.

Finally, migrant respondents were asked to evaluate their contacts and interactions at school with students who are from the same county of origin. The great majority (71.4%) opined that these contacts and interactions were overall "friendly", while 24.5% stated that they were overall "rather neutral" and 5.4% who evaluated them as overall "unfriendly".

To get a clearer picture on respondents' 'opinion on contacts and interactions at school', the above three variables were computed into one single variable with the values: 1 = "evaluates all contacts as overall friendly", 2 = "evaluates at least one type of contact as rather neutral" and 3 = "evaluates at least one type of contact as rather unfriendly". Irrespective of network type (p=0.130) and migrant status (p=0.138), the majority evaluated at least one type of these contacts as overall "rather neutral" (50.5%), followed by 33% for "evaluates all contacts as overall friendly" and 16.5% who evaluated "at least one type of contact as rather unfriendly".

In response to the question on 'safety at school', more than half of the respondents (53.5%) believed that Jules High School is "neither peaceful nor conflictive", while 31.4% indicated that it was "generally peaceful" and 15.1% who indicated that they do not feel that safe at school. There is no significant relationship between 'opinion about safety at school' and network type (p=0.630), nor is there a difference according to migrant status (p=0.239).

One of the variables that aimed to measure how well the respondents feel accepted by their fellow students is 'respondent feels alone at school (frequency)'[49], i.e. has no one to rely on. Half of the respondents (51.5%), migrants and South Africans alike (p=0.312) and irrespective of network type (p=0.815), indicated that they "rarely to never" felt alone at school while about ¼ (27.5%) claimed to "sometimes" feel alone and 20.9% who stated "often to very often" feeling alone.

[49] The original 5 values ("very often", "often", "sometimes", "rarely" and "never") were reduced to 3 values ("very often to often", "sometimes" and "rarely to never").

Moreover, respondents were asked on their opinion on “whether a new student that joins class would be accepted by most other students”. The majority (53.8%) opined that this new student would be accepted “easily”, followed by 38.7% who stated “neither way”, and only 7.7% claiming “not that easily”. No significant difference can be observed concerning migrant status (p=0.460), nor with respect to network type (p=0.796). In addition, the respondents were asked whether they would feel accepted as a member of Jules High School. Again, and irrespective of migrant status (p=0.736) and network type (p=0.887), the great majority (68.1%) responded to this question positively with “agree to strongly agree”[50] while about ¼ “neither agreed nor disagreed” and only 5.5% “disagreed to strongly disagreed”:

In response to the multiple response question on ‘main person that someone at this school who had something unfortunate happen to him/her could turn to’, the three most common answers were: 1. “family member” (40.3%), 2. “South African friend from school” (20.1%) and 3. “teacher(s)/principal” (8.7%). Interestingly, migrants and South Africans provided similar answers.

The slight majority of all respondents (48.4%), irrespective of migrant status (p=0.902) and network type (p=0.746), “agreed to strongly agreed”[51] with the statement that ‘most students are willing to help if (respondent) needs it’, while 41.8% “neither agreed nor disagreed” with this statement and 9.9% “disagreed to strongly disagreed”.

Furthermore, respondents were asked to select 1-3 of the most appropriate answers to the multiple response question: ‘which friends to ask for advice on personal things’. About 30.2% indicated South African school friends, i.e. 13 migrants versus 25 South Africans, followed by 23% who would ask South African friends outside school, with surprisingly more migrant respondents than South Africans who selected this answer option, i.e. 16 migrants compared to 13 South Africans. Finally, 12.7% (only migrant respondents) claimed that they would ask friends from the country of origin.

The answers with regard to the remaining two multiple response questions: who would be the first person/s to ask 1. ‘if respondent had problems with a certain school subject/ homework’ and 2. ‘if respondent had a disagreement/fight with another student’ were very similar to each other, and in both cases the 3 most frequent answers provided by migrants

[50] The original 5 values of this variable (“strongly agree”, “agree”, “neither agree, nor disagree”, “disagree” and “strongly disagree”) were reduced to 3 values (”agree to strongly agree”, “neither agree, nor disagree” and “disagree to strongly disagree”).
[51] The original 5 values of this variable (“strongly agree”, “agree”, “neither agree, nor disagree”, “disagree” and “strongly disagree”) were reduced to 3 values (”agree to strongly agree”, “neither agree, nor disagree” and “disagree to strongly disagree”).

and South Africans alike were: 1. “Teacher/s” with 40.1% and 29.2% respectively, 2. “Family member/s” each with 24.2% and 20.1%, and 3. “South African (school) friend/s” with 19.1% and 12.3% respectively.

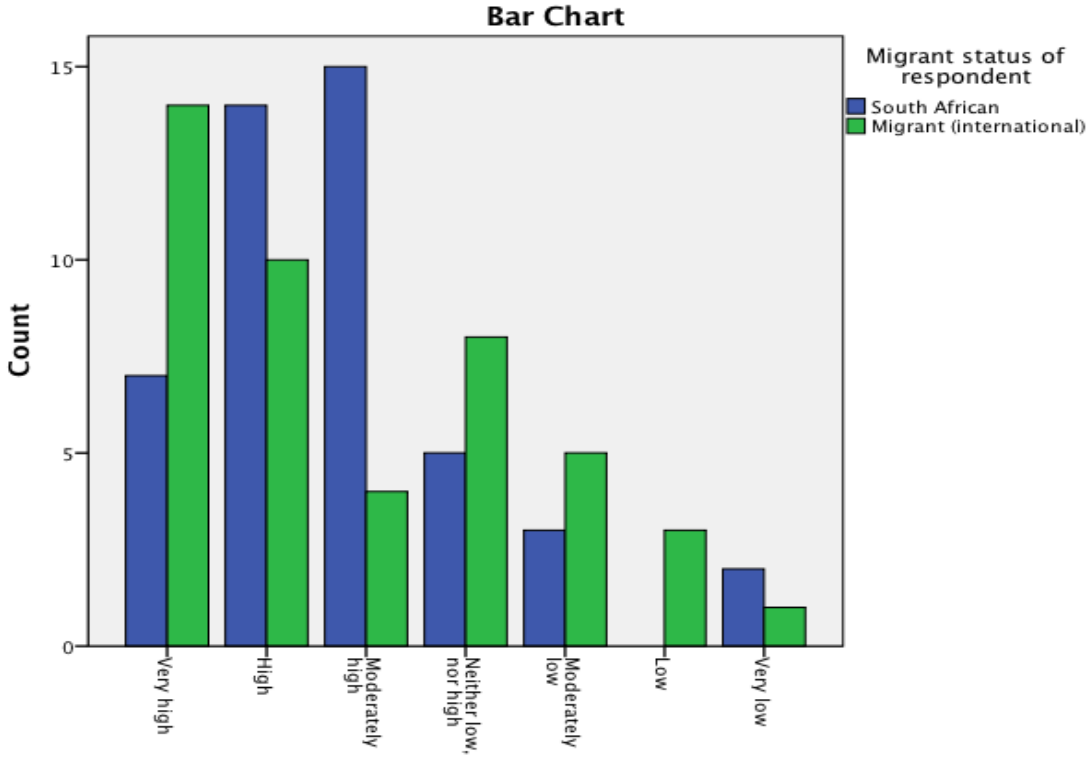
Based on the ability to be recoded into ordinal variables and factor analysis, the variables ‘opinion about contacts and interactions at school’, ‘feels accepted as a member of Jules High School’ and ‘has the impression that most students would be willing to help if he/she was in need’ were selected for the ‘Solidarity’ sub-index. More than 2/3 of the respondents (70.3%) scored within the three top categories, most frequently in the category “high” (26.4%), however, a comparatively high percentage also scored in the category “very high” (23.1%). 14.3% scored in the category “neither low nor high” and a similar percentage (15.4%) in total within the three end categories. In contrast to other sub-indices of this research report, 3 respondents scored in the category “very low”:

***Table 16: Solidarity (sub-index)***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 21 | 22,6 | 23,1 | 23,1 |
| | High | 24 | 25,8 | 26,4 | 49,5 |
| | Moderately high | 19 | 20,4 | 20,9 | 70,3 |
| | Neither low, nor high | 13 | 14,0 | 14,3 | 84,6 |
| | Moderately low | 8 | 8,6 | 8,8 | 93,4 |
| | Low | 3 | 3,2 | 3,3 | 96,7 |
| | Very low | 3 | 3,2 | 3,3 | 100,0 |
| | Total | 91 | 97,8 | 100,0 | |
| Missing | No response | 2 | 2,2 | | |
| Total | | 93 | 100,0 | | |

While no significant relation can be observed between the computed variable “Solidarity” and network type (p=0.707), a significant difference with p=0.031 exists between migrants and South Africans in this regard. Overall, South Africans scored higher on the “Solidarity” sub-index, i.e. 36 South Africans compared to 28 migrants within the three top categories, despite the fact that migrants are twice as much represented within the very top category “very high” as South Africans (14:7). Moreover, migrants are more frequently represented within the three end categories, i.e. 9 migrants versus 5 South Africans:

***Graph 36: Solidarity (sub-index) * migrant status***




### 3.4.3 Trust

Regarding general trust, the majority (47.8%) of the survey respondents, irrespective of migrant status (p=0.578) and network type (p=0.495), believed that some people could be trusted and some could not. However, a similar number stated that most people could not be trusted (40%) while only 12.2% indicated to generally trust most people.

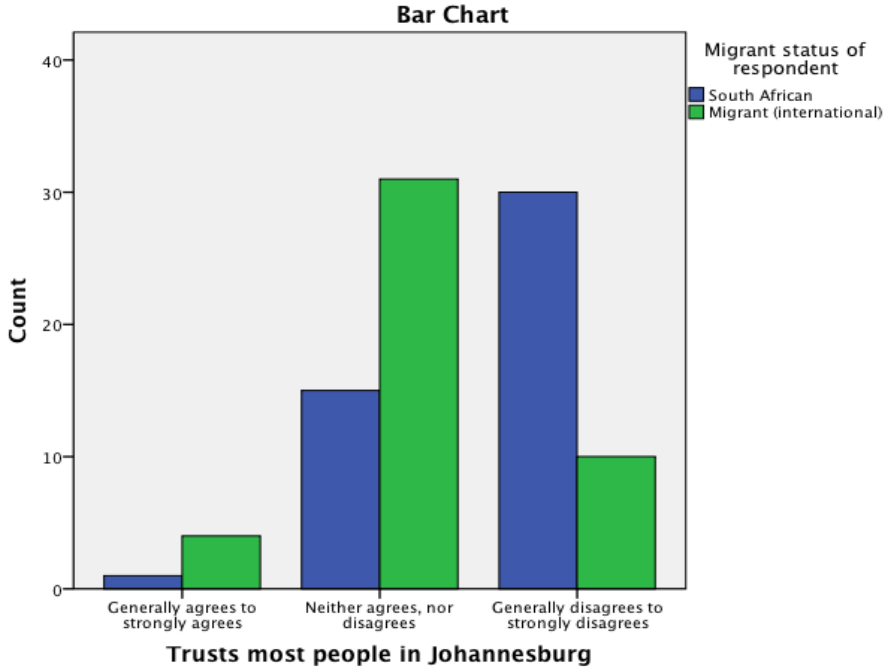
More than 80% of the respondents either claimed to 'rather trust people who are more similar' to oneself (e.g., in terms of age, nationality etc.) (40.8%), or they appear to be 'undecided' (42.3% for "neither agree nor disagree"[52]) in this regard. The remaining 16.9% "disagreed to strongly disagreed" with this statement.

[52] The original 5 values of this variable ("strongly agree", "agree", "neither agree, nor disagree", "disagree" and "strongly disagree") were reduced to 3 values ("agree to strongly agree", "neither agree, nor disagree" and "disagree to strongly disagree") with "disagree to strongly disagree" representing the highest trust levels in this case.

Similarly, the minority (13.6%) of the survey respondents stated to "disagree to strongly disagree"[53] with the statement that better knowledge of someone's culture and traditions would affect personal trust levels compared to 54.3% who "agreed to strongly agreed" and 32.1% who "neither agreed nor disagreed". However, no significant relationship exists between the two variables (p=0.102), nor can a relationship be observed in any case with regards to migrant status (p=0.243 and p=0.589) and network type (p=0.316 and p=0.306).

The variables 231a – f were recoded and computed into new variables, i.e. 1. 'Trusts most people in Johannesburg' and 2. 'Trusts most people at school AND Johannesburg'[54]. Almost half of all respondents (50.5%) indicated to "neither agree nor disagree" with the statement that 'most people in Johannesburg can be trusted', followed by 44% who "disagreed to strongly disagreed" and only 5.5% who "agreed to strongly agreed". Migrants appear to have higher trust levels in this respect (p=0.000), e.g. 10 migrants versus 30 South Africans who stated to "disagree to strongly disagree" while no significant relationship exists in line with network type (p=0.064):

***Graph 37: Respondent's opinion on whether to trust most people in Johannesburg * migrant status***



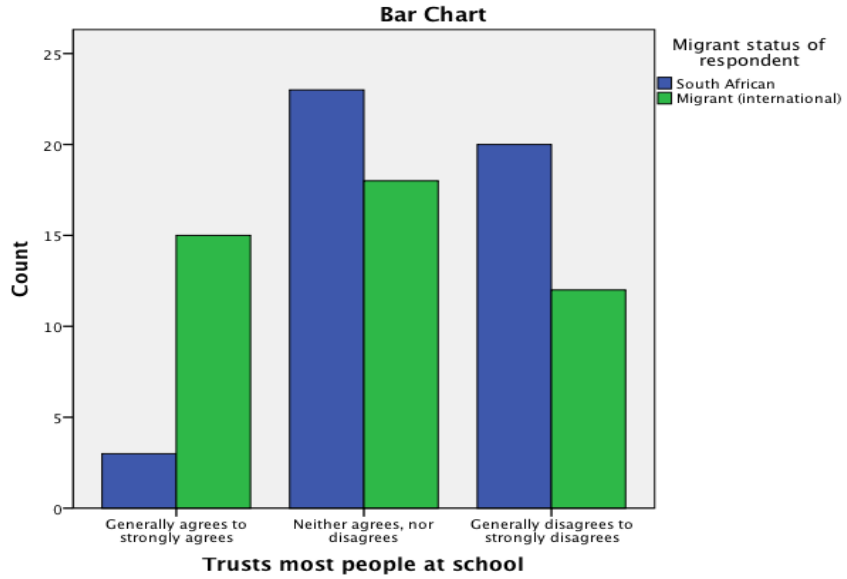

[53] The original 5 values of this variable ("strongly agree", "agree", "neither agree, nor disagree", "disagree" and "strongly disagree") were reduced to 3 values ("agree to strongly agree", "neither agree, nor disagree" and "disagree to strongly disagree") with "disagree to strongly disagree" representing the highest trust levels in this case.

[54] There was no need to recode and compute respective variables into the variable "Trusts most people at school" since a very similar variable appeared a few questions below in the questionnaire, i.e.: "Believes that most students at Jules High School are honest and can be trusted".

The answers regarding the variable 'Trusts most people at school AND Johannesburg' were comparable: 49.4% for "neither agree nor disagree", 40% for "disagree to strongly disagree" and 10.6% for "agree to strongly agree". Again, a significant difference can be observed between migrants and South Africans (p=0.003), e.g. 10 migrants versus 24 South Africans who indicated to "disagree to strongly disagree", with 7 migrants versus 2 South Africans who answered "agree to strongly agree". Moreover, there is a significant relationship between 'Trusts most people at school AND Johannesburg' and network type (p=0.015), with the highest percentage of respondents who claimed to have the majority of their friends/acquaintances at school in 'bridging networks' being represented in the category "neither agree nor disagree".

The majority of respondents (45.1%) "neither agreed nor disagreed"[55] with the statement: 'most students at this school are honest and can be trusted', followed by 35.2% who "disagreed to strongly disagreed" and 19,8% who "agreed to strongly agreed". While there is no relationship in this regard with respect to network type (p=0.117), a significant difference (p=0.005) exists between migrants and South Africans. Similar to the findings from the other variables within the sub-section 'trust', migrants appear to have higher trust levels, i.e. 18 migrants compared to 15 South Africans "agreed to strongly agreed" with the statement that 'most students at this school are honest and can be trusted', with more than twice as many migrants as South Africans (32:12) who "disagreed to strongly disagreed":

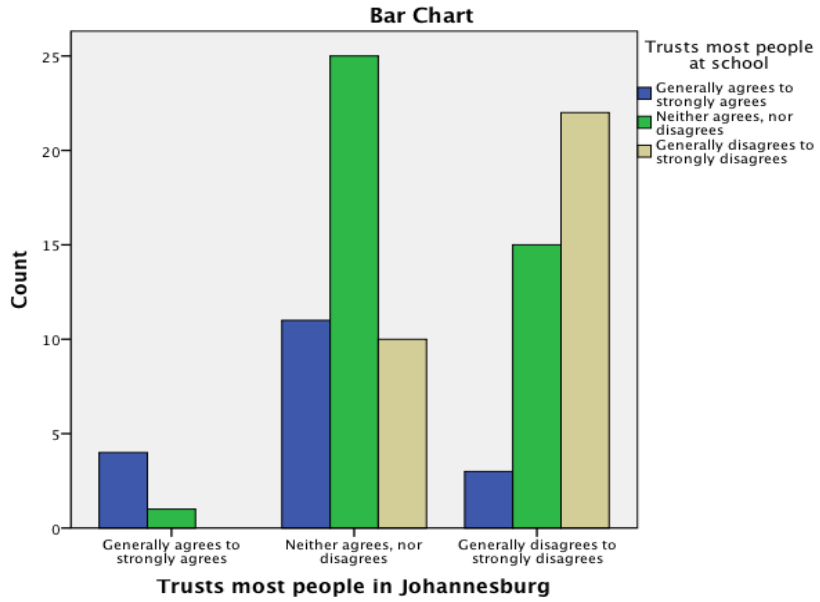
***Graph 38: Respondent's opinion on whether to trust most people at school***




[55] The original 5 values of this variable ("strongly agree", "agree", "neither agree, nor disagree", "disagree" and "strongly disagree") were reduced to 3 values ("agree to strongly agree", "neither agree, nor disagree" and "disagree to strongly disagree").

