

Exploring the State of South African Schools Regarding the Right to Free Basic Education

Abstract

During the apartheid regime in South Africa, many black and other coloured people were segregated both socially and educationally. After South Africa's political independence in 1994, the constitution was amended where all people were allowed to enjoy every government benefit equally and this benefit includes the right to free basic education. As a form of a pseudo-retaliation, many people that live in the squatter camps seemingly believe that the government must make provision for free basic education to its people in which transportation, food, school uniforms, health care and other necessities must be provided as a part of the free basic education policy. Considering limited government resources, will it be possible to provide all South Africans and migrants that live in South free basic education? The purpose of the research is to revisit the interpretation of the constitutional policy on free basic education in South Africa. The researchers highlight the need for proper education on the meaning of the policy and its importance to the South African public. A quantitative research method was used to record responses from two public schools in Cosmo City. The research will contribute to a better perception about government and the use of its resources.

Keywords: Basic education, Education, Constitution, Student Governing Body (SGB), Squatter camps.

1.1 Introduction

South Africa is one of the fastest developing nations in Africa and it has a population of about 60.14 million people (2021 estimate) and a GDP growth of 904.743 billion (PPP, 2022 estimate). Out of this estimate, 29% of the South African population are unemployed, 90% have no access to the internet for educational purposes, and only 21.5% own computers in their respective

homes for educational purposes (Jantjies, 2019:1-2; Joubert, 2022). The enlisted limitations have drastic effects on the interest of many South Africans in obtaining a basic education. Katherine Hall (2019) listed several reasons as the main causes of children's non-enrolment and drop-out of schools especially at primary and secondary levels: 10% of children find basic education uninteresting; 9% were unable to perform well in their studies; 5% dropped out; 7% not accepted for enrolment; disability amounts for 15%; teenage pregnancy accounts for 7% and financial constraints accounts for over 13%. Poverty, lack of transportation, poor nutrition, and lack of food are other reasons that affect learners' accessibility to basic education in South Africa (Hall, 2019).

More so, considering its strategic relevance to Africa and the world, South Africa is not in isolation as it is a signatory to several international treaties some of which are the African Charter on Human and Peoples' Rights, the United Nations Convention on the Rights of the Child and many more (Nevondwe & Odeku, 2013:848). The international connection South Africa has with other countries and other international organizations might have influenced the writing of the South African Constitution to the point that Section 29(1)(a) gives every South African the right to basic education 'Everyone has the right to basic education (Yates 2018). In addition, the constitution of the Republic of South Africa points out that everyone has the right:

'(b) to further education, which the State, through reasonable measures, must make progressively available and accessible.

(2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the State must consider all reasonable educational alternatives, including single medium institutions, taking into account

(a) equity.

(b) practicability; and

(e) the need to redress the results of past racially discriminatory laws and practices. (3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that

(a) do not discriminate on the basis of race.

(b) are registered with the State; and

(c) maintain standards that are not inferior to standards at comparable public educational institutions.

(4) Subsection

(3) does not preclude State subsidies for independent educational institutions' (Novondwe & Odeku, 2013:849)

Unfortunately, there are factors that have affected the implementation and the level of people's participation in the enrolment of learners at schools and also in people's perception of the concept of "free basic education." This research is a study of the functioning of public schools in

South Africa with regard to their perception of free basic education. The researchers used a case study of two public schools in Cosmo City in order to determine how public schools are coping with people of different backgrounds on their perception of basic education and how it affects them. The researchers point out that people generally have a perception according to which basic education is an entitlement for all citizens of South Africa without a consideration that government cannot operate or implement policies that are beyond its budgetary strength.

