

Rural Education and how it reflects on Government Reconstruction and Development efforts in South Africa

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Abstract

South Africa's rural development strategies are not accomplishing their goals, particularly the reconstruction and restructuring of the residing conditions of most of the people residing in rural regions. Although the African National Congress (ANC) government has implemented various rural development strategies since coming into power in 1994, the state of education provision for rural students remains abysmal. This article provides a critical reflection on state reconstruction and development in South Africa by reviewing the Reconstruction and Development Program (RDP), the Strategy for Growth, Employment and Redistribution (GEAR), and the Comprehensive Rural Development Program (CRDP). The article further examines the impact of the ANC's economic policies on the provision of education in rural areas. Document analysis as a research method is used to examine and interpret data to extract meaning, gain understanding and further develop and extend empirical knowledge about the impact of government policies on the provision of education to students in rural areas. The findings reveal that the government's recovery and development policies, underpinned by neoliberal thinking, have failed to have an impact on reducing past imbalances and thus have failed to address pressing issues in rural areas. Based on the study's findings, it calls on the government to take a central role in ensuring that its recovery and development policies live up to what they are meant to achieve.

Keywords: Development policies, economic policies, financing, rural schools, rural development