Not surprisingly, a significant relation can be observed between the trust levels towards most people in Johannesburg and most students at Jules High School respectively (p=0.000):

***Graph 39: Respondent's opinion on whether to trust most people in Johannesburg * respondent's opinion on whether to trust most people at school***




Finally, respondents were asked whether they believed that their wallet would be returned to them if they dropped it somewhere in school. The great majority "disagreed to strongly disagreed"[56] (79.3%) whereas 14.9% "neither agreed, nor disagreed" and only 5.7% who "agreed to strongly agreed". There is no significant difference in this respect between migrants and South Africans (p=0.669), nor does a relationship exist according to network type (p=0,588).

Factor analysis and recoding ability informed the selection of the following three variables for the 'Trust' sub-index: 1. 'General trust' (='Believes that most people can be trusted'), 2. 'Rather trusts people who are more similar to him/herself' and 3. 'Trusts most people in Johannesburg'. Overall, low trust levels can be observed among the survey respondents with more than half (57.8%) represented within the three end categories "moderately low" (20%), "low" (20%) and "very low" (17.8%). Only 18.9% in total scored within the three top categories "moderately high", "high" and "very high", and finally, 23.3% for the category "neither high nor low":

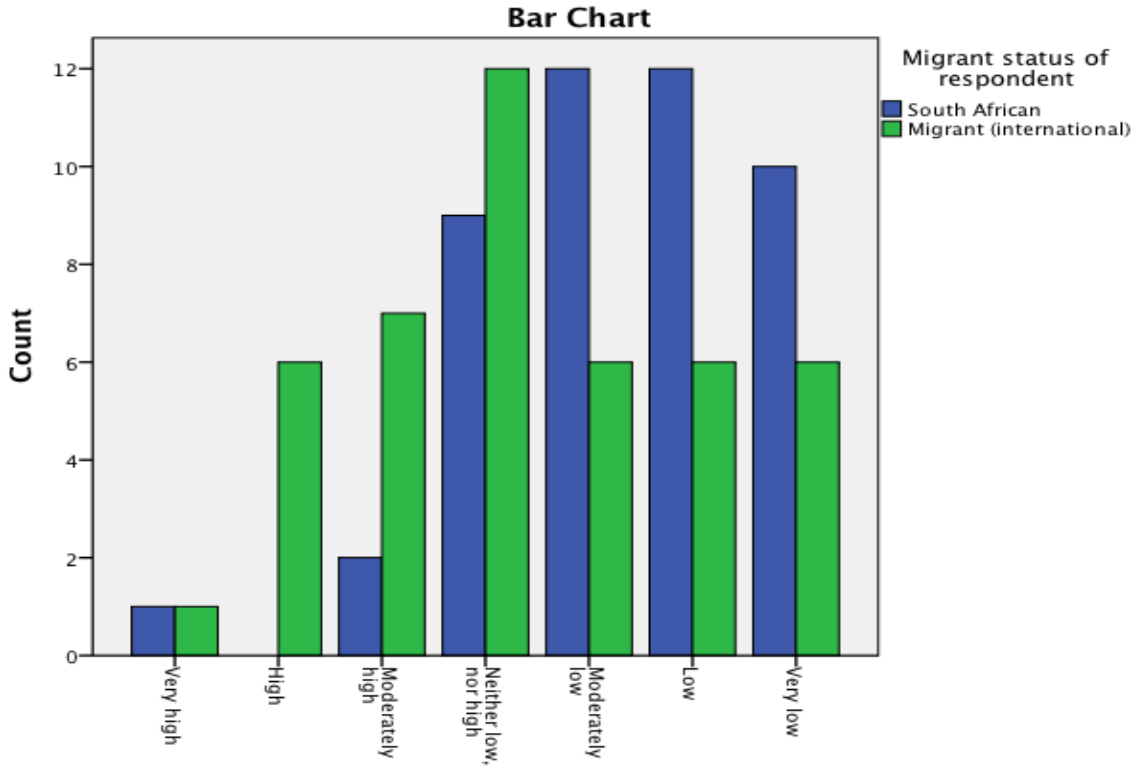
[56] The originally 5 values of this variable (= "strongly agree", "agree", "neither agree, nor disagree", "disagree" and "strongly disagree") were reduced to 3 values (="agree to strongly agree", "neither agree, nor disagree" and "disagree to strongly disagree").

***Table 17: Trust (sub-index)***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 2 | 2,2 | 2,2 | 2,2 |
| | High | 6 | 6,5 | 6,7 | 8,9 |
| | Moderately high | 9 | 9,7 | 10,0 | 18,9 |
| | Neither low, nor high | 21 | 22,6 | 23,3 | 42,2 |
| | Moderately low | 18 | 19,4 | 20,0 | 62,2 |
| | Low | 18 | 19,4 | 20,0 | 82,2 |
| | Very low | 16 | 17,2 | 17,8 | 100,0 |
| | Total | 90 | 96,8 | 100,0 | |
| Missing | No response | 3 | 3,2 | | |
| Total | | 93 | 100,0 | | |

In line with the findings from most of the above variables in the questionnaire sub-section 'trust', a significant relationship with p=0.028 exists between the 'Trust' sub-index and migrant status. Correspondingly, migrants generally scored higher, e.g. 14 migrants versus only 3 South Africans within the three top categories, with 18 migrants versus 34 South Africans within the three end categories:

***Graph 40: Trust (sub-index) * migrant status***



Moreover, there is a significant relationship between the computed variable 'Trust' and network type (p=0.030) and in particular with regards to migrant respondents (p=0.045), i.e. respondents who claimed to have the majority of their friends/acquaintances at school in bridging networks are less frequently represented within the three end categories on the 'Trust' sub-index as they are represented within the remaining four (higher) categories.

The comparatively low trust levels among the survey respondents were also reflected in the focus group discussion. Several participants indicated that they would not trust many people, some would only trust close family members for instance, others even claimed to not trust anybody besides oneself (and god), e.g. "*I trust god and myself and I…but those people like what you call them friends, best friends…so I also don't trust them […] I don't think that I even trust my mother […] so, I don't trust no one, except myself […]*" (focus group discussion, 9 December 2011). Reasons for low trust levels that were mentioned during the focus group discussion are: 1. '(experience of) disappointment', e.g. "*[…] when you talk about trust, it's something different than love…you may trust someone and he might not disappoint you…but the day, he disappoints you, you feel like killing yourself…in other words, it's better not to trust anyone […]*", 2. 'fear that others do no keep secrets', 'fear that others only try to take advantage of oneself/only care about themselves', e.g. "*[…] in Johannesburg…it is difficult to meet, I mean to meet people you can trust…like yeah, I think most people here only care about themselves, their money and problems, you see?*" and 3. 'lack of communication with/knowing each other', e.g. "*To actually know the people within your community will definitely determine your level of trust […]*" (focus group discussion, 9 December 2011).

### 3.4.4 Associational Life

According to the majority of the survey respondents (65.9%), there are "some" clubs/associations/groups at Jules High School. In response to the corresponding multiple response question on what types of clubs/associations/groups exist at Jules High, the four most frequent answers were: 1. "sports clubs" (26.6%), 2. "music groups" (26%), "theatre/drama clubs" (19.8%) and "study groups" (15.8%). More than half of all respondents (56.7%) claimed to be a "member of 1-2"[57] of these groups at school. However, quite a few

[57] The original 5 values of the variable 'membership in associations at school' ("is not a member of any group", "is a member of 1 group", "is a member of 2 groups", "is a member of 3 groups" and "is a member of more than 3 groups") were reduced to 3 values ("is not a member of any group", "is a member of 1-2 groups" and "is a member of 3 and more groups").

respondents also indicated not to be a member of any group (40%) compared to only 3.3% who stated being a "member of 3 or more groups" at school. Interestingly, no significant relationship can be observed between the variable 'membership in associations at school' and migrant status (p=0.733), nor is there a relationship with respect to network type (p=0.381).

Almost as many respondents, migrants and South Africans alike (p=0.315) and irrespective of network type (p=0.711), claimed to either participate "rarely to never"[58] (43.3%) in their associations at school as those who indicated in contrast to participate "often to always" (40%), while the remaining 16,7% maintained to participate "sometimes".

In a similar fashion to the responses in relation to 'membership in clubs/associations/groups at school' are those considering the variable 'membership in clubs/associations/groups OUTSIDE school'[59], with the majority of respondents claiming to be a "member of 1-2 groups" (65.9%), followed by 28.6% who claimed not to be a "member of any group" and only 5.5% stating to be a "member of 1-3 groups". Correspondingly, a significant relation exists between the two variables (p=0.000), whereas no difference can be observed, neither in line with migrant status (p=0.337) nor with regards to network type (p=0.580):

***Table 18: Respondent's membership in associations outside school * respondent's membership in associations at school***

Count

| | | Membership in associations at school | | | Total |
|---|---|---|---|---|---|
| | | Is a member of 3 and more groups | Is a member of 1 -2 groups | Is not a member of any group | |
| Membership in associations outside school | Is a member of 3 and more groups | 2 | 1 | 2 | 5 |
| | Is a member of 1 -2 groups | 0 | 40 | 19 | 59 |
| | Is not a member of any group | 1 | 10 | 15 | 26 |
| Total | | 3 | 51 | 36 | 90 |

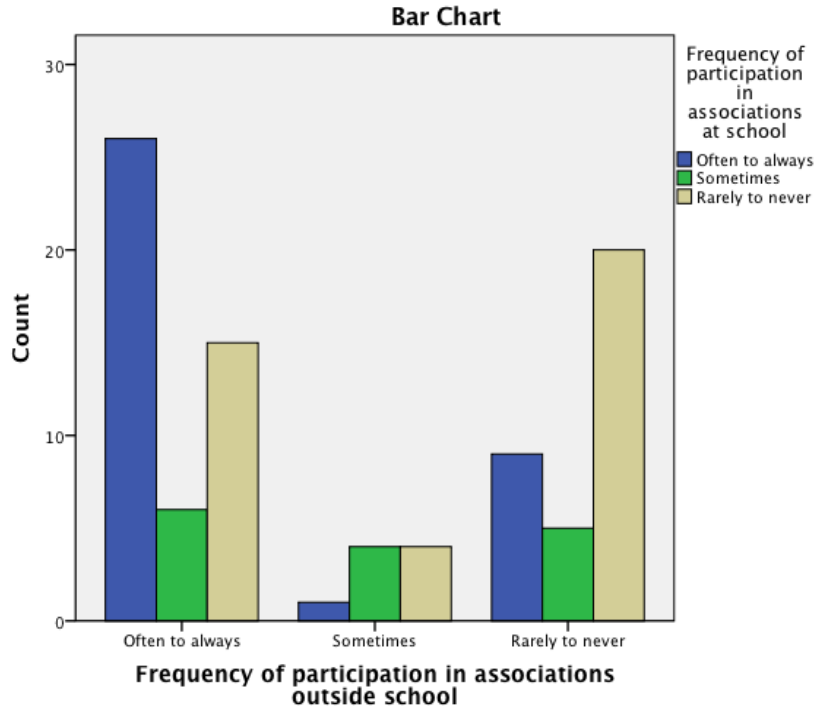
[58] The original 5 values of the variable "frequency of participation in associations at school" were reduced to 3 values ("often to always", "sometimes" and "rarely to never").
[59] The original 5 values of the variable "membership in associations outside school" ("is not a member of any group", "is a member of 1 group", "is a member of 2 groups", "is a member of 3 groups" and "is a member of more than 3 groups") were reduced to 3 values ("is not a member of any group", "is a member of 1-2 groups" and "is a member of 3 and more groups").

Common types of associations/clubs/groups outside school that respondents reported to be members of are the same as those that exist inside school, albeit in a different order: 1. “music groups” (30,5%), 2. “sports clubs” (24,4%), 3. “study groups” (19,5%) and 4. “theatre/drama clubs” (12,4%).

About half of the respondents (52.7%), migrants and South Africans alike (p=0.636) and irrespective of network type (p=0.660), indicated to participate in their clubs/associations/ groups outside school “often to always”[60], while 37.4% stated to participate “rarely to never” and 9.9% who claimed to participate “sometimes”.

Although, overall respondents seem to participate more frequently in their clubs/associations/ groups outside school than inside school, a significant relation can be observed between the two variables with p=0.007:

***Graph 41: Respondent’s participation in associations outside school (frequency) * respondent’s participation in associations at school (frequency)***




Lastly, the survey respondents were asked to think of their favourite club/association/groups outside of school and estimate how many members are South Africans and how many are non-South Africans. Out of all responses to this question, 1/2 claimed that there were “either

[60] The original 5 values of the variable “frequency of participation in associations outside school” were reduced to 3 values (“often to always”, “sometimes” and “rarely to never”).

more South Africans or more non-South Africans"[61] while about 1/3 (29.2%) argued that there were "more or less as many South Africans as non-South Africans". Finally, 20% believed that "there are either only South Africans or only non-South Africans". No significant difference can be observed either with respect to migrant status (p=0.189) or in relation to network type (p=0.632).

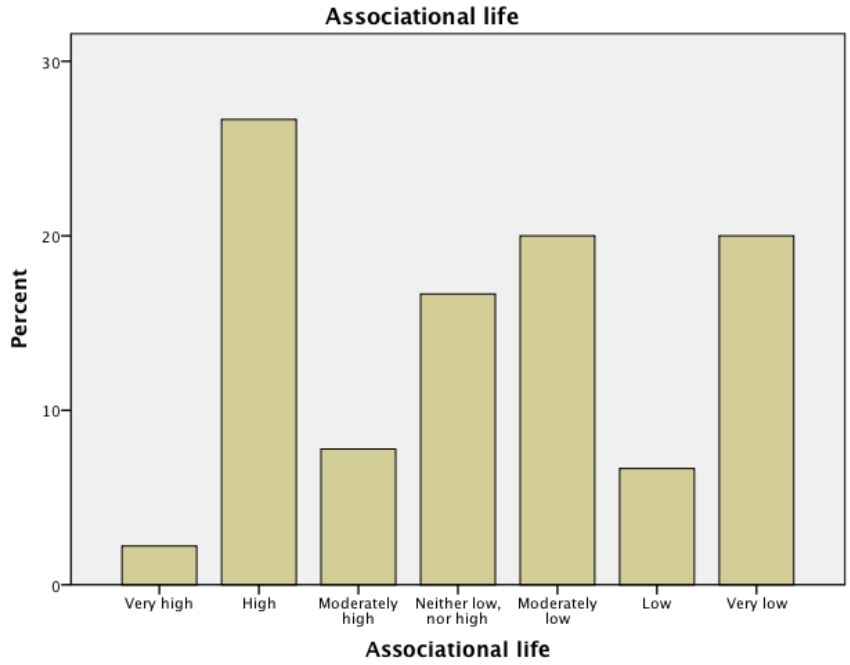
Based on factor analysis, three out of five possible variables were chosen for the ordinally scaled 'Associational Life' sub-index, with a level of measurement from "very high" to "very low", namely 1. 'Membership in clubs/associations/groups at school', 2. 'Frequency of participation in associations at school' and 3. 'Frequency of participation in associations outside school'. A slight majority (26.7%) scored "high" on this sub-index, followed by 20% each for "moderately low" and "very low":

***Table 19: Associational Life (sub-index)***

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 2 | 2,2 | 2,2 | 2,2 |
| | High | 24 | 25,8 | 26,7 | 28,9 |
| | Moderately high | 7 | 7,5 | 7,8 | 36,7 |
| | Neither low, nor high | 15 | 16,1 | 16,7 | 53,3 |
| | Moderately low | 18 | 19,4 | 20,0 | 73,3 |
| | Low | 6 | 6,5 | 6,7 | 80,0 |
| | Very low | 18 | 19,4 | 20,0 | 100,0 |
| | Total | 90 | 96,8 | 100,0 | |
| Missing | No response | 3 | 3,2 | | |
| Total | | 93 | 100,0 | | |

[61] The original 5 values of this variable ("There are only South Africans", "There are more South Africans than non-South Africans", "There are more or less as many South Africans as non-South Africans", "There are more non-South Africans than South Africans" and "There are only non-South Africans") were reduced to three values, i.e. 1= "There are more or less as many South Africans as non-South Africans" as an indicator for 'high' social capital (cf. 'bridging networks/social capital'), 2 = "There are either more South Africans or more non-South Africans" as and indicator of 'neither high nor low social capital' and finally 3 = "There are either only South Africans or only non-South Africans" as an indicator for 'low' social capital (cf. 'bonding networks/social capital').