1.2 The Problem

The 1996 South African Constitution in terms of section 29 provides every South African the Right to Free Basic Education and that this must be done progressively within the context of the government means or availability of resources (Nevondwe&Odeku, 2013:847). This fundamental Constitutional Right is interpreted and perceived differently by different people in South Africa. While some think that education has to be free for all ignoring that the government or taxpayers have to sponsor education in South Africa, others are of the view that there is no equality in the distribution of free basic education among all public schools in South Africa (Essop, 2019:8-10). Most importantly, while different parents with different cultural backgrounds nurse different views regarding the conceptualization and the implementation of the right to “Free Basic Education,” many public schools are struggling to understand how to apply or use the rights given to them by the constitution. The questions surrounding the subject according to which public schools are functioning is in tandem with the implementation of the Rights to Free Basic Education are the focus of this research. The research focuses on a case of two public schools in Cosmo City: Cosmo City High School and Sgodipola Secondary School. The researchers point those African migrants in South Africa are also contending with South Africans over the knowledge regarding the true beneficiaries of the policy on free basic education.

1.3 Research Question and Hypothesis

From the nature of the statement of the problem, the following research questions might be derived:

- a. has the South African government been able to fulfil its constitutional obligation by providing all South Africans with free and quality basic education? Other questions that pertained to this research are:
 1. what are government limitation(s) if any, in fulfilling this fundamental obligation?

2. how are the current state of schools in South Africa with regard to the implementation of the education rights?
3. what are the realities on ground especially in poor South African communities on their responses to their rights to basic education?
4. how can both parents and school governing bodies be well-informed or enlightened on government and public schools' relationship in the implementation of the Constitutional Right to Free Basic Education?

1.4 Research Purpose and Objectives

This research is a study of some aspects of the legal framework that guides the implementation of the rights of South Africans to a free basic education. Other objectives of this study are:

- a. to provide an update on how ordinary poor South Africans are responding to their constitutional right of acquiring basic education in addition to government role in implementing its obligation regarding its citizenry's rights to basic education;
- b. to provide some suggestions or recommendation on how government and the public can further engage each other on how best to be informed and to benefit from such a constitutional obligation defined by Section 29 of the South African constitution and Article 26 of the Universal Declaration of Human Rights (1948) (cf. Nevonde& Odeku, 2013:848).

1.5 Theoretical framework

There are misconceptions that many poor people have about the meaning of "basic education." Generally, people in most cases assumed that basic education pertained strictly to primary education without taking into cognizance that primary and basic education might be used synonymously; yet the two terms have distinct meanings (Essop, 2019:9). While it cannot be denied that basic education generally means primary education, Essop (2019) explained that basic education originally means the stage or level of education in which the learners' basic needs such as a consideration to his/her culture, environment and social needs are satisfied substantively. Primary education on the other hand is the compulsory stage of education that might not have much substantive contents as do basic education. Generally, basic education suggests pre-primary, primary, secondary, and adult education. Adult education in this case

means an education for people that never had the opportunity to obtain pre-primary, primary and secondary education.¹

The South African Constitution Section 29 reads:

(1) Everyone has the right –

(a) to a basic education, including adult basic education; and

(b) to further education, which the state, through reasonable measures, must make progressively available and accessible (Essop, 2019:10).

It is important to note that while the South African Constitution guarantees people's right to basic education, the rights can be implemented within the reach of government resources, and the quality and equality to the right are not specified in the Constitution or at the Constitutional Court. C. Cherr surmised:

[I]t is important to note that section 29 does not specify the content and quality of the education that the state must provide, nor has the South African Constitutional Court considered the scope and content of the right to basic education. One should also note that section 29 does not refer to all universally accepted education rights. Free and compulsory education does not form part of the right to basic education, although provision is made for compulsory education in section 3(1) of the South African Schools Act. There is also no explicit right to equal access to educational institutions, but it can be assumed that this right is absolutely and completely enclosed and protected by section 9 of the Constitution, which specifically deals with equality (Cherr, 2015:2408 – 2409).

