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Inequality of Access to Resources in Previously Disadvantaged South African High Schools

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ABSTRACT The new South African constitution adopted following the inception of the new democracy in 1994, states that everyone has the right to a basic education. Also, the South African Schools Act (SASA of 1996) states that schools must admit all learners without discrimination. However, equality of access to education is still problematic and has remained a major problem and a challenge in South African schools. That is the reason why in this paper issues with reference to equal access to education will be explored. This is evidenced by debates from the literature stated in the proceeding sections. Schools still face problems with regard to access to resources such as Learner-Teacher-Support-Materials (LTSM) and classrooms. Grade twelve (final year of high school) learners and their teachers from three high schools in the north-west province were interviewed to examine the availability and equality of access to resources. The information obtained could assist the government and relevant stakeholders review the present situation in schools and make changes to existing policies where possible. The findings showed that there is still no equality in access to resources in previously disadvantaged high schools and that this is an educational major problem. Recommendations are made about possible ways of addressing this problem. Conclusions drawn from the review indicate that inequality to access has serious implications to the quality of education in disadvantaged schools.