***Graph 42: Associational Life (sub-index)***




Overall, the respondents scored comparatively low on the 'Associational Life' sub-index with 46.7% within the three end categories versus 36.7% within the three top categories and 16.7% in the middle (="neither low nor high").

As might be expected from the findings of the analysis of all the above variables in the questionnaire section on 'membership in associations/clubs/groups', no significant relationship can be observed between the computed variable 'Associational Life' and migrant status (p=0.158), nor does a difference exist according to network type (p=0.292), with the latter being fairly surprising at first glance. However, it needs to be stressed that the variable 'network type' refers to *in*formal social networks, while all variables in the questionnaire section on 'membership in associations/clubs/groups' instead relate to more formal social networks, and thus cannot be equated with each other.

### 3.4.5 Conclusion: Social Capital Index

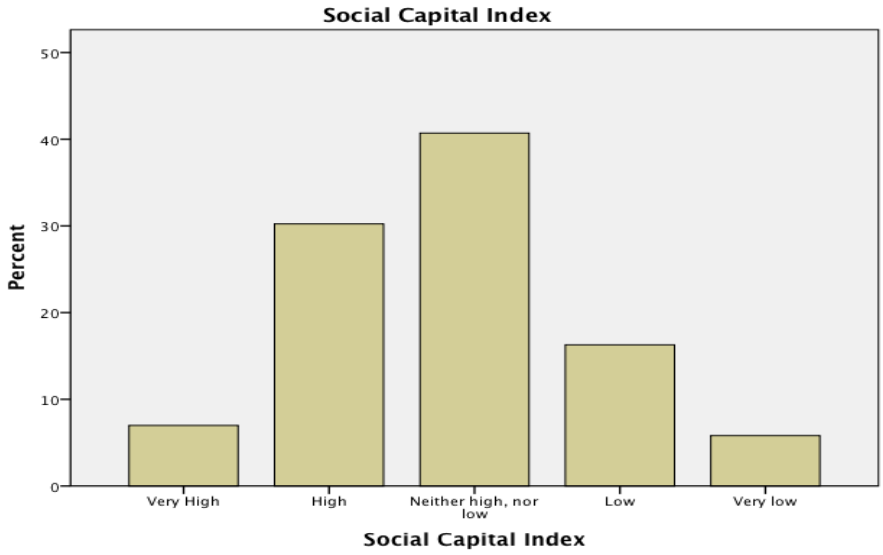
In contrast to the scores with respect to the six integration sub-indices, the survey respondents scored comparatively lower on the four social capital sub-indices, i.e. particularly in relation to 'Trust' and 'Associational Life', where in both cases the majority of respondents fell within the three end categories. For two of the four sub-indices, i.e. for 'Trust' and 'Solidarity' respectively, a difference exists between migrants and South Africans, namely migrants scored higher on the trust sub-index while South Africans scored higher on the solidarity sub-index. A difference according to network type can only be observed in the case of the trust sub-index, i.e. those respondents and particularly migrant respondents who claimed to have the majority of their friends/acquaintances at school in 'bridging' networks are less frequently represented within the three end categories of the 'Trust' sub-index.

To conclude, the majority (40.7%) of all cases (86 in total) that were included in the overall ordinally scaled 'Social Capital' index, with a measurement level from "very high" to "very low", appear to have "neither high nor low" social capital. However, 30.2% still scored "high" and 7% "very high" compared to about ¼ (22.1%) who are represented within the two end categories "low" (15.1%) and "very low" (5.8%):

***Table 20: Social Capital Index***

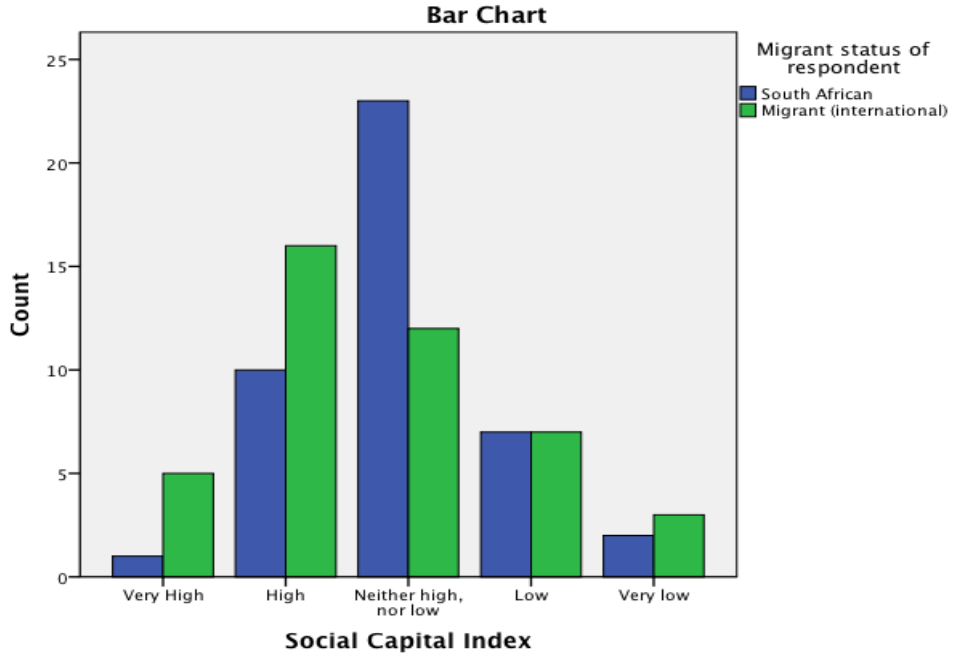
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very High | 6 | 6,5 | 7,0 | 7,0 |
| | High | 26 | 28,0 | 30,2 | 37,2 |
| | Neither high, nor low | 35 | 37,6 | 40,7 | 77,9 |
| | Low | 14 | 15,1 | 16,3 | 94,2 |
| | Very low | 5 | 5,4 | 5,8 | 100,0 |
| | Total | 86 | 92,5 | 100,0 | |
| Missing | No response | 7 | 7,5 | | |
| Total | | 93 | 100,0 | | |

***Graph 43: Social Capital Index***




No significant difference can be observed between the computed variable "Integration Levels" and network type (p=0.162), nor does a difference exist according to migrant status (p=0.103):

***Graph 44: Social Capital Index * migrant status***



### 3.4.6 Transfer of information among Jules High School students

According to Coleman (1988:119), "information-flow capability of the social structure" is one of the three forms of social capital. A couple of questions, e.g. 126, 128, 137, 142 and 147, in the questionnaire directly related to how different types of information are transferred among students at Jules High School, and shall be summarized in the following. Correspondingly, with respect to information sources, I will only focus on the frequency and distribution of the answer options "South African school friends/classmates" and "non-South African school friends/classmates".

With regards to the multiple response question (12 answer options) on information sources about the laws of South Africa, "South African school friend/s" was the 3rd most frequent answer given by the survey respondents whereas "non-South African school friend/s"[62] was the 5th most frequent answer. However, no relationship exists for both answer options with respect to migrant status, i.e. for South Africans and migrants alike, "South African school friend/s" seem to be a more popular information source than "non-South African school friend/s".

Similar results can be observed with respect to the multiple response question (12 answer options) on information sources on human rights: "South African school friend/s" was the 5th most frequent answer while "non-South African school friend/s" was the 7th most frequent answer. Again, there is no difference between migrants and South Africans in this regard. Correspondingly, "South African school friend/s" appear to be a more popular information source on human rights than "non-South African school friend/s" for both South Africans and migrants.

The results to the questions above are comparable to the analysis of the multiple response question (13 answer options) on information sources on South Africa's history and cultures, with "South African school friends/classmates" being the 3rd most frequent answer whereas "non-South African school friends/classmates" was not a very popular answer, i.e. one of the least frequent answers. There is no difference between migrant and South African respondents concerning both answer options. Accordingly, for South Africans and migrants alike, "South African school friends/classmates" are preferred to "non-South African school friends/classmates" as information sources on South Africa's history and cultures.

[62] The value "non-South African school friends was computed out of "school friend/s from county of origin, if not South African" + "school friend/s from other countries than South Africa and/or country of origin".

With regards to the multiple response question on information sources on other African countries' histories and cultures, the inverse is true: "non-South African school friends/classmates" (4th most frequent answer out of 13 possible answer options) was chosen more often by the survey respondents than "South African school friends/classmates"; and a significant difference (p=0.028) exits between migrants and South Africans in relation to the answer option "non-South Africans school friends/classmates" as information sources on other African countries' histories and cultures. Interestingly, South African respondents claimed more frequently than migrants to learn from "non-South African school friends/classmates" about other African countries' histories and cultures.

A last multiple response question that directly related to information flow capability among students at Jules High school was the question: 'Who told you to go there?' (=place of treatment when sick). Both "South African school friends" and "non-South African school friends" ranked 3rd out of 7 possible answer options, and no relationship can be observed with regards to migrant status for any of the two answer options. Accordingly, both "South African school friends" and "non-South African school friends" appear to be equally popular information sources on recommended place of treatment when sick. Nevertheless, it should be said that both answer options received low percentages, with other information sources such as "family members" or "neighbors" being more popular.

To sum up, "South African school friends/classmates" are more frequently mentioned as information sources with regards to most of the above discussed multiple response questions. However, it needs to be acknowledged at this point that only a few questions in the questionnaire directly related to information flow capability among students. Furthermore, the high number of answer options in each case most possibly compromised the overall findings and accordingly many respondents generally preferred other answer options such as "family members" or "at school/from teachers and/or books" to "South African school friends/classmates" or "non-South African school friends/classmates".

Despite these measurement difficulties, it can be concluded that membership in informal social networks at school helps Jules High School students, migrants and South Africans alike, at least up to a certain degree to acquire and transfer information such as knowledge about the laws of South Africa. Such 'interpersonal' information sources can be considered as being important notably for young migrants, also with regards to integration, recalling that two of the key informants pointed out that 'lack of information and education on rights' among migrants in Johannesburg were one of the key barriers to integration (key informant interviews, 1 – 4 November 2011). Moreover, not only for migrants, but also for South

Africans, 'interpersonal' information sources can be regarded as helpful with respect to integration since it supports intercultural exchange, a view also shared by the focus group participants (focus group discussion, 9 December 2011).

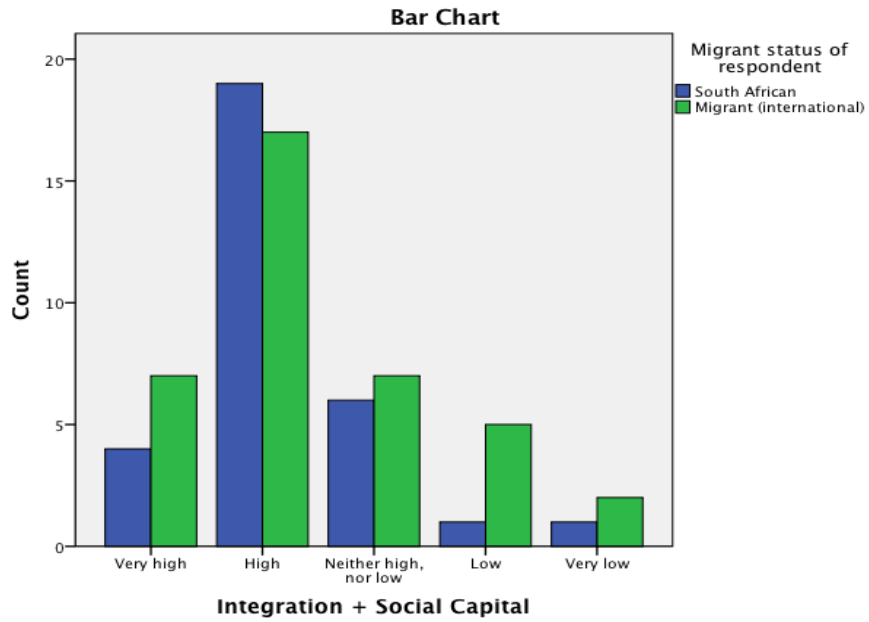
## 3.5 Linking Social Capital and Integration

In the following pages, I will first present the findings from the overall analysis of the two main indices 'Integration' and 'Social Capital', then compare them with each other and also compare all sub-indices with each other, including migrant status as a layer variable where applicable. In addition, I will discuss as far as possible the role that network type plays in relation to the overall findings and the difficulties with respect to measuring the impact of this potential predictor variable.

### 3.5.1 The impact of social capital on integration levels of Jules High School students

As already analyzed above (cf. chapter 3.2.9), the vast majority (74.4%) out of all 74 cases that were included in the final Integration index scored either high or very high, which means that a high percentage of the survey respondents seems to be fairly well integrated. These results are applicable for both migrant respondents as well as for South African respondents, i.e. no significant relationship (p=0.221) can be observed between the computed variable 'Integration Index' and migrant status, nor does a relationship exist with respect to network type (p=0.171). Also with regards to the 'Social Capital Index', neither migrant status (p=0.103) nor network type (p=0.162) seems to have a significant influence on the respondents' scores. However, when looking at the scores of all 86 cases that could be included in the 'Social Capital' index, it stands out that overall, respondents scored lower on the 'Social Capital Index' (the majority were in the category "neither high nor low") than they scored on the 'Integration Index'. As might be expected, also for the computed scores of both indices, Integration and Social Capital, no difference can be observed between migrants and South Africans (p=0.504):

***Graph 45: Integration Index + Social Capital Index (computed)***




Similarly, no relationship exists between the computed variable 'Integration + Social Capital' and network type (p=0.255).

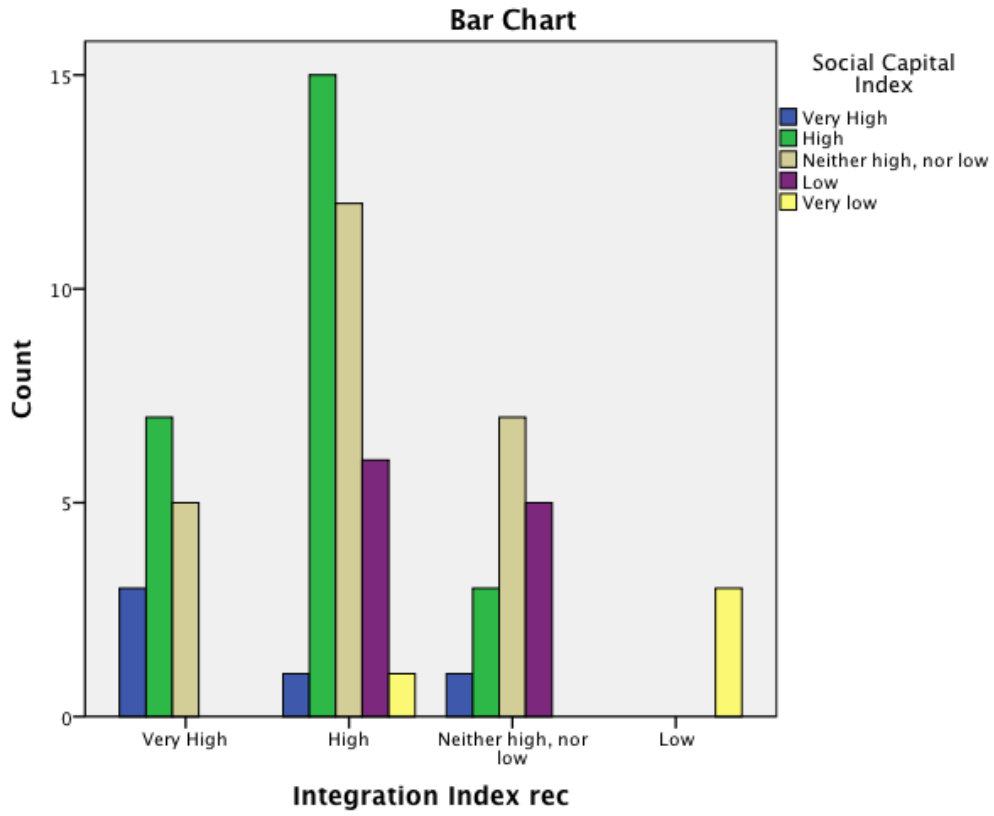
These results are not surprising, recalling the findings from the analysis of all ten sub-indices as well as from the analysis of the single variables within the thematic questionnaire sections (excl. personal details). For only about ¼ of all single variables does a relationship exist with respect to migrant status, and for not even 5% of the single variables can a difference be observed according to network type. Correspondingly, when looking at the ten sub-indices, only in 4 cases is there a difference in relation to migrant status, namely for 'Language Skills' (South Africans scored higher), 'Identificatory Integration' (South Africans scored higher), 'Solidarity' (South Africans scored higher) and 'Trust' (migrants scored higher). And in only 1 case was there a difference with regards to network type, namely for 'Trust' (those respondents and particularly migrant respondents who claimed to have the majority of their friends/acquaintances at school in 'bridging' networks were less frequently represented within the three end categories of the 'Trust' sub-index).

