Integrating ICT into Rural South African Schools:
Possible Solutions for Challenges

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ABSTRACT The influence of ICT in schools cannot be overemphasized as its utility is changing the way students learn, teachers teach, and support staff work. ICT adoption in South African schools has therefore gained momentum. Whilst ICT is fully integrated into many if not all schools in urban areas in South Africa, regrettably the same cannot be said about rural schools. This has created a 'digital divide' between rural and urban schools. Theoretically, this paper is informed by *social justice theory*. Methodologically, the extant literature relied upon to make the case for ICT in South Africa's rural schools. The same approach is used to identify key challenges militating against smooth introduction of ICT into South African schools. Thereafter, suggestions for overcoming identified challenges are provided. The aim is to help bridge the apparent digital divide between rural and urban schools in South Africa.