As previously noted, that basic education is more substantive in content than primary education, the statement attributed to Cherr suggests that there are laws guiding the implementation of Section 29 according to which the government has a legal right to check the admission of learners that are qualified to benefit for a basic education which might not be necessarily compulsory and free to all. This conceptual framework is relevant to this research because in Cosmo City, while there are people that live averagely, others live in luxury or surplus while some live in poverty. It does suggest that the functioning of the two public schools case-studied in this research might need to work hand-in-hand with the law and the government in its admission policies and the screening of those that qualified for full-government support or bursaries to study.

¹“Basic education” *educalingo dictionary*, from <https://educalingo.com/en/dic-en/basic-education>

This research is basically library research that uses various pieces of literature some of which gave estimates about the general public responses in Cosmo City regarding their knowledge about their rights to free basic education. The *Behaviorist-Associationist* theory is a view according to which information and learning are obtained based on interactions between the stimuli and observable responses. The theory teaches that memory is aimed at retaining all products of learning (*Psychology of Education*, [n.d.]: 119). This research in most cases is a study of how the public in Cosmo City perceive and respond to the concept of free basic education as pronounced in Section 29 of the South African Constitution which guarantees every South African the right to free basic education. This is important because their responses tend to influence their participation and perception in connection with regard to their views on the concept of basic education. Their view might have been built consciously and subconsciously in their memories over the years, especially since 1994. This proposition is in connection in clear terms with the behaviorist-associationist theory because the theory promotes the view according to which perceptions influences behavior generated by regular interactions with the environment. It might be recalled that the behaviorist-associationist theory is in connection with learning. The theory promotes the view according to which an individual's exposure to a situation or a scenario influences the future behavior of the individual: "...the frequency with which an organism has come into contact with Xs and Ys in one's environment determines the frequency with which thoughts about Xs and thoughts about Ys will arise together in the organism's future" (*Stanford Encyclopedia of Philosophy*, 2020:2). This suggests that the current views of many ordinary South Africans in Cosmo City regarding who is qualified and who is not qualified for free basic education in public schools might have been influenced by their history and their laws as propounded in the Constitution. The behavior of many residences in South Africa is the interpretation according to which basic education is free, equal, and compulsory yet many South Africans believe that public schools are not complying with this constitutional order. More so, the behaviorist-associationist theory is a view according to which every behavior is influenced by previous experience "...there were no ideas in the mind that were not first given in experience" (*Stanford Encyclopedia of Philosophy*, 2020:3). The experiences of many South Africans and their understanding of their rights to basic education suggests that the government has not done enough to assist the citizens in enjoying the benefits of their rights. This research is also written with a consideration that the government also needs to operate within its means or within the scope of the availability of its resources and with clarity in the definition of section 29.

In addition, a government cannot spend more than its annual income and its conduct in the implementation of every aspect of the law must be reasonable (cf. Naidoo & Gordon, 2016:19). The constitution made it clear that the implementation of the right to basic education can be progressive as a government source for funds through *reasonable means* (section 29 (1) b “to further education, which the State, through reasonable measures, must make progressively available and accessible”) (Novondwe& Odeku, 2013:849). In other words, these researchers are aware that the government cannot manage governance out of the context of the availability of its resources.

1.4 Research Methodology

Historically, Cosmo City was established around the end of 2004 and people started to occupy the place towards the end of 2005. The development of Cosmo City was in response to the homeless plights of informal settlers of Zevenfontein and Riverbend. At present, neighboring locations or squatter camps to Cosmo City are Siwawa and Eskom stand. Jacqueline (2011) noted that the settlers of Zevenfontein and Riverbend were illegally occupying a private land, about 25 km North West of Johannesburg’s CBD before they were relocated to Cosmo City (Jacqueline, 2011). Cosmo City was established as a pilot project to integrate the low-, middle- and high-income communities to live together sharing the same social services provided by the government (Mphaka, 2015).