To summarize, unlike what was originally expected, both variables, migrant status as well as network type, do not seem to have a significant impact on either the respondents' integration levels or on their social capital. Notably, with regards to integration, migrant learners appear to be almost as well integrated as their South African counterparts.

However, the main purpose of this study was to find out whether informal social networks at school, and particularly the quality dimension of these networks, i.e. social capital, has an influence on migrant learners' integration. Accordingly, the two final indices, 'Integration Levels' and 'Social Capital' shall be compared with each other in the following section.

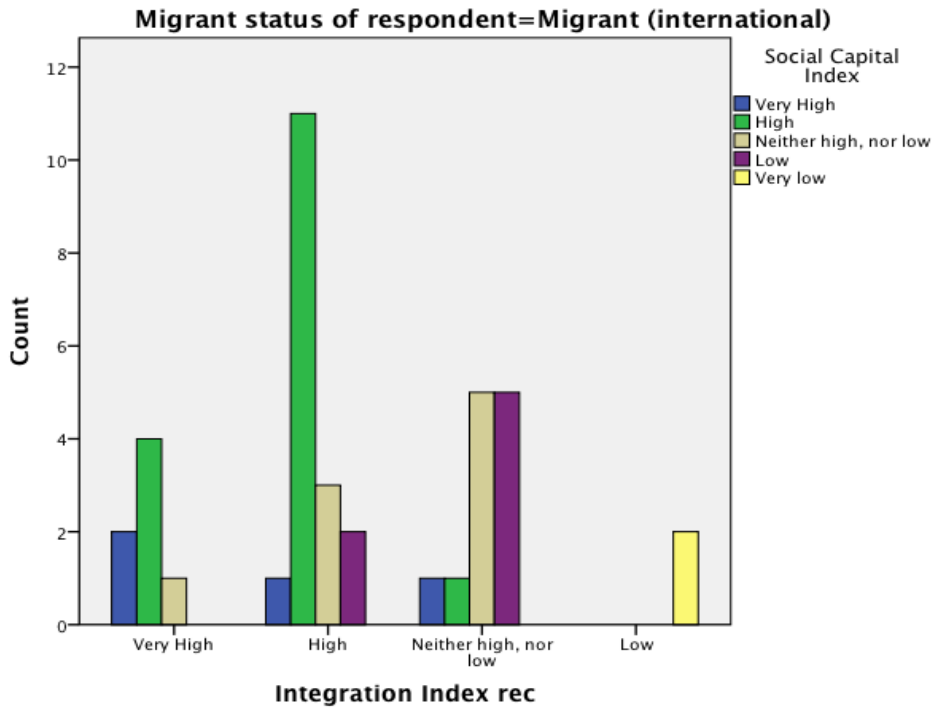
The chi-square test with p=0.000 confirms that a very significant relationship exists between the survey respondents' social capital and their integration levels, i.e. the more social capital they reportedly possess, the better they seem to be integrated:

***Graph 46: Integration Index * Social Capital Index***




Since this relationship refers to all survey respondents irrespective of migrant status, there is the need to include migrant status as a layer variable in the analysis in order to make a statement on whether migrants in particular benefit from their social networks at school with regards to integration. In fact, the results from the chi-square tests are even more significant for migrants than they are for South Africans, i.e. the cross-tabulation of the 'Social Capital Index' and 'Integration Index' shows a significance of p=0.000 in the case of migrants compared to a weaker significance of p = 0.037 in the case of South Africans:

***Graph 47: Integration Index * Social Capital Index * migrant status = migrant (international)***




To conclude, the overall analysis has shown, in line with social capital theory, that in the case of Jules High School, informal social networks at school and notably the quality dimension of these networks most possibly play a positive role for migrant learners' integration. Cross-tabulations of each of the four social capital sub-indices with each of the six integration indices[63] indicates that 'togetherness' and 'solidarity' in particular as indicators of social capital relate with different integration sub-indices, namely with 'neighborhood integration', 'rights awareness', 'schooling and education' as well as 'identificatory integration' and are correspondingly notably supportive for integration. The three strongest relationships that can be observed are 1. between 'solidarity' and 'schooling and education' (p=0.000), 2. between 'togetherness' and 'schooling and education' (p=0.007) as well as 3. between 'solidarity' and 'rights awareness' (p=0,008).

However, in some cases these relationships are different according to migrant status, e.g. a relationship between 'solidarity' and 'rights awareness' cannot be observed for South African respondents (p=0.268). In contrast, in other cases for which overall no significant relationship exists between two sub-indices, the picture is different when migrant status is included as a layer variable, e.g. there is no significant relationship (p=0.114) between 'trust' and

[63] In order to be able to compare all 10 sub-indices with each other as well as with the two final main indices 'Social Capital' and 'Integration', the values of all indices were reduced to three, i.e. "high", "middle" and "low".

‘identificatory integration’ when looking at all respondents, while in the case of migrants a relationship with p=0.003 can be observed.

The following table summarizes the results of the cross-tabulations of all sub-indices for which significant relationships exist, either with or without migrant status as a layer variable:

***Table 21: Crosstabulation of sub-indices (summary)***

| | Migrant Status | | Total |
|---|---|---|---|
| | **Migrant** | **South African** | |
| Togetherness* Neighborhood Integration | p = **0,027** | p = 0,170 | p = **0,030** |
| Togetherness* Education & Schooling | p = 0,064 | p = **0,044** | p = **0,007** |
| Togetherness* Identificatory Integration | p = **0,036** | p = 0,337 | p = **0,019** |
| Solidarity* Rights Awareness | p = **0,031** | p = 0,268 | p = **0,008** |
| Solidarity* Education & Schooling | p = 0,186 | p = **0,000** | p = **0,000** |
| Solidarity* Neighborhood Integration | p = **0,007** | p = 0,742 | p = **0,018** |
| Solidarity* Identificatory Integration | p = **0,041** | p = 0,906 | p = 0,074 |
| Trust* Identificatory Integration | p = **0,003** | p = 0,621 | p = 0,114 |

Furthermore, significant relationships can be observed between the overall ‘Social Capital’ index and the integration sub-index ‘Schooling and Education’ (p=0.015), as well as between ‘Social Capital’ and the ‘Identificatory Integration’ sub-index (p=0.008). However, these relationships disappear in both cases for South African respondents when migrant status is included as a layer variable, i.e. the relationships only exist for migrant respondents with p=0.036 and p=0.001 respectively. Nevertheless, the findings suggest that social capital is first notably important for migrant learners with respect to identificatory integration, i.e. higher levels of social capital help them most possibly to better identify with the South African host society. Second, higher levels of social capital result in higher scores on the schooling and education integration sub-index in the case of migrant respondents at Jules High School.

Moreover, the overall 'Integration' index relates to the two social capital sub-indices 'togetherness' (p=0.000) and 'solidarity' (p=0.000), and in both cases significant relationships can be observed for migrants and South Africans alike. This again confirms that particularly 'solidarity' and 'togetherness' are important indicators in support of integration for Jules High School students. Finally, there is a relationship with p=0.008 for migrant respondents between the overall 'Integration' index and the 'trust' sub-index, i.e. higher trust levels correspond with higher overall integration levels. However, no relationship exists in this regard in the case of either all respondents or South African respondents alone.

To summarize, higher levels of social capital in the case of Jules High school students enhance integration levels of both migrant learners as well as their South African counterparts. Notably 'togetherness' and 'solidarity' among Jules High School students play a significant role in this regard. Further justifications for the importance of these two social capital indicators can be inferred from the analysis of the findings from the focus group discussion and key informant interviews respectively.

For instance, two of the key informants confirmed 'positive' interactions between young migrants and their South African counterparts. Comparable to the findings of Hlbobo (2004; cf. chapter 1.2.2.2), the key informants agreed that children were in general not "agents of discrimination" and would thus intermingle easier with each other than adults (key informant interviews, 1 -4 November 2012). Elaborating further on this topic, one of the key informants stressed that in particular solidarity among "the young ones" that arises from their social interactions could be considered as a main source of support and correspondingly enhances integration levels of migrant children and youth in Johannesburg (key informant interviews, 1 -4 November 2012).

Also, the focus group participants highlighted that having South African friends and socializing with them would help them to feel part of the South African society, e.g., "*[…] like for example at school…we are friends, I mean we make friends with South Africans and also in my neighbourhood, you get to know people…so, ya, many are really good to us, so you make friends like at school and then they introduce you to their friends and so on…which means you feel like that you're really part of that […]*" (focus group discussion, 9 December 2011).

### 3.5.2 Bonding versus bridging networks among Jules High School students

More than 2/3 (71.4%) of the survey respondents appear to have the majority of their friends/acquaintances at school in bonding networks, compared to only 15.4% that seem to be more involved in bridging networks and 13.2% who seem to have the same amount of friends/acquaintances at school in both networks. Although not statistically significant (p=0.055), migrants indicated more frequently than South Africans (11 migrants versus 3 South Africans) to have the majority of their friends/acquaintances at school in bridging networks. However, looking at the absolute numbers for all respondents, that is 65 respondents for bonding networks, 14 for bridging networks and 12 for both type of networks, it is not surprising that due to this unequal distribution of the variable network type it was difficult to filter out what role the quantity dimension of network type plays in relation to the other single variables, computed variables as well as sub-indices and main-indices. Correspondingly, only for few variables and for only one sub-index, namely 'trust', could significant relationships be observed according to network type.

For instance, a significant relationship (p=0.016) exists between duration of being enrolled at Jules High School and network type, with the largest share of respondents who claimed to have the majority of their friends/acquaintances at school in bridging networks being enrolled for more than 2 years to 3 years. However, when migrant status is included as a layer variable, the relationship between the two variables diminishes. Similarly, although not statistically significant, it seems that having more friends/acquaintances in 'bridging' networks at school generally only develops after having stayed in Johannesburg for a certain period of time: for the migrants in the sample this refers to a stay of at least two years, whereas for the South Africans in the sample these networks only seem to develop after having stayed in Johannesburg for at least four years.

Thus, it can be assumed that in the case of Jules High School students, bridging networks only establish after a certain period of time. These findings, in line with social capital theory, support the hypothesis that bonding social networks usually develop first, i.e. as a source of "emotional support, self esteem and confidence", and can further lead to "strong social capital" which eventually can help to build up connections between different bonding networks and ideally result in the development of bridging social capital (Ager and Strang 2010: 598; cf. chapter 1.3).

With regards to three variables within the thematic sub-section 'Identificatory Integration', significant relationships according to network type can be observed, i.e. with respect to 'feels

like hiding national and/or ethnic identity (frequency)', 'participation in cultural activities' and 'is proud of being an inhabitant of South Africa'. For the latter two cases, however, a significant relationship only exits concerning migrant respondents. Considering all three variables above, in general, involvement in bridging social networks seems to have a positive influence on integration for Jules High Scholl students, since among those respondents who admitted to "often" feel like hiding their national and/or ethnic identity, none of these cases were represented in bridging networks. This again reflects social capital theory, because bridging social networks are considered to be important for the acquisition of bridging social capital, which in turn, according to Putnam (2000:19), is necessary for "getting ahead" in society while bonding social capital only helps to 'get along'.

A few more cases could be presented that show that involvement in bridging social networks has a positive influence on both integration levels as well as on the acquisition and transfer of social capital among Jules High School students. With regards to all ten sub-indices, in only one case, namely 'trust', a significant relationship ($p=0.040$) can be observed for migrant respondents in relation to network type: Those migrant respondents who claimed to have the majority of their friends/acquaintances at school in bridging networks are less frequently represented within the three end categories on the 'Trust' sub-index as they are within the remaining four (higher) categories.

In conclusion, it can be assumed that involvement in bridging social networks most possibly impacts positively on integration as well as on the acquisition and transfer of social capital of Jules High School students. However, due to the unequal distribution of the variable 'network type' and due to the small number of cases for which significant relationships could be observed in this respect, these findings are not statistically significant and rather reflect a general tendency.

# 4. Conclusion

The starting point of this research project was the assumption that informal social networks among students at secondary schools in Johannesburg, and in particular the quality dimension of these networks, have an impact on migrant learners' integration into both the school environment as well as into the host society of Johannesburg (cf. chapter 1.1.4). Based on social capital theory, it was correspondingly suggested that membership in social networks at school may have a positive influence on integration due to resources and other benefits (= social capital) that arise from social interactions between members within these networks (cf. chapters 1.1 and 1.1.1). In short, it was hypothesized that the more social capital an individual has, the better integrated he/she should be.

Studies that relate social capital theory to the integration of migrants (e.g. Ager and Strang 2010) further stress that particularly the acquisition of 'bridging' social capital is crucial for integration in order to encounter exclusion and eventually have access to a greater amount of resources (cf. chapter 1.3). Accordingly, this study not only aimed to compare integration indicators with social capital indicators in order to measure the impact of social capital on integration. It also aimed to identify whether the type of network that the majority of the survey respondents' friends/acquaintances at school belongs to (i.e. 'bonding' vs. 'bridging' network) had an influence on each of the integration indicators and social capital indicators respectively.

The analysis of the survey findings shows that a very significant relationship exists between the respondents' social capital and their integration levels. Whereas migrant learners in particular appear to benefit from their social networks at school, the results are overall applicable to both migrant respondents as well as their South African counterparts, i.e. against what we might have expected from the literature, no significant relationship can be observed between integration levels and migrant status. Correspondingly, in line with social capital theory, higher levels of social capital in the case of Jules High school students enhance integration levels of both migrant learners as well as their South African counterparts.

Notably 'togetherness' and 'solidarity' as social capital indicators among Jules High School students play a significant role in this regard which was also confirmed by the key informants as well as the focus group participants. The importance of solidarity for the acquisition and accumulation of social capital, which in turn enhances integration levels, hereby well reflects Bordieu's conceptualization of social capital (cf. chapter 1.1.1). Hence, according to Bordieu

“relationships of mutual acquaintance and recognition” can be seen as a pre-requisite for building up social capital (1986:249). Furthermore it is not surprising that togetherness has a great impact on the integration levels of Jules High School students since – as already elaborated on above – only due to social interactions it becomes possible in the first place to acquire and transfer social capital (cf. Narayan and Cassidy 2001; Salem 2011). The importance of togetherness with regards to integration is can be also indirectly inferred from Ager and Strang’s (2004) conceptualization of integration as they classify ‘social connections’ as the second domain of their indicators of integration framework (Phillimore and Goodson 2008:310), i.e. the authors even equate here a social capital indicator with an integration indicator.

Reflecting on social capital theory, involvement in ‘bridging’ social networks in particular seems to impact positively on integration as well as on the acquisition and transfer of social capital among Jules High School students. However, due to the unequal distribution of the variable ‘network type’ and due to the small number of cases for which significant relationships could be observed in this respect, these findings are not statistically significant and rather reflect a general tendency.

Moreover, membership in informal social networks at school apparently helps Jules High School students, migrants and South Africans alike, at least up to a certain degree to acquire and transfer information such as knowledge about the laws of South Africa, reflecting Coleman’s conceptualization of social capital who defines “information-flow capability of the social structure” as one of the three forms of social capital (1988:119). Such ‘interpersonal’ information sources can be considered as being important notably for young migrants, also with regards to integration, recalling that two of the key informants pointed out that ‘lack of information and education on rights’ among migrants in Johannesburg were one of the key barriers to integration (key informant interviews, 1 – 4 November 2011).

Surprisingly, from what was originally expected, Jules High School students, migrants and South Africans alike, appear to be better integrated into the broader host society than they are integrated into the school environment, which contrasts with the findings from the analysis of the focus group discussion and key informants respectively as well as the literature (cf. chapter 1.2.2). However, the difference between integration levels at school and general integration levels might also be partly explained by measurement errors since variables out of both thematic main sections, ‘Integration’ on the one hand and ‘Social Capital’ on the other, were included for the ‘integration at school’ index, which compromises the validity of the findings. Despite these shortcomings, I conclude that in the case of Jules

High School, migrant and South African students alike appear to be overall at least fairly well integrated into both the school environment as well as into the host society.

Nevertheless, the study findings still confirm the hypothesis that the school environment as a place where social interactions between peers necessarily occur is most possibly supportive for the integration of migrant learners into the host society: Apart from positive results among Jules High School students with regards to their integration levels, a high number of respondents themselves appear to be convinced or at least partly convinced that going to Jules High School helps them to integrate into the host society, which further reflects positive attitudes towards integration among the majority of the survey respondents:

> *"I understand we are from different backgrounds but I just feel as if we should love each other, we are only separated by boarders and country names but originally we are one nation"* ('further comment' by survey respondent 34, quantitative interviews with Jules High School students, 10 – 16 November 2011).

