



Education Subsidies and School Access Among South African Poor Families: A Theoretical Framework

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Published: 02 March 2012 | **Received:** 29 December 2011 | **Accepted:** 11 February 2012

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DOI: [10.5281/zenodo.18977709](https://doi.org/10.5281/zenodo.18977709)

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Abstract

African families often face significant economic challenges that limit access to quality education for their children, particularly in South Africa where poverty is a pervasive issue. The analysis will draw on existing literature and theoretical models from economics and sociology to develop a comprehensive understanding of the dynamics involved in education subsidy programmes for marginalized communities. This theoretical framework underscores the potential of targeted educational support to mitigate poverty's impact on children's educational trajectories in South African contexts. Future research should focus on evaluating the long-term impacts and sustainability of education subsidy programmes, while policymakers could consider expanding such initiatives to reach more families.

Keywords: *Sub-Saharan, poverty, inequality, stratification, access, marginalization, neo-patrimonialism*

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