Furthermore, Olumuyiwa (2016) said that Cosmo City is a mixed-income housing development area that is made up of three different classes of housing: fully subsidized houses and finance/credit-linked and bonded housing. Most of the dwellers in the fully subsidized houses are households relocated from informal settlements (Olumuyiwa, 2016). Today, there are many racial groups that live in Cosmo City, but the city is dominated by Black-African people. Many other African people that live in Cosmo City are migrants from other African countries mostly from Zimbabwe, Nigeria, Mozambique, Somalia, Ethiopia, Lesotho, Swaziland, Tanzania and Malawi.

Cosmo City is one of the most economically buoyant cities in Randburg, Gauteng. Two public schools are studied in this research and they are Cosmo City High School and Sgodiphola Secondary School. Both schools are located about 1km away from each other and central to this location is Cosmo City shopping Centre which is one of the busiest shopping malls in Randburg. Both schools are high schools consisting of only grades 8 to 12 learners. As at the time of filling of this research, Cosmo City High school has a total of 1000 students with 23 teachers and 6 non-academic staff while Sgodiphola Secondary School has a number of 1500 learners with 25 academic staff and 7 non-academic staffers. The conclusions or assumptions made in this

research are based on the responses of the interviewees presented in this research. The research is designed in a way that it compares the implementation of the policy of free basic education to the realities on ground in which public schools are struggling with the perception of many parents over their perspectives of the concepts of free basic education.

This research is also quantitative research because it involves the distribution of questionnaires to parents of learners that attended the two schools' case-studied in this research. Quantitative research deals with numbers and statistics. It involves face-to-face interaction between the interviewer and the interviewee to establish the actual situation or subject of research (McMillan & Schumacher, 2001: 24-60). This is a type of research whereby data or information are collected and analyzed systematically and statistically and where predictions could be made using patterns or fixed figures. It is an empirical investigation where observations are conducted using statistical or mathematical or computational methods. The outcomes or results or inferences of the research could be categorized using figures or empirical calibrations or numerical data (Agai, 2021).

As noted in the theoretical framework of this research (behaviorist-associationist), peoples' responses to any concept or concept can affect their behaviors towards the society. In this case, there is a general view among many parents in Cosmo City that the funding towards the basic education of their children is the sole responsibility of the government. I used a questionnaire to determine the perceptions of parents and the functioning of public schools in the implementation of the policy of free basic education in South Africa (Marishane, 2017). The research involves the distribution of questionnaires to 50 parents from each of the two schools' case-studied. In total, 100 parents were interviewed including two principals and two vice-principals from each of the schools. Each of the themes consists of 20 marks making a total of 100%. The responses are accorded based on the perceptions of the parents regarding the concept of free basic education in South Africa likewise the experiences of school administrators in curbing with parents' views over the subject of studies and in curbing with admissions of learners due to the effects of the policy on education that pertained to free basic education. Below is a report about the responses obtained from the results of the interviews.

Table 1 : Responses from Cosmo City High School

Theme	Agreed	Strongly Agreed	Disagreed	Strongly Disagreed	Undecided	Percentage (%)	Total
Free basic education	15	20	0	0	0	100	35%

is for the less privilege							
Free basic education is for the rich	10	0	0	0	0	100	10%
Free basic education is free	20	20	0	0	0	100	40%
Free basic education is not free	0	0	20	20	0	100	40%
Parents are well-informed	5	0	0	0	0	100	5%
Principals struggle with admission	20	20	0	0	0	100	40%
Government provides all that is needed at schools	5	5	0	0	0	100	10%

Table 2 : Responses from S'godiphola Secondary School

Theme	Agreed	Strongly Agreed	Disagreed	Strongly Disagreed	Undecided	Percentage (%)	Total
Free basic education is for the less privilege	5	5	0	0	0	100	10%
Free basic education is for the rich	0	0	0	0	10	100	10%
Free basic education is free	20	20	0	0	0	100	40%
Free basic education is not free	0	0	20	20	0	100	40%
Parents are well-informed	0	0	0	20	0	100	20%
Principals struggle with admission	20	20	0	0	0	100	10%
Government provides all that is needed at schools	0	0	0	20	0	100	20%