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# APPENDICES


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## Appendix 1 : TIME SCHEDULE (fieldwork)

**01/10/2011 – 31/10/2011:**

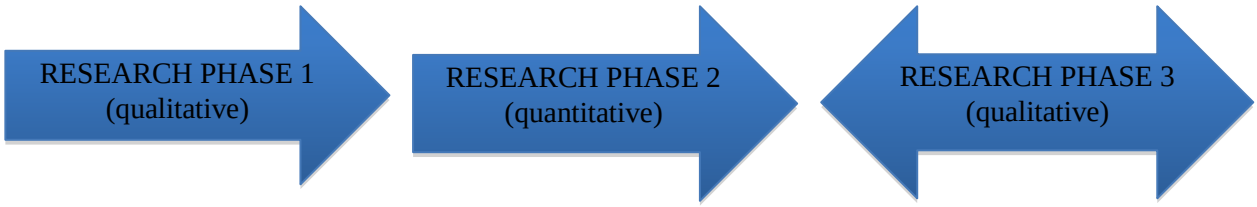
- Desk review
- Drafted questionnaire for survey
  > preliminary identification of integration and social capital indicators
- Informal interview at JRS > selection of schools
- Meeting with representative from the Department of Education (DoE)
- Contacted potential key informants + scheduled interview dates
- Developed interview guide for key informant interviews
- Revised questionnaire for survey

**25/10/2011 –07/11/2011:**

- Informal meeting with representative from Kgosi Neighborhood Foundation > helped to select Jules High School as research side and arranged contact with principal (25/10)
- First meeting with principal of Jules High School (26/10)
- General assembly at Jules High School: students were asked to subscribe to lists for survey participation (28/10)
- Pretested questionnaire with 6 students + subsequent discussion
- Revised questionnaire

**17/11/2011 – 12/12/2011:**

- Entered, cleaned + recoded survey data in data base
- Preliminary analysis of data (univariate + bivariate)
- Prepared interview guide for Focus Group Discussion (FGD)
- Contacted FGD participants + scheduled date
- Contacted principal for final interview




**01/11/2011 – 04/11/2011:**

3 key informant interviews with representatives from:

1. JRS
2. CBRC
3. Kgosi Neighborhood Foundation

**10/11/2011 –16/11/2011:**

Quantitative interviews with 98 Jules High School students

**09/12/2011 + 12/12/2011**

1. FGD with 10 Jules High School students
2. Interview with principal

# Appendix 2: KEY INFORMANT INTEVIEW GUIDE

*I would like to thank you for letting me have this key informant interview with you. My Name is Dalia and I'm a Masters student at the University of the Witwatersrand in the Forced Migration Studies Program at the African Centre for Migration and Society. I'm conducting research for my Master thesis which aims to explore the role that informal social networks play in relation to the integration of migrant children in schools as well in relation to their integration into the broader host society.*

*I asked you to participate as a key informant in this research project because of your knowledge/and or experience with migrant children. I would like to explore together with you - from an organizational perspective - the situation of migrant children in Johannesburg in relation to their integration into the host society. I will primarily ask you questions around so called 'functional integration indicators'. These refer to migrant children's (access to) education, employment, housing and health etc.*

**I. ) Profile of your organisation**

1. What are activities, services your organisation provides to migrants *(especially to children and adolescents)*? What are the primary activities of your organization in Johannesburg?
2. Coordination with the government, UNHCR/other agencies and organizations (incl. migrant organizations)?

**II.) Situation of migrant children in Johannesburg and integration**

What does the term integration mean to you? (Examples)
What do you particularly view as helpful for integration?

*What do you know about…*

1. Identification and Registration of migrant children/adolescents *(How? Challenges? Many unregistered?)*?
2. Physical + mental health and nutrition (*incl. services provided and access to these services)*?
3. The living standard *(How and where do migrant children live in Johannesburg? Type of habitation and availability? Many street children, also refugees? How much, if any, (financial/material) assistance do they receive?)*

4. Education *(School enrolment rate and drop-out rate? Language difficulties? Education barriers, especially with regards to higher education?)*

   > Do schools have programs in place to integrate migrant children? If yes, do you know more about these programs?

   > From your point of view, what are the greatest challenges that migrant children face at schools? What could schools do to improve the situation of migrant children?

   > Generally speaking, would you say that education/going to school is an important factor for integration? In how far?
5. Work/leisure time with regards to migrant children *(Are there engaging and constructive activities available to children and adolescents? Formal and informal job opportunities? Labour exploitation?)*?
6. Interaction with and perception towards migrant children and adolescents among South Africans:

   > How easy is it for migrant children to interact and establish friendships and social relationships with South Africans (inside and outside school)? How often and in what way do they interact? Are these interactions friendly or rather distant and superficial or neutral?

   > What are problems that migrant children might face in socializing with South Africans? Are migrant children discriminated in daily live (inside and outside school)? Do you have the impression that South Africans (including school children) are hostile and sensitive to the cultural differences of migrants?

**III.) Safety and Security**

1. What protection mechanisms are in place for migrant children *(community support, organizational support)?* What are the main forms of support (in general and at schools)? Why are other forms of support not so central? (especially, if teachers are not a form of support?)
2. Are there organizations that migrant children can turn to when they are in trouble? What kind of organizations? What kind of help do they offer?
3. What information and communication mechanisms exist *(Are migrant children and adolescent provided with information where to go to seek help and advice in relation to e.g., abuse, harassment and bullying? Are contacts established at national and/or local levels with the relevant Child protection/welfare agencies as appropriate?)*?

**V.) Integration support and barriers (conclusion)**

1. Are there any particular official programs in place that support/encourage integration of migrant children (*e.g. programs that promote intercultural exchange*) > from GOs, (I)NGOs, IGOs, UN-organizations etc.?
2. What's about programs offered by migrant organizations?
3. From your point of view, what do you think are the most severe barriers to integration?
4. To conclude, how well do you think are migrant children integrated into the host society (*please feel free to refer to topics we've been already discussed about*)?

# Appendix 3: SURVEY QUESTIONNAIRE

**Name of school:** _____ **Grade:** _____

**Remarks:** _____

_____

_____

| **SECTION A: PERSONAL DETAILS** | | |
|---|---|---|
| 101 | Are you a boy or a girl? | 1. Boy ❑ 2. Girl ❑ |
| 102 | How old are you? | __ __ years old |
| 103 | What is you ethnic or "cultural" group? **(e.g., Tswana, Kasai etc.)** | 1. Specify: _____<br>99. Don't know ❑ |
| 104 | What is your nationality? | 1. South African ❑ 2. Angolan ❑<br>3. Burundian ❑ 4. Congolese ❑<br>6. Kenyan ❑ 7. Malawian ❑<br>8. Mozambican ❑ 9. Nigerian ❑<br>10. Swazi(land) ❑ 11. Zimbabwean ❑<br><br>98. Other ❑ , specify: _____ |
| 105 | Were you born in Johannesburg? | 1. Yes ❑ ➔ **continue with q. 107** 2. No ❑ |
| 106 | How long have you lived in Johannesburg? | 1. Less than 1 year ❑ 2. 1 year - 2 years ❑<br>3. More than 2 - 3 years ❑ 4. More than 3 - 4 years ❑<br>5. More than 4 - 5 years ❑ 6. For more than 5 years ❑<br>99. Don't know ❑ |
| 107 | Did you live somewhere else apart from the place you were born and/or apart from Johannesburg? | 1. Yes ❑ , specify: _____<br>2. No ❑ |
| 108 | With whom do you live together in Johannes-burg? (**More than 2 answer is possible, i.e. select ALL answers that apply**, **you can choose 1 answer, 2 answers, 3 answers etc.)** | 1. Mother ❑ 2. Father ❑ 3. Sister/s and or brother/s ❑<br>5. Other relatives (e.g., aunt/s, grandfather/s, cousin) ❑<br>4. Foster parent/s (not related) ❑ 5. South African friend/s ❑<br>6. **If NOT South African:** Friend/s from home country ❑<br>7. Neighbor/s ❑ 8. I stay alone ❑<br><br>99. Other ❑ , specify: _____ |

| | | |
|---|---|---|
| 109 | Do your parent/s or other caretaker/s you live together with have a job/s or a business? | 1. Yes, both parents/caretakers have a job/business ❑<br>2. Only one parent or caretaker has a job/business ❑<br>3. No, my parent/s or caretaker/s have no job(s)/business ❑ **→ q. 111**<br>99. Don't know ❑ |
| 110 | Would you say that the job/s or business of your parent/s or other caretaker/s bring in enough money to cover all the living costs (e.g., food, school fees, transport etc.) of your family? | 1. Yes, there is more than enough money to cover the living costs, we have extra money for leisure activities etc. ❑<br>2. Yes, overall there is enough money to cover all the living costs ❑<br>3. There is sometimes not enough money to cover all the living ❑<br>4. There is often not enough money to cover all the living costs ❑<br>5. There is almost never enough money and we struggle to cover all the living costs ❑<br>99. Don't know ❑ |
| **SECTION B: NEIGHBORHOOD** | | |
| 111 | Where in Johannesburg do you live? Name of suburb (e.g., Jeppestown, CBD, Hillbrow, Yeoville, Berea etc.) ? | Name of suburb: _____ |
| 112 | Are there many people from other countries than South Africa (SA) living in your neighborhood? | 1. The majority of the people there are from other countries than SA ❑<br>2. Many people there are from other countries than SA ❑<br>3. There are more or less as many people from other countries as there are people from South Africa ❑<br>4. Some people there are from other countries ❑<br>5. Almost no people there are from other countries, most are from SA ❑<br>99. Don't know where the people are from ❑ |
| 113 a | Do you have friends who live in your neighborhood? | 1. I have many friends there ❑ 2. I have some friends there ❑<br>3. I don't have any friends there ❑ **→ q. 115** |
| 113 b | Where do these friends **<u>mostly</u>** come from? | 1. South Africa ❑ 2. **If NOT South African:** home country ❑<br>3. <u>Other</u> countries than South Africa and/or home country ❑<br>4. They come from different countries ❑ |
| 114 | Are there also friends in your neighborhood who go with you to this school? | 1. All of my friends in my neighborhood go to this school ❑<br>2. Many of my friends in my neighborhood go to this school ❑<br>3. Only a few of my friends in my neighborhood go to this school ❑<br>4. None of my friends in my neighborhood go to this school ❑ |
| 115 | Are there any areas for recreational activities available in your neighborhood? (sports field, cinema, swimming pool, parks etc.)? | 1. Yes, there are many ❑ 2. Yes, there are some ❑<br>3. No, there are no or almost no recreational areas ❑ **→ q. 117**<br>99. Don't know ❑ **→ q. 117** |
| 116 | Do you use these areas for recreational activities? | 1. Yes, often ❑ 2.Yes, sometimes ❑<br>3. No, never or almost never ❑ |

| | | |
|---|---|---|
| 117 | Are there supermarkets and other shops in your neighborhood available where you and/or your family members or caretaker can purchase goods (food, drinks, sanitary products etc.)? | 1. There are many supermarkets and/or shops ❑<br>2. There are some supermarkets and/or shops ❑<br>3. No, there are no or almost no supermarkets and/or shops ❑ |
| 118 | Generally speaking, would you say that the area where you live is safe, e.g., can you walk around alone in the neighborhood or are you afraid to do so? | 1. Very safe ❑ 2. Safe ❑<br>3. Neither safe, nor unsafe ❑ 4. Not that safe ❑<br>5. Not safe at all ❑ |
| 119 | Is it easy for you to reach your school from that area you live? | 1. Yes, generally easy ❑ 2. Neither easy, nor difficult ❑<br>2 . No, generally difficult ❑ |
| 120 | Is it easy for you to get to other places in Johannesburg you like to go to from the area you live? | 1. Yes, generally easy ❑ 2. Neither easy, nor difficult ❑<br>2 . No, generally difficult ❑ |
| **SECTION C: RIGHTS AWARENESS** | | |
| 121 | Are you aware of your rights and duties you have in this country? | 1. Yes, I'm aware ❑ 2. I'm somewhat aware ❑<br>3. No, I'm not aware ❑ |
| 122 | Do you think that non-South Africans have the same right to access health care as South Africans? | 1. Yes ❑ 2. No ❑<br>99. Don't know ❑ |
| 123 | Do you think that non-South Africans have the same right to access education as South Africans? | 1. Yes ❑ 2. No ❑<br>99. Don't know ❑ |
| 124 | Do you think that non-South Africans can access jobs in this country? | 1. Most of them can ❑ 2. Some of them can ❑<br>3. None of them can ❑ 99. Don't know ❑ |
| 125 | How familiar are you with the laws of South Africa (e.g, SA constitution) ? | 1. Very familiar ❑ 2. Somewhat familiar ❑<br>3. Not familiar ❑ **→ q. 127** |
| 126 | Where did you learn about the laws of South Africa? (**select all answers that apply, i.e. ,more than 1 answer is possible**) | 1. At school/from teachers and/or books ❑<br>2. Media (TV, radio, internet, newspapers etc.) ❑<br>3. From family members ❑ 4. From neighbors ❑<br>5. From organizations ❑ 6. From South African school friends ❑<br>7. From South African friends who are not at this school ❑<br>8. From school friends from my home country (if not from SA) ❑<br>9. From friends from my home country who are not at this school (if not from SA) ❑<br>10. From school friends who are from other countries than South Africa and/or my home country ❑ |

| | | |
|---|---|---|
| | | 11. From friends who are from other countries than South Africa and/or my home country and not at this school ❑<br><br>98. Other ❑ , specify: _____<br>99. Don't know ❑ |
| 127 | How much do you know about human rights? | 1. Very much ❑ 2. Much ❑<br>3. Something ❑ 4. Only little ❑<br>5. Nothing or almost nothing ❑ **→ q. 129** |
| 128 | Where did you learn about human rights?<br>(**select all answers that apply**) | 1. At school/from teachers and/or books ❑<br>2. Media (TV, radio, internet, newspapers etc.) ❑<br>3. From family members ❑ 4. From neighbors ❑<br>5. From organizations ❑ 6. From South African school friends ❑<br>7. From South African friends who are not at this school ❑<br>8. **If NOT South African:** From school friends from my home country ❑<br>9. **If NOT South African:** From friends from my home country who are not at this school ❑<br>10. From school friends who are from other countries than South Africa and/or my home country ❑<br>11. From friends who are from other countries than South Africa and/or my home country and not at this school ❑<br>98. Other ❑ , specify: _____<br>99. Don't know ❑ |
| **SECTION D: LANGUAGE SKILLS** | | |
| 129 | How well can you speak any of the following non-African languages? (*If a language is unknown to you, check "I can't speak it at all")* | 1. English:<br>1.1 I can speak it very well ❑<br>1.2 I can speak it well ❑<br>1.3 I can't speak it, but have some problems ❑<br>1.4 I only know a few words ❑<br>1.5 I can't speak it at all ❑<br>2. French:<br>2.1 I can speak it very well ❑<br>2.2 I can speak it well ❑<br>2.3 I can't speak it, but have some problems ❑<br>2.4 I only know a few words ❑<br>2.5 I can't speak it at all ❑<br>3. Portuguese:<br>3.1 I can speak it very well ❑<br>3.2 I can speak it well ❑<br>3.3 I can't speak it, but have some problems ❑<br>3.4 I only know a few words ❑<br>3.5 I can't speak it at all ❑ |

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|---|---|---|
| 130 | How well can you speak any of the following "local languages"? | 1. Xhosa:<br>2.1 I can speak it very well ❑<br>2.2 I can speak it well ❑<br>2.3 I can't speak it, but have some problems ❑<br>2.4 I only know a few words ❑<br>2.5 I can't speak it at all ❑<br>2. Zulu:<br>2.1 I can speak it very well ❑<br>2.2 I can speak it well ❑<br>2.3 I can't speak it, but have some problems ❑<br>2.4 I only know a few words ❑<br>2.5 I can't speak it at all ❑<br>3. Tswana<br>3.1 I can speak it very well ❑<br>3.2 I can speak it well ❑<br>3.3 I can't speak it, but have some problems ❑<br>3.4 I only know a few words ❑<br>3.5 I can't speak it at all ❑<br>4. Venda:<br>4.1 I can speak it very well ❑<br>4.2 I can speak it well ❑<br>4.3 I can't speak it, but have some problems ❑<br>4.4 I only know a few words ❑<br>4.5 I can't speak it at all ❑<br>5. Afrikaans:<br>5.1 I can speak it very well ❑<br>5.2 I can speak it well ❑<br>5.3 I can't speak it, but have some problems ❑<br>5.4 I only know a few words ❑<br>5.5 I can't speak it at all ❑<br>98. Other, specify: _____<br>98.1 I can speak it very well ❑<br>98.2 I can speak it well ❑<br>98.3 I can't speak it, but have some problems ❑<br>98.4 I only know a few words ❑<br>98.5 I can't speak it at all ❑ |
| 131 | Can you speak any other languages apart from those I have already asked you about? (**More than 1 answer is possible**) | 1. Yes ❑ , specify: _____<br>_____<br>_____<br>_____<br>2. No ❑ |
| | | |

