

Political Accountability in Education Service Delivery: Post-apartheid South African Government's Responsiveness

Sybert Mutereko and Fayth Ruffin

*¹University of KwaZulu-Natal, College of Law and Management Studies,
Pietermaritzburg, 3209, South Africa
E-mail: ¹<sybert@ukzn.ac.za>, ²<Ruffin@ukzn.ac.za>*

KEYWORDS Accountability. Basic Education. Democracy Electoral Processes. Service Delivery

ABSTRACT This paper hopes to contribute to insights into political accountability within the education sector. Drawing on an extensive documentary review of education policies, as well as on interviews with 100 high school purposively selected educators (25 from independent schools, 48 from former Model C schools and 27 from township schools) and six school Principals, all from uMgungundlovu District in KwaZulu-Natal, this paper examines how the post-apartheid government of South Africa has exercised, and continues to exercise its political accountability for the delivery of basic education. Although the African National Congress government has prioritised education in its election manifestos and national budgets, an analysis of the respondents' perceptions of the government's responsiveness to the educational needs of South Africans shows that there is general dissatisfaction among the educators who are at the coalface of delivery. This is due to perceived failure of the government to implement effectively educational policies formulated in the post-colonial South Africa.