1.5 Discussion

One of the purposes of this research is to determine how the public perceive their constitutional right with regard to the free basic education for especially children and with a consideration to the need for adult literacy. It also to explore the functioning of schools in reality in connection with free basic education policy. The researchers questioned both parents and certain school administrators in Cosmo City to obtain their opinions on the implementation of the policy on free basic education. About the 35% of the parents interviewed in Cosmo City High school believe

that poor people are supposed to be the major beneficiaries of the rights to free basic education while 10% in Sgodiphola think the same. Very few numbers (10%) of parents in both schools think that free basic education is for the rich. A very high percentage of about 40% of those interviewed as parents' belief that basic education is free, they have little or no idea that government pays for those services through taxes and other government revenues. In other words, whether government gets the resources or not, it never bothered them.

The school administrators interviewed are of the view that many parents have no idea that the implementation of the policy on free basic education has to be in tandem with government's income likewise government's will. In Cosmo High School, only 5% agreed that the struggle is less while 40% of administrators in Sgodiphola Secondary explained their frustration over parents' misconception about the right to free basic education. More so, 40% of the administrators in each of the schools claimed that the number of students seeking admission is often higher than expected especially among African migrants that resides in Cosmo City. The major reason behind the high number is the view according to which education is free. Many parents believe that they will not spend any amount of money from their pockets for the education of their children. They prefer to rather take to schools as many children as they can because they believe that education is free, and the government must pay for every child's basic educational needs. About 10% of the administrators in Cosmo City High school and 20% of administrators in Sgodiphola High school stated that the government do not provide all that are needed for secondary schools.

South Africa is indeed a very popular nation in Africa and the world at large. This region of Africa, on the southern tip of Africa is a fertile land and produces mainly corn, wheat, sugarcane, fruits, vegetables, beef, mutton, wool, poultry and dairy products(YWAM, 2006).South Africa has one of the best economies in Africa with a stock exchange that ranks among the ten largest in the world. It also has the best social infrastructures particularly in major cities compared to other African countries. The country is blessed with mineral resources such as gold, chromium, coal, iron ore, manganese, nickel, phosphate, tin, uranium, gem diamonds, copper, vanadium, salt, natural gas and is one of the largest producers of platinum in the world (YWAM, 2006).

The natural and historical setting of South Africa has enabled the nation to develop its tourism sector to become one of the best in the world. Leaders like Nelson Mandela, Desmond Tutu, Thabo Mbeki, and others who fought against apartheid have contributed immensely to raise the country's name to international standard. Hence South Africa is in position to hold world-class events like the 2008 Miss World beauty contest, and 2010 World Cup competition. The beauty

and the economic nature of South Africa led many Africans to migrate to South Africa in the search for better life. Research shows that in Johannesburg where Cosmo City is located, there are about 80% of migrants more than that population of South Africans themselves (Keller and Manicom, 2019:7-8).

In addition, a survey conducted by the South African Migration Project (SAMP) from 1997-2000 in South Africa and five other SADC (Southern African Development Community) states reveals that one out of every five South Africans does not want any immigrants in South Africa whether legal or illegal. Nearly 60% of South Africans believe that immigrants weaken the country's economy and have contributed to increasing crime rate and poor educational system. Between 1991 through 1995, more South Africans especially white South Africans called for stricter measures against entrance into South Africa. SAMP's survey also reveals that 85% of South Africans do not want foreigners or immigrants to enjoy equal freedom of speech, education and movement, and about 60%-65% feel that foreigners should not enjoy equal police protection and access to other basic services with South Africans. However, 47% of South Africans think the opposite, meaning they are willing to appreciate the presence of foreigners in South Africa (Agai, 2008:1-5).