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| 132 | Which language do you mainly speak at home?<br>(**Select only the 1-2 <u>MOST</u> appropriate answers**) | 1. English ❑ 2. French ❑ 3. Portuguese ❑<br>4. Local SA language ❑ , specify: _____<br>5. If not from SA, language from my home country ❑, specify:<br>_____<br>98. Other ❑, specify: _____ |
| 133 | What language do you mainly speak at school?<br>(**Select only the <u>1- max. 2 MOST</u> appropriate answers, i.e. you can either select 1 or 2 answers but not more**) | 1. English ❑ 2. French ❑ 3. Portuguese ❑<br>4. Local SA language ❑ , specify: _____<br>5. If not from SA, language from my home country ❑, specify:<br>_____<br>98. Other ❑, specify: _____ |
| 134 | What language do you mainly speak when you interact with people from Johannesburg?<br>(**Select only the <u>1- max. 2 MOST</u> appropriate answers,**) | 1. English ❑ 2. French ❑ 3. Portuguese ❑<br>4. Local SA language ❑ , specify: _____<br>5. If not from SA, language from my home country ❑, specify:<br>_____<br>98. Other ❑, specify: _____ |
| 135 | If you originally come from outside of South Africa, what language do you mainly speak when you interact with people from your home country?<br>(**Select only the <u>1- max. 2 MOST</u> appropriate answers**)<br>**➔ if you are from South Africa, continue with q. 136** | 1. English ❑ 2. French ❑ 3. Portuguese ❑<br>4. Local SA language ❑ , specify: _____<br>5. If not from SA, language from my home country ❑, specify:<br>_____<br>98. Other ❑, specify: _____ |
| **SECTION D: CULTURAL KNOWLEDGE** | | |
| 136 | How much do you know about South Africa's history and culture? | 1. Very much ❑ 2. Much ❑<br>3. Something ❑ 4. Only little ❑<br>5. Nothing or almost nothing ❑ **➔ q. 138** |
| 137 | Where/from whom did you learn about South Africa's history and culture?<br>(**Select ALL answers that apply**) | 1. At school from teachers and/or books ❑<br>2. From South African friends/classmates at school ❑<br>3. From non-South African classmates at school ❑<br>4. From my parents and/or other family members ❑<br>5. From South African friends outside school ❑<br>6. From non-South African friends outside school ❑<br>7. From South African neighbors ❑<br>8. From non-South African neighbors ❑<br>8. I studied on my own (books, newspapers etc.) ❑ |

| | | |
|---|---|---|
| | | 9. Television/radio ❑<br>10. Internet ❑<br>98. Other ❑ , specify: _____ |
| 138 | If you are not South African, what do you know about the history and culture of your home country? ➔ **if you are from SA, continue with q. 140** | 1. Very much ❑ 2. Much ❑<br>3. Neither much, nor little ❑ 4. Only little ❑<br>5. Nothing or almost nothing ❑ ➔ **q. 141** |
| 139 | Where/from whom did you learn about your home country's history and culture? (**Select ALL answers that apply**) | 1. At school from teachers and/or books ❑<br>2. From South African friends/classmates at school ❑<br>3. From non-South African classmates at school ❑<br>4. From my parents and/or other family members ❑<br>5. From South African friends outside school ❑<br>6. From non-South African friends outside school ❑<br>7. From South African neighbors ❑<br>8. From non-South African neighbors ❑<br>8. I studied on my own (books, newspapers etc.) ❑<br>9. Television/radio ❑ 10. Internet ❑<br>98. Other ❑ , specify: _____ |
| 140 | Are you generally interested in culture and traditions of people who are from other African countries than South Africa and/or your home country? | 1. I'm very interested ❑<br>2. I'm interested ❑<br>3. I'm somewhat interested ❑<br>4. I'm not very interested ❑<br>5. I'm not interested at all ❑ |
| 141 | How much do you know about other African cultures and history? | 1. Very much ❑ 2. Much ❑<br>3. Neither much, nor little ❑ 4. Only little ❑<br>5. Nothing or almost nothing ❑ ➔ **q. 143** |
| 142 | Where did you learn about other African countries history and cultures? (**Select ALL answers that apply**) | 1. At school from teachers and/or books ❑<br>2. From South African friends/classmates at school ❑<br>3. From non-South African classmates at school ❑<br>4. From my parents and/or other family members ❑<br>5. From South African friends outside school ❑<br>6. From non-South African friends outside school ❑<br>7. From South African neighbors ❑<br>8. From non-South African neighbors ❑<br>8. I studied on my own (books, newspapers etc.) ❑<br>9. Television/radio ❑<br>10. Internet ❑<br>98. Other ❑ , specify: _____ |
| 143 | Are you interested in news about South Africa? | 1. Very much ❑ 2. Much ❑ 3. Somewhat ❑<br>4. Not very much ❑ 5. Not at all ❑ ➔ **q. 145** |
| 144 | What are your sources of information on news about South Africa? (**Select ALL answers that apply**) | 1. Newspaper ❑ 2. Television ❑ 3. Radio ❑<br>4. Internet ❑<br>98. Other ❑ , specify: _____ |

| SECTION E: (ACCESS TO) HEALTH CARE | | |
|---|---|---|
| 145 | When you are sick where do you usually go for treatment? (**Select only the <u>1- max. 2 MOST</u> appropriate answers**) | 1. Government clinic/hospital ❑ 2. Private clinic/hospital ❑<br>3. Private doctor ❑ 4. Pharmacy ❑ 5. NGO provider ❑<br>6. Traditional healer ❑ 7. Church/pastor ❑<br>8. I just stay at home until I feel better ❑<br><br>98. Other ❑ , specify:_____ |
| 146 | Is that place you go for treatment in your neighbourhood or far away? | 1. Very close ❑ 2. Close ❑ 3. Neither close, nor far ❑<br>4. Far ❑ 5. Very far ❑ 99. Don't know ❑ |
| 147 | Who told you to go there and/or told you where it is? (**Select only the <u>1- max. 2 MOST</u> appropriate answers**) | 1. Family member/s and/or other caretaker/s ❑<br>2. Neighbour/s ❑ 3. South African friend/s from school ❑<br>4. South African friend/s who is/are not at my school ❑<br>5. School friend/s from my home country ❑<br>6. Friend/s from my home country who is/are not at my school ❑<br>7. School friend/s from other country than South Africa and/or my home country ❑<br>8. Friend/s from other country than South Africa and/or my home country who is/are not at my school ❑<br>9. Teacher/s ❑ 10. Someone from a support organization ❑<br>11. Someone from church ❑<br>98. Other ❑ , specify:_____ |
| 148 | When you went there for treatment, did you or your parent/s or other caret-aker/s have to pay for it? | 1. Yes ❑ 2. No ❑<br>99. Don't know ❑ |
| 149 | Are you and/or your family/ caretaker/s covered by a health care insurance? | 1. Yes ❑ 2. No ❑<br>99. Don't know ❑ |
| 150 | When you go to the hospital or another place when you are sick, would you say that in general they can help you there? | 1. Yes ❑ → **q. 152**<br>2. Only somehow ❑<br>3. No ❑<br>99. Don't know ❑ |
| 151 | What do you think and from your own experience is the <u>main</u> reason that they cannot help you the way you wish them to help you? (**Select only the <u>1- max. 2 MOST</u> appropriate answers**) | 1. They did not have the right medication and/or specialist ❑<br>2. They refused to help me without giving me an explanation ❑<br>3. They refused to help me due to language problems ❑<br>4. They refused to help me because I am not covered by a health care insurance ❑<br>5. They refused to help me because me and/or my family/ caretaker/s could not pay for the treatment ❑<br>6. They refused to help me because I don't have the right papers (e.g. ,South African ID, as a non-South African) ❑<br><br>98. Other, specify: _____ |

| SECTION F: EDUCATION AND SCHOOLING | | |
|---|---|---|
| 152 | For how long have you been in this (secondary) school? | 1. Less than 1 year ❑ 2. 1 year - 2 years ❑<br>3. More than 2 - 3 years ❑ 4. More than 3 - 4 years ❑<br>5. More than 4 ❑ 99. Don't know ❑ |
| 153 | In which grade are you? | 1. Grade 8 ❑ 2. Grade 9 ❑ 3. Grade 10 ❑ 4. Grade 11 ❑ |
| 154 | Have you been enrolled at one or more other secondary schools before? | 1. Yes ❑<br>2. No ❑ **➔ q. 156** |
| 155 | Why have you changed school?<br>(**Select only the <u>1- max. 2 MOST</u> appropriate answers**) | 1. My former school is too far away from the area I live now (home country or province, other area in Johannesburg) ❑<br>2. My former school was too expensive ❑<br>3. I had difficulties to follow classes at my former school ❑<br>4. My former school was not good in terms of quality of education ❑<br>5. My former school was not safe ❑<br>6. I had problems with the teacher/s at my former school ❑<br>7. I had problems with other students at my former school ❑<br>8. I was told that this is generally a better school ❑<br>9. I had problems after some time because I don't have the right papers (e.g., South African ID) ❑<br>98. Other ❑ , specify: _____<br>99. Don't know ❑ |
| 156 | Are you happy in the grade you are now? That means, can you follow class? | 1. I'm satisfied and can (generally) follow class ❑<br>2. I'm neither satisfied, nor dissatisfied ❑<br>3. I'm not satisfied, class is (generally) too difficult for me ❑ |
| 157 | Who helped you to enrol at this school?<br>(**Select ALL answers that apply**) | 1. I enrolled myself ❑ 2. My parent/s and/or other caretaker/s helped me ❑<br>3. South African friend/s helped me ❑<br>4. If not from SA: Friend/s from my country helped me ❑<br>5. Friend/s from other country than SA and my home country helped me ❑<br>6. Someone from the Department of Education helped me ❑<br>7. Someone from the Department of Home Affairs helped me ❑<br>8. Someone from another governmental institution helped me ❑ , please, specify, if you know_____<br>9. Someone from another organization besides the government helped me ❑ , please, specify, If you know:<br>_____<br>98. Other ❑ , specify: _____ |
| 158 | In general, would you say it was easy for you to enrol at this school? | 1. It was overall easy ❑ **➔ q. 160** 2. It was neither easy, nor difficult ❑<br>2. It was overall not that easy ❑ 99. Don't know ❑ **➔ q. 160** |

| | | |
|---|---|---|
| 159 | Why was it not that easy for you to enrol at this school? (**Select ALL answers that apply**) | 1. Problems with papers/documentation, e.g., I had no birth certificate ❑<br>2. They didn't want to take me because I and/or my family don't have enough money to pay the school fees ❑<br>3. They didn't want to take me because I can't speak English (well) ❑<br>4. I stay far away from school and was told to enrol at a school in my neighbourhood ❑<br>5. I didn't have good results/final marks from primary school ❑<br>6. They told me the school is full ❑<br>7. Age problem (I was told to be too young or too old) ❑<br>8. When I wanted to enrol, they told me that it was too late, that means that the school year has already started that time ❑<br>98. Other ❑ , specify: _____ |
| 160 | In general, do you think that at this school compared to other public secondary schools in Johannesburg, it is easier for non-South Africans to enrol? | 1. It is easier ❑<br>2. It is the same ❑<br>3. It is more difficult for non-South Africans to enrol at this school compared to most other public secondary schools in Johannesburg ❑ **→ q. 162**<br>4. Don't know ❑ **→ q. 162** |
| 161 | Why do you think that compared to other public secondary schools in Johannesburg it is easier at this school for non-South Africans to enrol? (**Select ALL answers that apply**) | 1. They also accept students who have no study permit or other required papers ❑<br>2. Because it's a big school ❑<br>3. There are already many non-South African students at this school ❑<br>98. Other ❑ , specify: _____<br>99. Don't know ❑ |
| 162 | Would you generally say that non-South African students are treated differently by the teachers at this school? | 1. All of the teachers treat non-South Africans differently ❑<br>2. Most of the teachers treat non-South Africans differently ❑<br>2. Some of the teachers treat non-South Africans differently ❑<br>3. None of the teachers treat non-South Africans differently ❑ **→ q. 164**<br>99. Don't know ❑ **→ q.164** |
| 163 | When teachers treat non-South Africans differently, how often does this happen? | 1. Always ❑ 2. Most of the time ❑<br>3. Often ❑ 4. Sometimes ❑<br>5. Only exceptionally/rarely ❑ 99. Don't know ❑ |
| 164 | Do you think that this school helps non-South Africans to be part of this school? | 1. They help a lot ❑ 2. They help somehow ❑<br>3. They don't help at all ❑ 99. Don't know ❑ |
| 165 | Do you think that going to this school also helps you to be part of the South African society? | 1. It helps me very much ❑ 2. It helps me somehow ❑<br>3. It doesn't help me ❑ **→ q. 167** |

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| 166 | Why do you think that going to this school also helps you to be part of the South African society? (**Select ALL answers that apply**) | 1. Easy to meet South Africans at this school who are at my age ❑<br>2. Learn English and other languages that people speak in SA ❑<br>3. I learn about South African history and cultures at school ❑<br>4. Generally, education is important to be part of the society ❑<br><br>98. Other ❑ , specify: _____<br>99. Don't know ❑ |
| 167 | Do you sometimes have difficulties to follow classes because of language problems? | 1. Very often ❑ 2. Often ❑<br>3. Sometimes ❑ 4. Rarely ❑<br>5. Never ❑ |
| 168 | Are you aware that some students can apply for school fee exemptions? | 1. Yes ❑<br>2. No ❑ **→ q. 171** |
| 169 | Did you apply for school fee exemptions? | 1. Yes ❑ 2. No ❑ **→ q. 171**<br>99. Don't know ❑ **→ q. 171** |
| 170 | Was it successful? | 1. Yes ❑ 2. No ❑ 99. Don't know ❑ |
| 171 | Is it at times difficult for you and/or your family or other caretaker/s to pay for the required school materials (school books, folders, uniforms etc.) | 1. Often difficult ❑<br>2. Sometimes difficult ❑<br>3. Never difficult ❑ |
| 172 | Generally, how important is education for you? | 1. Very important ❑ 2. Important ❑ 3. Neither important, nor unimportant ❑<br>4. Not very important ❑ 5. Not important at all ❑ |
| 173 | What do you wish to do after completing school? | 1. Work ❑ 2. Go to university/college ❑ 3. Apprenticeship ❑<br>4. Internship ❑ 5. Nothing ❑<br>98. Other ❑ , specify: _____<br>99. Don't know ❑ |
| **SECTION G: IDENTIFICATORY INTEGRATION/FEELINGS OF BELONGING** | | |
| 174 | Are you proud to identify as a citizen of the country you come from? (*Expl.: Does it make you feel proud to be a citizen of your home country?*) | 1. Yes ❑ 2. No ❑<br>3. I don't care ❑ 99. Don't know ❑ |
| 175 | Are you proud to identify with your ethnic or cultural group? | 1. Yes ❑ 2. No ❑<br>3 . I don't care ❑ 99. Don't know ❑ |
| 176 | Do you participate in cultural activities and practices of your ethnic/ cultural or national group? | 1. No ❑<br>2. Yes ❑ , specify: _____<br><br>_____<br>(*e.g. cultural dance, music, festivals etc*.) |

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| 177 | Are there situations where you hide or feel like hiding your ethnic/ cultural or national identity? | 1. Often ❑<br>2. Sometimes ❑<br>2. Never ❑ **→ q. 179**<br>99. Don't know ❑ **→ q. 179** |
| 178 | Why do you hide or feel like hiding your ethnic/ cultural or national identity?<br>(**Select only the <u>1- max. 2 MOST</u> appropriate answers**) | 1. Fear of being rejected by South Africans ❑<br>2. Fear of being harassed by the police or other governmental officials ❑<br>3. Fear of being treated differently ❑<br>4. Fear of loosing friends ❑<br>5. Wish to be part of certain groups ❑<br><br>98. Other, specify: _____ |
| 179 | Do you ever talk to others about your ethnic/cultural or national identity? | 1. Yes ❑<br>2. No ❑ **→ q. 181** |
| 180 | With whom do you talk about your ethnic/cultural or national identity?<br>(**Select ALL answers that apply**) | 1. Family ❑ 2. Friends from province I come from ❑<br>3. **If NOT South African:** Friends from country I come from ❑<br>4. Friends from South Africa ❑<br>5. Friends from other countries besides South Africa and home country ❑<br>6. Other people from province I come from ❑<br>7. **If NOT South African:** Other people from home country ❑<br>8. Other people from South Africa ❑<br>9. Other people from other countries besides SA and home country ❑<br><br>98. Other ❑ , specify: _____ |
| 181 | Are you proud to be an inhabitant of South Africa, that means are you proud to live in South Africa? | 1. Yes ❑ 2. No ❑<br>3. I don't care ❑ 99. Don't know ❑ |
| 182 | Do you feel as if you were part of the South African society? | 1. Absolutely ❑ 2. Somewhat ❑<br>3. I neither feel to be part, nor do I feel NOT to be part ❑<br>4. I don't feel to be part in most of the time ❑<br>5. I don't feel at all to be part ❑ 99. Don't know ❑ |
| 183 | Which place would you call your home? | 1. Johannesburg ❑ 2. Place I was born ❑<br>3. Home country or "home province" (if other than place I was born) ❑<br><br>98. Other ❑ , specify: _____<br>99. Don't know ❑ |
| 184 | If you are not originally from Johannesburg, do you wish to go back to the place you originally come from (home country/ province)?<br>**→ if you are originally from Johannesburg, continue with q. 186** | 1. Yes, I want to go back to the place I originally come from ❑<br>2. No ❑ **→ q. 186**<br>99. Don't know ❑ |

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| 185 | Why do you want to go back to the place you originally come from (home country/province)? | 1. I want to reunite with my family ❑ 2. I'm not happy in Johannesburg ❑<br>3. I don't know the place where I originally come from very well and want to get to know it better ❑<br>4. I and/or my family never planned to stay for long in Johannesburg ❑<br>5. My home country is safe again now to go back ❑<br><br>98. Other ❑ , specify: _____<br>99. Don't know ❑ |
| 186 | Do you want to stay in Johannesburg in the future or live somewhere else? | 1. Stay in Johannesburg ❑ 2. Live at the place I originally come from ❑<br>3. Live somewhere else **within South Africa** but not in Johannesburg and/ or not in the place I originally come from ❑ , specify:<br>_____<br>4. I want to live in **another country** but not in Johannesburg and/or not in the place I originally come from ❑ , specify:<br>_____ |
| **SECTION H: ATTITUDES TOWARDS OTHER NATIONALS** | | |
| 187 | Would you say that people who are not originally from South Africa are different from South Africans? | 1. I strongly agree that they are different ❑<br>2. I agree that they are different ❑<br>3. I neither agree, nor disagree that they are different ❑<br>4. I disagree that they are different ❑ **→ q. 189**<br>5. I strongly disagree that they are different ❑ **→ q. 189** |
| 188 | Why do you think that people who are not origin-ally from South Africa are different from South African nationals? (**select all answers that apply**) | 1. Different culture/traditions ❑<br>2. Different language ❑<br>3. They look different ❑<br>4. They generally behave differently ❑<br>98. Other ❑ , specify:<br>_____ |
| 189 | Do you have the feeling that you are treated differently because you are not from South A.? **→ if you are originally from SA, continue with q. 191** | 1. Very often ❑ 2. Often ❑<br>3. Sometimes ❑ 4. Rarely ❑<br>5. Never ❑ **→ q. 191** |
| 190 | Who are the people in particular who treat you differently? | 1. Neighbours ❑ 2. People on the street (strangers) ❑<br>3. Sales assistants in shops ❑ 4. Waiters in restaurants/cafés ❑<br>5. Teachers ❑ 6. Other students at school ❑<br>7. Police ❑ 8. Health care workers/doctors ❑<br>98. Other ❑ , specify:<br>_____<br>99. Don't know ❑ |
| 191 | Do you have the feeling that your friends who are not from your home country have different rules in their families? | 1. Yes, mostly ❑<br>2. Yes, some ❑<br>3. Mostly not ❑<br>4. Not at all ❑ |

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| **SECTION I: INFROMAL SOCIAL NETWORKS AT SCHOOL (QUANTITY)** | | |
| 192 | How many of your friends at school are from South Africa? | 1. None ❑ 2. 1 ❑ 3. 2 ❑ 4. 3 ❑ 5. 4 ❑<br>6. 5 ❑ 7. 6 ❑ 8. 7 ❑ 9. 8 ❑ 10. 9 ❑<br>11. 10 ❑ 12. more than 10 ❑ |
| 193 | 210. How many of your friends at school are from your home country (if not South African)?<br>**→ if South African, continue with q. 194** | 1. None ❑ 2. 1 ❑ 3. 2 ❑ 4. 3 ❑ 5. 4 ❑<br>6. 5 ❑ 7. 6 ❑ 8. 7 ❑ 9. 8 ❑ 10. 9 ❑<br>11. 10 ❑ 12. more than 10 ❑ |
| 194 a | How many of your friends at school are from other countries than SA and/or your home country? | 1. None ❑ 2. 1 ❑ 3. 2 ❑ 4. 3 ❑ 5. 4 ❑<br>6. 5 ❑ 7. 6 ❑ 8. 7 ❑ 9. 8 ❑ 10. 9 ❑<br>11. 10 ❑ 12. more than 10 ❑ |
| 194 b | Would you say that it is more difficult to make friends with school mates who are NOT from your home country? | 1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, nor disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |
| 195 | What are possible reasons that it is more difficult to make friends with school mates who are NOT from your home country? | 2. People from other countries prefer to be among themselves ❑<br>3. I generally prefer being among people who are from my h. country ❑<br>4. Their culture is too different for me and therefore difficult to make friends with people who are not from my home country ❑<br>5. My parent/s or other caretaker/s don't want me to make friends with people who are not from my home country ❑<br>6. I made bad experience with people who are not from my h. country ❑<br>98. Other ❑ , specify:<br>_____<br>99. Don't know ❑ |
| 196 | If you don't have friends at school who are from other countries than your home country, have you tried to make friends with them before? | **→ If you have friends who are from other countries than your home country, continue with q. 197**<br>1. Yes ❑<br>2. No ❑ |
| **SECTION J: TOGETHERNESS** | | |
| 197 | In what groups at school do you feel more comfortable? | 1. In groups with students from South Africa ❑<br>2. **If NOT South African:** In groups with students from my home country ❑<br>3. In groups with students from countries other than South Africa and/or my home country ❑<br>4. In "mixed" groups, that means in groups with students who come from different countries ❑<br>99. Don't know ❑ |
| 198 | Do you often interact with people inside school who are from South Africa? (talking, greeting, eating) | 1. Very often ❑ 2. Often ❑ 3. Sometimes ❑<br>4. Rarely ❑ 5. Never ❑ **→ q. 200** |

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| 199 | Do you have the impression that this interaction has changed your attitude positively or negatively towards people who are from SA?<br>**➔ if you are from SA, continue with q. 200** | 1. It has changed my attitude positively ❑<br>2. It hasn't changed my attitude ❑<br>3. It has changed it negatively ❑<br>99. Don't know ❑ |
| 200 | Do you often interact with people inside school who are not from your home country and/or South Africa? | 1. Very often ❑ 2. Often ❑ 3. Sometimes ❑<br>4. Rarely ❑ 5. Never ❑ **➔ q. 202** |
| 201 | Do you have the impression that this interaction has changed your attitude positively or negatively towards people who are not from your home country and/or SA? | 1. It has changed my attitude positively ❑<br>2. It hasn't changed my attitude anyhow ❑<br>3. It has changed it negatively ❑<br>99. Don't know ❑ |
| 202 | Would you say that having South African friends at school helps you to get to know Johannesburg better? | 1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, nor disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |
| 203 | Does this school have sports fields or other recreational areas? | 1. Yes ❑<br>2. No ❑ **➔ q. 206** |
| 204 | How often do you use these recreational areas? | 1. Very often ❑ 2. Often ❑ 3. Sometimes ❑<br>4. Rarely ❑ 5. Never ❑ **➔ q. 206** |
| 205 | With whom do you go there? (**select all answers that apply**) | 1. Alone ❑ 2. With South African students ❑<br>3. **If NOT South African:** With students from my home country ❑<br>4. With students who are not from SA/and or from my home country ❑ |
| 206 | What do you do during break time at this school? (**select all answers that apply**) | 1. Chat with friends ❑ 2. Play games outside together with friends ❑<br>3. Listen to music together with friends ❑<br>4. Do sports together with friends ❑ 5. Study in groups ❑<br>98. Other ❑ , specify: _____<br>6. I spend the breaks on my own ❑ **➔ q. 208** |
| 207 | With whom do you <u>mostly</u> spend your breaks together with? (**select all answers that apply**) | 1. Alone ❑ 2. With South African students ❑<br>3. **If NOT South African:** With students from my home country ❑<br>4. With students who are not from SA/and or from my home country ❑ |
| 208 | What are activities that you commonly do with your **<u>South African friends from school</u>** after school/in your free time? (**select all answers that apply**) | 1. Going out for sport events ❑ 2. Visiting relatives ❑<br>3. Going out for movies/theatre/concerts ❑<br>4. Playing cards/billiard etc. together ❑<br>5. Inviting friends to my house ❑ 6. Visiting them at their houses ❑<br>7. Going out for eating/drinks ❑ 8. Watching TV together ❑<br>9. Have a braai/picknick together ❑ 10. Going to the park ❑ |

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| | | 11. Doing sports together ❑ 12.Singing/doing music together ❑<br>13. Going together to the church ❑ 14. Studying together ❑<br>98. Other ❑ , specify:<br>_____ |
| 209 | **If NOT South African:** What are activities that you commonly do with your **<u>school friends</u>** who are **<u>from your home country</u>**?<br>(**select all answers that apply**)<br>**➔ if South African, continue with q. 210** | 1. Going out for sport events ❑ 2. Visiting relatives ❑<br>3. Going out for movies/theatre/concerts ❑<br>4. Playing cards/billiard etc. together ❑<br>5. Inviting friends to my house ❑ 6. Visiting them at their houses ❑<br>7. Going out for eating/drinks ❑ 8. Watching TV together ❑<br>9. Have a braai/picknick together ❑ 10. Going to the park ❑<br>11. Doing sports together ❑ 12.Singing/doing music together ❑<br>13. Going together to the church ❑ 14. Studying together ❑<br>98. Other ❑ , specify:<br>_____ |
| 210 | What are activities that you commonly do with **<u>school friends</u>** who are **<u>from other countries than South Africa and/or your home</u> country** after school/in your free time?<br>(**select all answers that apply**) | 1. Going out for sport events ❑ 2. Visiting relatives ❑<br>3. Going out for movies/theatre/concerts ❑<br>4. Playing cards/billiard etc. together ❑<br>5. Inviting friends to my house ❑ 6. Visiting them at their houses ❑<br>7. Going out for eating/drinks ❑ 8. Watching TV together ❑<br>9. Have a braai/picknick together ❑ 10. Going to the park ❑<br>11. Doing sports together ❑ 12.Singing/doing music together ❑<br>13. Going together to the church ❑ 14. Studying together ❑<br>98. Other ❑ , specify:<br>_____ |
| 211 | Do you visit friends from school at their homes and/or do they visit you? | 1. Yes, Very often **➔ q. 213** ❑ 2. Yes, often ❑ **➔ q. 213**<br>3. Yes, sometimes ❑ **➔ q. 213** 4. Only rarely ❑ 5. Never ❑ |
| 212 | Why do you never or only rarely visit friends from school at their homes and/or invite them to your home?<br>(**select all answers that apply**) | 1. I don't have that good friends at school whom I would visit at their homes or who would visit me ❑<br>2. I don't have time for this since I'm always busy with school work ❑<br>3. I don't have time for this since I'm busy with household chores, caring for younger siblings etc. ❑<br>4. I don't have time for this since I mostly work after school/in my free time ❑<br>4. All my friends from school live far away ❑<br>5. My parents or other caretakers don't want me to visit friends and/or invite friends ❑<br>98. Other, specify: _____ |
| 213 | Where do these friends from school you visit at their homes and/or you invite to your home <u>mostly</u> come from? | 1. South Africa ❑<br>2. **If NOT South African:** Home country ❑<br>3. Other country than SA/and or home country ❑<br>4. They come from different countries (incl. SA) ❑ |

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| 214 | In general, do your parents and/or other caretaker/s like it or not when you visit friends from the following countries? (**select all answers that apply**) | 1. They don't like it when I visit friends who are from South Africa ❑<br>2. **If NOT South African:** They don't like it when I visit friends who are from my home country ❑<br>3. They don't like it when I visit friends who are from other countries than SA and/or home country? ❑<br>4. They don't mind where my friends come from whom I visit ❑<br>99. Don't know ❑ |
| 215 | In general, do you think that your parents and/or other caretaker/s like it or not when you invite friends to your home who are from the following countries? (**select all answers that apply**) | 1. They don't like it when I invite friends who are from South Africa ❑<br>2. **If NOT South African:** They don't like it when I invite friends who are from my home country ❑<br>3. They don't like it when I invite friends who are from other countries than SA and/or home country? ❑<br>4. They don't mind where my friends come from whom I invite ❑<br>99. Don't know ❑ |
| 216 | In general, do your parents and/or other caretakers like it or not when you spend your free time together, e.g. by doing sports together, going to the movies etc., with the following friends? (**select all answers that apply**) | 1. They don't like it when I spend my free time together with friends who are from South Africa ❑<br>2. **If NOT South African:** They don't like it when I spend my free time together with friends who are from my home country ❑<br>3. They don't like it when I spend my free time together with friends who are from other countries than SA and/or home country? ❑<br>4. They don't mind where my friends come from whom I spend my free time together with ❑<br>99. Don't know ❑ |
| **SECTION K: SOLIDARITY** | | |
| 217 | What do you generally think about contacts and interactions with South Africans at school? | 1. Most of them are friendly ❑<br>2. Most of them are rather neutral (neither friendly, nor unfriendly) ❑<br>3. Most of them are unfriendly ❑ |
| 218 | What do you generally think about contacts and interactions with people from your country (if not South African) at school?<br>**→ if South African, continue with 219** | 1. Most of them are friendly ❑<br>2. Most of them are rather neutral (neither friendly, nor unfriendly) ❑<br>3. Most of them are unfriendly ❑ |
| 219 | What do you generally think about contacts and interactions with people who are from other countries than South Africa and/or your home country at school? | 1. Most of them are friendly ❑<br>2. Most of them are rather neutral (neither friendly, nor unfriendly) ❑<br>3. Most of them are unfriendly ❑ |
| 220 | In your opinion, is this school generally peaceful or do you think that here are many conflicts among students? | 1. It is generally peaceful ❑<br>2. It is neither peaceful, nor conflictive ❑<br>3. It is generally conflictive ❑<br>99. Don't know ❑ |

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| 221 | Do you sometimes have the feeling that you are on your own in this school or have no one to rely on? | 1. Yes, Very often ❑ 2. Yes, often ❑<br>3. Yes, sometimes ❑ 4. Only rarely ❑ 5. Never ❑ |
| 222 | If a new student joins your class, would this new student be accepted by most other students? | 1. Yes, easily ❑<br>2. Neither way ❑<br>3. No, not that easily ❑ |
| 223 | Do you personally feel accepted as a member of this school? | 1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, nor disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |
| 224 | Suppose someone in this school had something unfortunate happen to her/him, for example, a family member had passed away. Who do you think would be the <u>main</u> person/s she/he could turn for help in this situation? (**Select only the <u>1- max. 2 MOST</u> appropriate answers**) | 1. No one would help ❑<br>2. Family member/s would help ❑<br>3. South African friend/s from school would help ❑<br>4. South African friend/s who are not at this school would help ❑<br>5. School friend/s from home country (if not South African) would help ❑<br>6. Friend/s from home country who are not at this school would help ❑<br>7. School friend/s from other country than South Africa and/or home country would help ❑<br>8. Friend/s from other country than South Africa and/or home country who are not at this school would help ❑<br>9. Teacher/s/principal would help ❑<br>7. Person/s from support organization would help ❑<br>98. Other ❑ , please specify:<br>_____ |
| 225 | Do you have the impression that most students at this school are willing to help you if you need it? | 1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, or disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |
| 226 | Whom of your friends do you mostly ask for advise on personal things such as school/ family problems etc.? (**Select only the <u>1- max. 3 MOST</u> appropriate answers**) | 1. South African school friends ❑<br>2. South African friends who are not at this school ❑<br>3. School friends from my home country (if not South African) ❑<br>4. Friends from my home country (if not South African) who are not at this school ❑<br>5. School friends from other countries than SA and/or my home country ❑<br>6. Friends from other countries than SA and/or my home country who are not at this school ❑<br>7. I don't ask friends for advise on personal things ❑ |
| 227 | If you have problems with a certain school subject/ homework who would be the first person you would ask for help? (**Select only the <u>1- max. 3 MOST</u> appropriate answers**) | 1. No one ❑ 2. Teacher/s ❑ 3. Family member ❑<br>4. South African school friend ❑<br>5. South African friend who is not at this school ❑<br>6. School friend from my home country (if not South African) ❑<br>7. Friend from my home country (if not SAn) who is not at this school ❑<br>8. School friend from other country than SA and/or home country ❑ |