The survey also reveals that 80% of South Africans have little or no direct relationships or contact with either people from SADC (Southern African Development Commission) states or other African peoples, but 64% of SADC states citizens feel that South Africans are positive towards them while 20% feel negative about their experiences with South Africans. South African' negative attitudes towards African immigrants and refugees cuts across age, education, gender, economics status, race and political domains (Agai, 2008: 1-5). This type of reports affects the search for education between South African citizens and non-South Africans. It is not surprising that in Cosmo City, the competition for educational enrolment at schools is high and the presence of many migrants in Cosmo City have contributed to the debates on the concept of free basic education in South Africa.

Furthermore, the reports obtained from this research in Cosmo City also indicates that parents in Cosmo City have high expectations that the government will certainly meet the educational needs of their children. It is likely that the historical background of most of the parents which includes poor or the absence of formal education might have influenced their thoughts to assume that education is actually free of charge. The outcome of the research also suggests that the government and educational authorities including the Student Governing Body (SGB) need to

appoint certain persons that need to be educating the people over the implementation and orientation regarding the policy on free basic education. Reports from questionnaires clearly indicate that school authorities struggle with the perspectives of many parents who are of the view that education is free for all, and this has often influenced the admission policies of many public schools.

This discussion is derived from the reports of the responses obtained from Cosmo City High and from Sgodiphola High school. The report indicates that the South African history in which many black and poor people were segregated and not allowed to live among white people affected their perception of the meaning of free basic education. There is seeming view that the government must provide free basic education to especially black South Africans including the need for the government to provide other basic needs of the children that pertained to the provision of school uniforms, shoes, food, etc. What many do not understand is that every provision the government provides for is being paid by tax payers which suggest that while the government cares about all, they may not be able to provide everything needed for education for the poor South Africans. This is what sometimes brings misconception between contemporary black and white people in South Africa where many whites feel like their taxes are mainly used to cater for the black people. This is discussion is beyond the scope of this research.

More so, it is important to note that while South Africans many South Africans are struggling to enroll their children in public schools, migrants are also struggling to do same. This seemed to create a contest for school enrolment between the children of many poor South Africans and those of African migrants that resides in South Africa and especially in Cosmo City. One of the points of contest is the view that migrants also need to benefit for the constitutional right according to which basic education in South is free. This research is important because it provides the background to the knowledge according to which the interpretation of the constitutional policy on free basic education is not rightly understood by many South Africans including migrants that resides in South Africa.

1.6 Conclusion

The research shows that most parents whose children are in public schools are of the view that it is the sole responsibility of the government to provide free basic education to their children and that this includes other necessities like transportation, food, school uniforms and compulsory admission or enrollment opportunity. These researchers recommends that it is important for the government to educate its populace that every service offered by government must be run within

a budget frame which suggest that while it is the constitutional right of every individual to be educated freely in South Africa, government must also work within its financial strength. This is why there are certain problems generated among some migrants in South Africa who also want their children to be provided with free basic education. The general public can play a great role in this context by adhering to other obligations that includes the prompt payment of taxes and careful maintenance of government property so that more money can be channeled to education. This research has fulfilled its purpose because it provides the public with more enlightenment on the interaction and contestation between the public constitutional rights to free basic education and the government involvement in the implementation of the policy. The case study of Cosmo City suggests the general perception of the interpretation and the implementation of the policy in many poor communities around South Africa. There are many migrants especially from other African countries residing in South Africa. The quest by many migrants to enroll their children into schools in South Africa have produced further difficulty in understand how the policy on free basic education should be interpreted. Cosmo City used to be a squatter camp and it is now surrounded by few other squatter camps in Honeydew, ESKOM and Siwawa. It is important to note that this article complied with all ethical standards without any intention to hurt any group of people or their belief systems. Those that were interviewed were consulted pre-interviewed and they all agreed to respond according to their various experiences. Attached at the addendum of this research is the letter of consent and the questionnaire used.

Ethical considerations

This article followed all ethical standards for research without any intention to hurt the feelings or beliefs of any individual or a group of people.

Data availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Disclaimer

The views and opinions expressed in this article are those of the authors and do not necessarily reflect the official policy or position of any affiliated agency of the authors.

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Addendum

Questionnaire

Research Topic: Exploring the state of South African schools regarding the Right to Free Basic Education

Interviewee Information

Name/Surname..... (optional)

Media-outfit.....(optional)
work..... (optional)
Age.....(optional)
Gender.....(optional)

The period your children/ child have/has been in the same school.....
.....(compulsory)

Section A: Parents Perception about Free Basic Education

Questions

1. Rights to free basic education means government must provide both teaching and study materials free to all learners.
A. Agreed
B. Strongly Agreed
C. Disagreed
D. Strongly Disagreed
E. Undecided
2. Rights to free basic education means basic education is compulsory for all.
A. Agreed
B. Strongly Agreed
C. Disagreed
D. Strongly Disagreed
E. Undecided
3. Rights to free basic education is only for the poor and unprivileged South Africans.
A. Agreed
B. Strongly Agreed
C. Disagreed
D. Strongly Disagreed
E. Undecided
4. Rights to free basic education is also for rich South African.
A. Agreed
B. Strongly Agreed
C. Disagreed
D. Strongly Disagreed
E. Undecided
5. Do you think it is appropriate that the South African Constitution recognizes citizens right to free basic education?
A. Agreed
B. Strongly Agreed
C. Disagreed
D. Strongly Disagreed

E. Undecided

6. Parents are well-informed about their rights to free basic education.

- A. Agreed**
- B. Strongly Agreed**
- C. Disagreed**
- D. Strongly Disagreed**
- E. Undecided**

7. Parents are not well-informed about their rights to free basic education.

- A. Agreed**
- B. Strongly Agreed**
- C. Disagreed**
- D. Strongly Disagreed**
- E. Undecided**

8. Your children are aware that their educational cost is fully sponsored by the government.

- A. Agreed**
- B. Strongly Agreed**
- C. Disagreed**
- D. Strongly Disagreed**
- E. Undecided**

9. Have you benefitted on your constitutional right that your children are allowed to school at any public secondary school for free?

- A. Agreed**
- B. Strongly Agreed**
- C. Disagreed**
- D. Strongly Disagreed**
- E. Undecided**

Section B: Public School Responses to Free Basic Education

1. Parents are well-informed about their rights to free basic education.

- A. Agreed**
- B. Strongly Agreed**
- C. Disagreed**
- D. Strongly Disagreed**
- E. Undecided**

2. Parents are not well-informed about the rights of children to free basic education.

- A. Agreed**
- B. Strongly Agreed**
- C. Disagreed**
- D. Strongly Disagreed**
- E. Undecided**

3. The government has provided all that is needed to implement the policy of free basic education.
- A. Agreed**
 - B. Strongly Agreed**
 - C. Disagreed**
 - D. Strongly Disagreed**
 - E. Undecided**
4. Many parents blame school authorities for not implementing the policy of free basic education for children.
- A. Agreed**
 - B. Strongly Agreed**
 - C. Disagreed**
 - D. Strongly Disagreed**
 - E. Undecided**
5. The government is doing enough in educating the people about the rights of children to free basic education?
- A. Agreed**
 - B. Strongly Agreed**
 - C. Disagreed**
 - D. Strongly Disagreed**
 - E. Undecided**
6. Schools' principals and SGB are doing enough to educate the people about government policies on the rights of children to free basic education.
- A. Agreed**
 - B. Strongly Agreed**
 - C. Disagreed**
 - D. Strongly Disagreed**
 - E. Undecided**