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| | | 9. Friend from other country than SA and/or home country who is not at this school ❑<br>10. Other ❑ , specify:<br>_____ |
| 228 | If you have a disagree-ment/fight with another student, whom do you turn to for advise?<br>(**Select only the <u>1- max. 3 MOST</u> appropriate answers**) | 1. No one ❑ 2. Teacher ❑ 3. Principal ❑<br>4. Family member ❑ 5. South African friend ❑<br>6. Friend from my home country (if not South African) ❑<br>7. Friend from other country than South Africa and/or home country ❑ |
| **SECTION L: TRUST** | | |
| 229 | Generally speaking, would you say that most people can be trusted?<br>(*What is trust?; explain*) | 1. Most people can be trusted ❑<br>2. Some people can be trusted, others not ❑<br>3. Most people cannot be trusted ❑ |
| 230 | Would you say that you rather trust people who are more similar to you (e.g., in terms of age, gender, nationality etc.) ? | 1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, or disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |
| 231 | What is your opinion on the following statements? | **a. Most of South Africans at this school can be trusted?**<br>1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, nor disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑<br>**b. Most of South Africans In Johannesburg can be trusted?**<br>1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, nor disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑<br>**c. If NOT South African: Most persons from my home country at this school can be trusted?**<br>1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, nor disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑<br>**d. If NOT South African: Most persons from my home country in Johannesburg can be trusted?**<br>1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, nor disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑<br>**e. Most persons who are not from South Africa and/or my home country at this school can be trusted?**<br>1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, nor disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |

| | | |
|---|---|---|
| | | **f. Most people from other countries than South Africa and/or my home country in Johannesburg can be trusted?**<br>1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, nor disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |
| 232 | Would you say that you can trust people better you know more about in terms of their respective culture and traditions? | 1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, or disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |
| 233 | Do you think that most students at this school are basically honest and can be trusted? | 1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, or disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |
| 234 | If you drop your wallet somewhere in this school, do you think that some-one will return it to you? | 1. Strongly agree ❑ 2. Generally agree ❑<br>3. Neither agree, or disagree ❑ 4. Generally don't agree ❑<br>5. Strongly disagree ❑ 99. Don't know ❑ |
| **SECTION M: MEMBERSHIP IN ASSOCIATIONS/GROUPS/CLUBS** | | |
| 235 | Are there any associations/ clubs/groups at this school? | 1. Yes, many ❑ 2. Yes, there are some ❑<br>3. No, there are none ❑ **→ q. 240** 99. Don't know ❑ **→ q. 240** |
| 236 | What types of such associations/clubs/groups do exist at this school? (**select all answers that apply**) | 1. Sport club/s ❑ 2. Music group/s (e.g. school band, choir) ❑<br>3. Theatre/drama group/s ❑ 4. Study group/s ❑<br>5. Literature group/s ❑<br>98. Other ❑ , specify: _____ |
| 237 | Are you a member of one or more of such groups that exist at school? | 1. No, I'm not a member of any of these groups ❑ **→ q. 240**<br>2. Yes, I'm a member of 1 group ❑<br>3. Yes, I'm a member of 2 groups ❑<br>4. Yes, I'm a member of 3 groups ❑<br>5. Yes, I'm a member of more than 3 groups ❑ |
| 238 | How often do you participate in your group/s? (at school) | 1. Always ❑ 2. Often ❑ 3. Sometimes ❑<br>4. Rarely ❑ 5. Never ❑ |
| 239 | Are there any other clubs/ association/groups OUTSIDE school that you are a member of? | 1. No, I'm not a member of any group ❑ **→ skip to the end**<br>2. Yes, I'm a member of 1 group ❑<br>3. Yes, I'm a member of 2 groups ❑<br>4. Yes, I'm a member of 3 groups ❑<br>5. Yes, I'm a member of more than 3 groups ❑ |
| 240 | What types of such clubs/ associations/groups OUTSIDE school are you a member of? (**Select all answers that apply**) | 1. Sport club/s ❑ 2. Music group/s (e.g. school band, choir) ❑<br>3. Theatre/drama group/s ❑ 4. Study group/s ❑<br>5. Literature group/s ❑<br>98. Other ❑ , specify: _____ |
| 241 | How often do you participate in your group/s? | 1. Always ❑ 2. Often ❑ 3. Sometimes ❑<br>4. Rarely ❑ 5. Never ❑ |

| | | |
|---|---|---|
| 242 | Think of the association/ club/group you like most, how many of the other members are South Africans and how many are non-South African? | 1. There are only South Africans ❑<br>2. There are more South Africans than non-South Africans ❑<br>3. There are more or less as much South Africans as there are non-South Africans ❑<br>4. There are more non-South Africans ❑<br>5. There are only non-South Africans ❑ |

**Further comments:**

Are there any further comments you would like to make?

**Thank you very much for your support!!!**

## Appendix 4: FOCUS GROUP DISCUSSION GUIDELINES

*First of all, I would like to thank all of you so much for being here today although you don't have school anymore, I really appreciate that….*
*The focus group discussion today will last for approximately 2 hours and it will be structured into three main parts.*

1. Feedback on from students on survey (approach, questionnaire, topics etc.)
2. Clarifications on some of the questions (can be shortened)
3. (Questionnaire) Topics you found interesting and would like to discuss further and/or other topics you would like to discuss that haven't been covered in the questionnaire

*We can also combine the feedback with further clarifications in line with the questionnaire.*

*As you might have realized, the questionnaire has been divided into 3 overall parts, i.e.*
I. Questions on integration
II. Questions on the quantitative dimension of social networks, i.e. number of friends you have at school
III. Question on so called social capital (I will elaborate that in more detail later on)

*Furthermore, the questionnaire was divided into 13 subsections:*
E.g., Personal details, Neighborhood integration, rights awareness, solidarity, trust etc.

*I would now like to discuss some questions within the different sub-sections together with you that would need some further clarification:*

1. **Personal details:**
    - First give feedback
    - I'm not sure whether everyone understood what was meant by "ethnic" or "cultural group" since there were many missing answers, can someone explain that briefly to us?

2. **Neighborhood**
    - First, feedback
    - Answers were pretty clear and not surprising, however, I would like to get some more information from you side, e.g. are you overall happy with living in your neighborhood? How do you see your neighborhood/suburb compared to other neighborhoods/suburbs in Johannesburg? Would you prefer living somewhere else?

3. **Rights awareness**
    - Feedback > particularly stress that answers seemed to be very positive, i.e. most of you stated to know much or even very much about their rights in South Africa and also about Human Rights
    - Do you agree that this is really the case? Do migrants have different rights than South Africans? What exactly are Human Rights?

4. **Language skills and cultural knowledge**
    - Feedback > answers were pretty clear and many further languages were mentioned from your side
    - What would you say are the 2 most important languages someone who lives in Johannesburg should know to speak and why?
    - Many of you stated that they know pretty much about South Africa's history and culture, could you please specify that a bit more? What are cultural and historical characteristics of South Africa? (>just give a few examples)
    - Also give examples of other African countries history and cultures? What are significant differences and why?

**5. (Access to) Health Care**

- Feedback > Answers pretty clear…
- In general, how do you evaluate the medical services in SA? Are there also differences between migrants and South Africans in terms of access to and quality of services you receive?

**6. Education and Schooling**

- Feedback
- Could someone describe briefly what is required to enroll at this school and what are most common difficulties with regards to enrolment?
- Quite many stated that teachers treat migrants differently from South Africans, do you agree and why? How do you generally evaluate the teachers – students relationships/interactions at this school?

**7. Identificatory Intergration**

- Feedback
- I'm not sure whether everyone really understood what was meant by "identification", e.g. with national and/or ethnic group, could someone explain that further? What are important aspects for you that make you feel identifying with your national and/ore ethnic group and does that automatically mean that you distance yourself from other national and/or ethnic groups or is it possible to integrate both of it in your identification?
- Many answered the question on whether they feel part of the South African society positively, could you give examples on what makes you feel being part and/or also what makes you feel proud to be an inhabitant of South Africa?

**8. Attitudes towards other nationals**

- Feedback
- Some South Africans also answered the question that they feel to be treated differently because they are NOT South Africans, is this more a general pattern, e.g. is nationality not the only reason why some people have the feeling to be treated differently in South Africa? What are other criteria? Can you give examples of situations when you felt being treated differently and why you felt so?

**9. Informal Social Networks at School (Quantity)**

- Feedback
- I was surprised by the high numbers of friends at school most of you stated to have, maybe there was some misunderstanding in relation to the term “friend” and some confused it with acquaintances, do you agree? How would you define friendship and are there different levels of friendship?

**10. Togetherness**

- Feedback > answers pretty clear
- However, are there any other topics you would like to talk about with regards to activities you do together with your friends and would you say that there are certain activities that you only do with certain friends and in this regard would you say that nationality plays a role?

**11. Solidarity**

- Feedback
- What makes you feel being accepted as a member of this school?
- Are there any further issues you would like to discuss in relation to the subtopic solidarity?

**12. Trust**

- Feedback
- In general, overall low trust levels, do you know why?
- What do you actually understand by the term trust? What is important that you are able and willing to trust someone?

**13. Membership in associations**

- Feedback
- I’m not that sure whether everyone understood what was meant by the term “association”, could someone explain?
- Do you think to be member of an association etc. helps you to make friends?
- Do you prefer the associations at school or those outside school and why?

## Appendix 5: QUESTIONNAIRE FOR THE PRINCIPAL OF JULES HIGH

1. How many immigrants are at this school? (approximate percentage)

2. From which countries do they come from? (Examples)

3. Would you say that it is easier for immigrant learners to enroll at this school compared to other secondary schools in Johannesburg?

   If so, why? How does this school support immigrant learners to enroll?

4. Does this school have a policy from the Department of Education about immigrant learners?

5. Does this school have any program/s for immigrant learners?

   If yes, please describe. If no, why not?

6. Do you wish to have such programs or more programs and in how far?

7. How does this school otherwise support immigrant learners to integrate?

   Provide examples

8. How many teachers at this school are from other countries than South Africa? Where do they come from?

9. Would you say that having teachers from other countries than South Africa at this school also supports immigrant learners to integrate?

10. Do some teachers face any learning/teaching difficulties?

    If yes, what are these? And would you say that there are certain groups/nationalities of students that are more difficult to deal with?

11. Do you think that some immigrant groups are more difficult to include in their respective classes in particular and in the school in general than others?

    If yes, why do you think this is so and which groups are more difficult to include?

12. What are the greatest challenges in dealing with immigrant learners (if there are any)?

13. What are possible benefits that arose from having a mix of different national groups at this school?

14. How would you generally evaluate student – student interactions at this school?

    What are some of the major challenges?
    Would you say that most South African students at this school accept immigrant learners and interact which each other respectfully? Or are rather groupings of students according to nationality a common practice?

## Appendix 6: DEMOGRAPHIC DATA OF SURVEY PARTICIPANTS

| Q. - No. | Sex of respondent | | Age group of respondent | | | Migrant status of respondent | |
|---|---|---|---|---|---|---|---|
| | male | female | 11-14 years | 15-17 years | 18-20 years | South A. | Migrant |
| 91 | | x | x | | | x | |
| 61 | | x | | x | | x | |
| 97 | | x | | x | | x | |
| 88 | x | | | | x | x | |
| 44 | x | | | x | | x | |
| 30 | x | | | x | | x | |
| 1 | | x | | x | | x | |
| 58 | | x | x | | | x | |
| 68 | x | | | x | | x | |
| 131 | x | | | | x | x | |
| 57 | | x | | | | x | |
| 41 | | x | | x | | x | |
| 2 | | x | | x | | x | |
| 3 | | x | | x | | x | |
| 6 | | x | | x | | x | |
| 7 | | x | | x | | x | |
| 21 | x | | | | x | x | |
| 45 | x | | | | x | x | |
| 42 | | x | | x | | x | |
| 12 | | x | | x | | x | |
| 33 | | x | | x | | x | |
| 38 | x | | | | x | x | |
| 40 | x | | | | x | x | |
| 16 | | x | | x | | x | |
| 29 | | x | | x | | x | |
| 137 | | x | | x | | x | |
| 82 | x | | | | x | x | |
| 81 | | x | | | x | x | |
| 4 | | x | | x | | x | |
| 9 | x | | | x | | x | |
| 11 | x | | | x | | x | |
| 22 | | x | | | x | x | |
| 18 | | x | | | x | x | |
| 23 | | x | x | | | x | |
| 32 | | x | | x | | x | |
| 43 | x | | | | x | x | |
| 39 | | x | | x | | x | |
| 15 | x | | | x | | x | |
| 72 | | x | x | | | x | |
| 47 | x | | | | x | x | |
| 8 | x | | | x | | x | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 26 | | x | | | x | x | |
| 13 | x | | | x | | x | |
| 98 | | x | | x | | x | |
| 133 | | x | | x | | x | |
| 34 | | x | | | x | x | |
| 95 | x | | | | x | x | |
| 94 | x | | x | | | | x |
| 75 | | x | | x | | | x |
| 92 | | x | x | | | | x |
| 84 | x | | x | | | | x |
| 10 | x | | | x | | | x |
| 56 | x | | | x | | | x |
| 124 | x | | | x | | | x |
| 89 | x | | x | | | | x |
| 78 | x | | | x | | | x |
| 83 | x | | | x | | | x |
| 69 | x | | x | | | | x |
| 36 | | x | | x | | | x |
| 37 | | x | | x | | | x |
| 35 | | x | | x | | | x |
| 48 | x | | | x | | | x |
| 71 | x | | | x | | | x |
| 126 | | x | | x | | | x |
| 63 | x | | | x | | | x |
| 85 | | x | x | | | | x |
| 130 | x | | | x | | | x |
| 80 | x | | | x | | | x |
| 20 | | x | | x | | | x |
| 79 | | x | | x | | | x |
| 66 | | x | | x | | | x |
| 77 | | x | x | | | | x |
| 73 | | x | x | | | | x |
| 5 | | x | | | x | | x |
| 31 | x | | | | x | | x |
| 123 | x | | | x | | | x |
| 46 | x | | | | x | | x |
| 74 | x | | | x | | | x |
| 55 | x | | x | | | | x |
| 70 | x | | | | x | | x |
| 64 | x | | x | | | | x |
| 99 | | x | x | | | | x |
| 80 | x | | | x | | | x |
| 59 | | x | x | | | | x |
| 76 | | x | | x | | | x |
| 87 | x | | | | x | | x |
| 67 | x | | | x | | | x |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 86 | | x | x | | | | x |
| 49 | | x | | | x | | x |
| 24 | | x | | | x | | x |
| 25 | x | | | x | | | x |
| 93 | x | | x | | | | x |
| 60 | x | | | | x | | x |
| **93** | **45** | **48** | **19** | **51** | **23** | **47** | **46** |

**Sex of respondent * Age group of respondent * Migrant status of respondent Crosstabulation**

Count

| Migrant status of respondent | | | Age group of respondent | | | Total |
|---|---|---|---|---|---|---|
| | | | 11-14 years old | 15-17 years old | 18-20 years old | |
| South African | Sex of respondent | Boy | 0 | 8 | 10 | 18 |
| | | Girl | 5 | 19 | 5 | 29 |
| | Total | | 5 | 27 | 15 | 47 |
| Migrant (international) | Sex of respondent | Boy | 7 | 15 | 5 | 27 |
| | | Girl | 7 | 9 | 3 | 19 |
| | Total | | 14 | 24 | 8 | 46 |
| Total | Sex of respondent | Boy | 7 | 23 | 15 | 45 |
| | | Girl | 12 | 28 | 8 | 48 |
| | Total | | 19 | 51 | 23 | 93 |

**Sex of respondent**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Boy | 45 | 48,4 | 48,4 | 48,4 |
| | Girl | 48 | 51,6 | 51,6 | 100,0 |
| | Total | 93 | 100,0 | 100,0 | |

**Age group of respondent**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 11-14 years old | 19 | 20,4 | 20,4 | 20,4 |
| | 15-17 years old | 51 | 54,8 | 54,8 | 75,3 |
| | 18-20 years old | 23 | 24,7 | 24,7 | 100,0 |
| | Total | 93 | 100,0 | 100,0 | |

**Age of respondent**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 11 | 1 | 1,1 | 1,1 | 1,1 |
| | 12 | 1 | 1,1 | 1,1 | 2,2 |
| | 13 | 3 | 3,2 | 3,2 | 5,4 |
| | 14 | 14 | 15,1 | 15,1 | 20,4 |
| | 15 | 11 | 11,8 | 11,8 | 32,3 |
| | 16 | 27 | 29,0 | 29,0 | 61,3 |
| | 17 | 13 | 14,0 | 14,0 | 75,3 |
| | 18 | 14 | 15,1 | 15,1 | 90,3 |
| | 19 | 8 | 8,6 | 8,6 | 98,9 |
| | 20 | 1 | 1,1 | 1,1 | 100,0 |
| | Total | 93 | 100,0 | 100,0 | |

**Migrant status of respondent**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | South African | 47 | 50,5 | 50,5 | 50,5 |
| | Migrant (international) | 46 | 49,5 | 49,5 | 100,0 |
| | Total | 93 | 100,0 | 100,0 | |

**Nationality of respondent**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | South African | 47 | 50,5 | 50,5 | 50,5 |
| | Angolan | 4 | 4,3 | 4,3 | 54,8 |
| | Congolese | 28 | 30,1 | 30,1 | 84,9 |
| | Kenyan | 1 | 1,1 | 1,1 | 86,0 |
| | Mozambican | 2 | 2,2 | 2,2 | 88,2 |
| | Nigerian | 3 | 3,2 | 3,2 | 91,4 |
| | Swazi | 1 | 1,1 | 1,1 | 92,5 |
| | Zimbabwean | 3 | 3,2 | 3,2 | 95,7 |
| | Zambian | 3 | 3,2 | 3,2 | 98,9 |
| | Lesotho | 1 | 1,1 | 1,1 | 100,0 |
| | Total | 93 | 100,0 | 100,0 | |

## Appendix 7: FOCUS GROUP PARTICIPANTS

| No. | Grade | Age | Sex | Country of origin |
|---|---|---|---|---|
| 01 | 8 | 14 | female | South Africa |
| 02 | 9 | 14 | female | Kenya |
| 03 | 9 | 15 | female | Zambia |
| 04 | 9 | 15 | female | Zimbabwe |
| 05 | 11 | 16 | male | DR Congo |
| 06 | 10 | 17 | female | South Africa |
| 07 | 11 | 17 | male | DR Congo |
| 08 | 10 | 18 | female | DR Congo |
| 09 | 11 | 18 | male | Zambia |
| 10 | 12 | 20 | male | South Africa |